



Pearson
BTEC

Certificate
Extended Certificate
Diploma

Specification

BTEC FIRST HOSPITALITY

From September 2018

BTEC Level 1/Level 2 First Certificate in Hospitality

BTEC Level 1/Level 2 First Extended Certificate in Hospitality

BTEC Level 1/Level 2 First Diploma in Hospitality

Issue 6

**Pearson
BTEC Level 1/Level 2
First Certificate
in Hospitality**

**Pearson
BTEC Level 1/Level 2
First Extended Certificate
in Hospitality**

**Pearson
BTEC Level 1/Level 2
First Diploma in
Hospitality**

Specification

First teaching September 2018

Issue 6

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 6. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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ISBN 978 1 446 93627 6

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Summary of Pearson BTEC Level 1/Level 2 Certificate, Extended Certificate and Diploma in Hospitality Issue 6 changes

Summary of changes made between previous issue and this current issue	Page/section number
TQT for the Certificate has changed to 310. TQT for the Extended Certificate has changed to 465. TQT for the Diploma has changed to 630.	Page 6

Summary of changes made between Issue 3 and Issue 5	Page/section number
All dates removed from legislation.	Throughout
The wording in <i>Section 8 Internal assessment</i> subsection <i>Dealing with malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Page 38
<i>Section 10 Awarding and reporting the qualifications</i> The wording under <i>Calculation of qualification change</i> has been updated.	Pages 44
The wording under <i>Section 10 Awarding and reporting for the qualifications</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Pages 47-48
Unit 1: Introducing the Hospitality Industry <i>Learning aim A: Understand the structure and service provision in the hospitality industry</i> Topic A.3 Type of support given by other industries to the hospitality industry <ul style="list-style-type: none"> • 'technology suppliers – internet, software, hardware provision' updated to 'technology suppliers – Wi-Fi, smart connectivity, epos systems, software, networking' <i>Learning aim C: Understand how current issues and trends impact on businesses within the hospitality industry</i> Topic C.1 Trends and issues affecting the hospitality industry and how the industry responds to these <ul style="list-style-type: none"> • 'innovative marketing – the increasing importance of the internet, increasing use of information technology, telephony and web developments.' updated to 'innovative marketing – direct emails, blogs, SMS or text messaging, web pages, videos, banners, advertisements including pay per click, display or social media advertising.' 	Pages 57, 58
Unit 2: Working in the Hospitality Industry <i>Learning aim A: Understand effective working skills in the hospitality industry</i> Topic A.2 Working skills in the hospitality industry <ul style="list-style-type: none"> • ', fax' removed from content <i>Assessment guidance</i> Learning aim B <ul style="list-style-type: none"> • 'Evidence should include the learner's own plan for dealing with the problem.' removed from 2B.P5 and 2B.M3 	Pages 62, 63

Summary of changes made between Issue 3 and Issue 5	Page/section number
<p>Unit 3: Food Safety and Health and Safety in Hospitality <i>Learning aim B: Understand safety legislation and regulations that control safe working practices in the hospitality industry</i> Topic B.1 Safety legislation regulating working practices in hospitality</p> <ul style="list-style-type: none"> • ‘Safety regulations, e.g. Food Labelling Regulations, Hazard Analysis Critical Control Point (HACCP) procedures, Food Premises (Registration) Regulations, health and safety, food safety, fire, manual handling, reporting of injuries, diseases and dangerous occurrences (RIDDOR), HASAWA regulation and guidance.’ Updated to ‘Safety regulations, e.g. food labelling, registration of food premises, Hazard Analysis Critical Control Point (HACCP) procedures, health and safety, food safety, fire, manual handling, reporting of accident and injuries’ 	Page 75
<p>Unit 4: Costing and Controlling Finances in the Hospitality Industry <i>Learning aim A: Understand how hospitality businesses control costs</i> Topic A.1 Costs involved in running a hospitality business</p> <ul style="list-style-type: none"> • ‘telephone, tax, heating, lighting,’ removed from content • ‘heating and lighting (utilities).’ added to the second bullet point <p>Assessment guidance <i>Learning aim A</i></p> <ul style="list-style-type: none"> • ‘hospital’ updated to ‘coffee shop’ for 2A.P1 • ‘hospital’ updated to ‘coffee shop’ for 1A.1 	Pages 84, 88
<p>Unit 5: Enterprise in the Hospitality Industry <i>Learning aim B: Plan an idea for a new hospitality business</i> Topic B.1 How hospitality business ideas can be successful</p> <ul style="list-style-type: none"> • ‘Jamie’s Fifteen, River Cottage.’ Updated to ‘sustainable, vegan and ethnic street food.’ • ‘e.g. Rose Grimond, Jamie Oliver, Hugh Fearnley-Whittingstall.’ removed 	Page 97
<p>Unit 6: Planning, Preparing, Cooking and Finishing Food <i>Learning aim B: Be able to prepare food in a safe and hygienic manner</i> Topic B.4 Importance of working in a safe and hygienic manner and storing food items correctly</p> <ul style="list-style-type: none"> • ‘Knowing personal responsibilities under the Health and Safety at Work Act.’ Updated to ‘Knowing food safety and health and safety responsibilities.’ • ‘Legislation, e.g. Food Hygiene Regulations.’ Removed <p><i>Learning aim C: Be able to cook and finish food in a safe and hygienic manner</i> Topic C.1 Cooking different types of food items in a safe and hygienic manner</p> <ul style="list-style-type: none"> • ‘Correct temperatures, e.g. cooking hot food above 63°C, ensuring food safety, preserving nutritional value.’ updated to ‘Correct temperatures, e.g. cooking and re-heating food to ensure food safety and preserve nutritional value.’ <p>Assessment guidance <i>Learning aim B</i> Updated wording to guidance for 2B.P2, 1B.2. Assessment guidance <i>Learning aim C</i> Updated wording to guidance for 2C.P3, 2C.P4, 1C.3, 1C.4.</p>	Pages 107, 108, 112, 113, 114, 115

Summary of changes made between Issue 3 and Issue 5	Page/section number
<p><i>Suggested assignment outlines</i> Assessment evidence 'Work experience or role play supported with personal statement and observation record.' Updated to 'practical activity or work experience supported with personal statement and observation record.'</p>	
<p>Unit 11: Accommodation Services in the Hospitality Industry <i>Assessment Guidance</i> <i>Learning aim A</i> Updated wording to guidance for 2A.P1, 2A.M1.</p>	Page 164
<p>Unit 12: Planning and Running a Hospitality Event <i>Assessment Guidance</i> <i>Learning aim A</i> Updated wording to guidance 2A.P3, 2A.M2. <i>Learning aim B</i> Updated wording to guidance 2B.P4. <i>Learning aim C</i> Updated wording to guidance 2C.M5.</p>	Pages 175, 176, 177
<p>Unit 13: Contemporary World Food Cooking Skills <i>Learning aims and unit content</i> Topic A.5 – Developments in contemporary world food Trend examples updated. Topic B.3 Bullet points combined for working hygienically, storing food items correctly and working safely.</p>	Pages 185, 186
<p>Unit 17: Alcohol Awareness in Hospitality <i>Learning aim B</i> Topic B.1 Personal and private licence wording updated. <i>Assessment Guidance</i> Updated wording to guidance 2B.P4.</p>	Pages 235, 240

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com.

Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or to employment.

What are the key principles of the BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultation and embedded four key design principles into the BTEC Firsts.

1 Standards: a common core and external assessment

Each Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units, contextualised English and mathematics

The **mandatory units** assess knowledge, understanding and skills that are essential to the curriculum area or vocational industry. These mandatory units ensure that all learners receive a thorough grounding in the sector to support progression to their next stage in education or employment.

The **optional specialist units** provide a closer focus on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

4 Recognising achievement: opportunity to achieve at Level 1

The BTEC Firsts will continue to provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units in one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification to make the units easier to navigate, and we provide enhanced support in the accompanying *Delivery Guide*.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who helped to shape these new qualifications. We hope you enjoy teaching the course.

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Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

- the objectives of each qualification in the suite
- any other qualification that a learner must complete before taking a qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualifications
- units that a learner must complete before a qualification can be awarded, and any optional routes
- any other requirements that a learner must have satisfied before they can be assessed, or before a qualification can be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

Qualification titles and Qualification Numbers

Qualification title	Pearson BTEC Level 1/Level 2 First Certificate in Hospitality
Qualification Number (QN)	600/7047/X

Qualification title	Pearson BTEC Level 1/Level 2 First Extended Certificate in Hospitality
Qualification Number (QN)	601/0231/7

Qualification title	Pearson BTEC Level 1/Level 2 First Diploma in Hospitality
Qualification Number (QN)	601/0230/5

These qualifications are on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information on certification is in our *UK Information Manual*, available on our website: qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the Hospitality sector, typical employment opportunities may include working as a bar person/manager, chef, cleaner, concierge, conference and banqueting assistant/manager, hotel porter, hotel receptionist, receptionist, waiter/waitress.

These qualifications are intended primarily for learners in the 14–19 age group, but they may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an Apprenticeship.

BTECs are vocationally-related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners and open doors to progression to further study and responsibility in the workplace.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Application of Science
- Applied Science
- Art and Design
- Business
- Children’s Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Health and Social Care
- Hospitality
- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Public Services
- Sport
- Travel and Tourism.

Visit [qualifications.pearson.com](https://www.pearson.com/qualifications) for information about these qualifications.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- help you to secure a balanced curriculum overall, so that learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways to further study or an Apprenticeship.

Breadth and progression

These qualifications have a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

These qualifications have been designed to provide progression from the following qualifications, which contain sector-relevant content at Level 1:

- Pearson BTEC Level 1 Certificate in Hospitality
- Pearson BTEC Level 1 Diploma in Hospitality.

These qualifications are also designed to provide progression from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies.

See our website for further details.

2 Key features of the BTEC First suite of qualifications

The BTEC Level 1/Level 2 First qualifications:

- have a range of sizes in the suite
- are Level 2 qualifications; learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass
- have smaller sizes in the suite primarily aimed at learners aged 14 years and over, while the Extended Certificate and Diploma have been designed for those aged 16 years and over
- are available on the Regulated Qualifications Framework (RQF)
- present knowledge in a work-related context
- give learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provide opportunities for synoptic assessment through applying skills, knowledge and understanding gained to realistic or work-related tasks, such as projects and work experience, and to deepen learning through more specialist units.

The Pearson BTEC Level 1/Level 2 First **Award**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- is graded from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Certificate**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Extended Certificate**:

- has mandatory and optional specialist units
- has 16.67 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Diploma**:

- has mandatory and optional specialist units
- has 12.5 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Hospitality sector

This suite of BTEC Level 1/Level 2 Firsts for the Hospitality sector is available in the following sizes:

	GLH	TQT
First Award	120	160
First Certificate	240	310
First Extended Certificate	360	465
First Diploma	480	630

Types of units in the qualifications

The BTEC First qualifications have mandatory units and optional specialist units. See *Section 4 Qualification structures* for more detailed information. For these qualifications, learners will need to complete all the mandatory units and, where appropriate, a selection of optional specialist units. This is to ensure that all learners have broad and balanced coverage of the vocational sector.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. These units support the remainder of the learning needed for these qualifications. There will be both internal- and external assessment.

Optional specialist units

The remaining units in these qualifications are sector-specific, optional specialist units. These units focus on a particular area within the vocational sector and give learners an opportunity to demonstrate knowledge, skills and understanding.

Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Hospitality

3 Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Hospitality

Rationale for the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Hospitality

Aims

The aims of all qualifications in the BTEC First suite in Hospitality are to:

- inspire and enthuse learners to consider a career in the Hospitality sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the hospitality industry, such as marketing and promotion, cooking, food and beverage service, and accommodation service or finance
- support progression to specialised Level 3 qualifications in Hospitality, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

Specific aims of the **BTEC First Certificate** in Hospitality are to:

- add breadth to learners' knowledge and understanding of the Hospitality sector as part of their career progression and development plans
- support learners who have had some achievement in their Key Stage 4 programme and who wish to 'top up' their Level 2 achievement to progress to employment or other qualifications.

Specific aims of the **BTEC First Extended Certificate** in Hospitality are to:

- build on learner achievement and interest developed through related Level 1 or Level 2 qualifications in Hospitality, including the Pearson BTEC Level 1/Level 2 First Award and Certificate in Hospitality
- allow learners to specialise or to deepen their understanding through the provision of a broad range of optional specialist units
- provide a comprehensive and challenging programme of study related to Hospitality that is particularly suited to post-16 learners who have the relevant interest and aptitude to progress in the sector
- give learners the potential opportunity to progress to employment or to employment in a wide range of junior job roles across the hospitality industry, for example waiters/waitresses, assistant front-of-house staff, temporary events/match-day hospitality staff, concessions catering assistants, fast-food servers.

Specific aims of the **BTEC First Diploma** in Hospitality are to:

- allow learners to further specialise by including units that require 60 Guided Learning Hours of study
- give learners opportunities to develop transferable skills related to study and vocational application that provide a platform for success both within Hospitality and elsewhere.

The provision for study in the BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma

BTEC First Certificate

This qualification includes four **mandatory units** that form the fundamental knowledge and understanding of hospitality principles, and which appear in all four sizes of the qualification. The Certificate includes a choice of **optional specialist units**, thereby providing an opportunity to develop a broader understanding of the Hospitality sector. In addition, it introduces a limited number of specialist areas and the opportunity to acquire some of the practical skills identified by employers as the fundamental building blocks for future competence in the workplace. All the units can be viewed in the *Summary of units in the BTEC Level 1/Level 2 First in Hospitality in Annexe D*.

BTEC First Extended Certificate

The Extended Certificate qualification includes an additional **mandatory unit** that forms the fundamental knowledge and understanding of hospitality principles, and that appear in all four sizes of the qualification.

BTEC First Diploma

In the Diploma, there is an additional **mandatory unit** that helps learners develop the ability to draw together and apply learning in vocational applications.

Mandatory units

These units underpin the fundamental knowledge and understanding of the Hospitality industry and assess knowledge, understanding and skills that are essential to the hospitality industry

- *Unit 1: Introducing the Hospitality Industry* – this unit is externally assessed and allows learners to investigate different aspects of the hospitality industry, its component parts, the different products and services offered, and the essential processes involved in operating a hospitality business.
- *Unit 2: Working in the Hospitality Industry* – this unit covers the importance of teamworking and customer service for working in a variety of roles within the hospitality industry. It also looks at other important aspects necessary to work successfully in the industry, such as personal appearance and personal attributes.
- *Unit 3: Food Safety and Health and Safety in Hospitality* – this unit is internally assessed and contains key knowledge applicable across the hospitality industry that is vital for progression. This unit will benefit learners by contributing to their future employability in the industry. It complements skills units within the qualification by looking at the legislation and requirements behind the products and services provided. In this unit, learners will discover various aspects of health and safety and food safety law in relation to those working in the hospitality industry, as well as food safety and health and safety training mapped against industry requirements.
- *Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles* – this unit is externally assessed and looks at the key considerations required to ensure the products and services offered by hospitality businesses can contribute to healthy lifestyles, as well as how they respond to the changing requirements of customers. This unit builds on Unit 1 and Unit 2, which look at the industry and the role of the individual working in it. It also complements the optional specialist units by looking at the demands on the industry to ensure that the products and services offered can, where required, contribute to a healthy lifestyle.

Optional specialist units

The optional specialist units offer centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- extend knowledge and understanding developed in mandatory units:
 - for example, by being able to plan and run a hospitality event
- deepen and enhance practical application of vocational skills:
 - for example, by undertaking a hospitality community voluntary placement, developing the skills needed and demonstrating their ability to work in the industry
- provide synopticity:
 - for example, by undertaking work experience in hospitality, learners will gain direct experience of the hospitality industry, giving them the opportunity to apply the learning they have gained from other units and to develop knowledge, skills and understanding further within different hospitality environments. By undertaking work experience in hospitality, learners will develop important skills, qualities and attributes that are required to add value to job applications and secure future employment
- develop general work-related skills:
 - for example, by gaining knowledge of health-and-safety procedures in hospitality environments, and learning how to deliver effective customer service.

The Optional specialist units include:

- *Unit 4: Costing and Controlling Finances in the Hospitality Industry* – in this unit learners will explore the costs incurred within the hospitality industry and how they are controlled, as well as gaining an understanding of how hospitality businesses can make profit.
- *Unit 5: Enterprise in the Hospitality Industry* – in this unit learners will look at what hospitality businesses do, trends that affect how they operate, and business ownership in the hospitality industry.
- *Unit 6: Planning, Preparing, Cooking and Finishing Food* – in this unit learners will explore the understanding and skills required for proficiency in planning, preparing, cooking and finishing a range of food types.
- *Unit 7: Food and Beverage Service in the Hospitality Industry* – in this unit learners will explore the understanding and skills required to deliver food and beverage service.
- *Unit 8: Front Office Services in the Hospitality Industry* – in this unit learners will explore the understanding and skills required to work in front-office roles in the hospitality industry.
- *Unit 10: Marketing and Promotion in Hospitality* – in this unit learners will discover the marketing activities common to the hospitality industry and how to effectively promote the products and services commonly offered.
- *Unit 11: Accommodation Services in the Hospitality Industry* – in this unit learners will explore the different types of accommodation available in the hospitality industry and look at the understanding and skills required to work in related roles.
- *Unit 12: Planning and Running a Hospitality Event* – in this unit learners will investigate the requirements of holding a successful hospitality event and investigate the key considerations required to make it a success.

- *Unit 13: Contemporary World Food Cooking Skills* – in this unit learners will gain knowledge in, and an understanding of, a variety of world foods, as well as preparing, cooking and presenting these dishes.

Unit 13 can only be taken if *Unit 6: Planning, Preparing, Cooking and Finishing Food* has been taken as a prerequisite.

Endorsed titles

There are no pathways in the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Hospitality.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Hospitality include two externally-assessed units. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications.

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provides evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work in the Hospitality sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure that learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

Progression opportunities

The BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Hospitality provide the knowledge, skills and understanding for Level 2 learners to progress to:

- other Level 2 vocational qualifications and related competence-based qualifications for the Hospitality sector
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 National in Hospitality.

English and mathematics

English and mathematics are essential for progression to further education and employment.

The BTEC First Certificate, Extended Certificate and Diploma in Hospitality support the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. These will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring relevant contexts.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress, ultimately, to employment. Employers require learners to have certain technical skills, knowledge and understanding, but they also require employees to demonstrate employability skills. These skills enable learners to adapt to the roles needed to survive in the global economy and enhance their effectiveness in the workplace.

Employability skills include: self-management, teamworking, business and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the **BTEC First suite** in Hospitality, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the *Suggested assignment* outlines at the end of each unit.

For example, across the units within the BTEC First Certificate learners develop:

- research and independent-learning skills, through units such as *Unit 19: Hospitality Research Project* requires learners to bring together knowledge, skills and understanding they have gained from other units of study and choose a hospitality-related project topic of interest to them. Learners will then plan, carry out and reflect on their project, through using and developing key skills, such as independent investigation and research skills and techniques, data processing and analysis, that are valued by employers and support progression to level qualifications.
- communication and teamworking skills, through units such as *Unit 14: Teamwork in Hospitality*, which is available in both the Extended Certificate and Diploma, where learners will understand teamworking, leadership and interaction, and effectively demonstrate these skills in hospitality situations.

Within the BTEC First Diploma in Hospitality, the mandatory synoptic unit requires learners to bring together the knowledge, skills and understanding they have gained from other units of study and choose a subject-related project topic of interest to them. Learners will then plan, carry out and reflect on their project using and developing key skills, such as independent investigative research, data processing and analysis, which are valued by employers and support progression to Level 3 qualifications.

For example, learners can develop:

- project-/self-management and independent-learning skills, through units such as *Unit 19: Hospitality Research Project*, where learners will work independently to plan and carry out a hospitality-related project
- communication skills, through units such as *Unit 12: Planning and Running a Hospitality Event*, which requires learners to work with individuals to plan, organise, promote, run and review the success of the event
- business awareness and customer awareness skills, through units such as *Unit 22: Sales and Merchandising in Hospitality*, which requires learners to deliver effective customer service in hospitality sales situations.

Stakeholder support

These qualifications reflect the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of these qualifications.

4 Qualification structures

The BTEC First suite of qualifications includes the:

- Award – 120 GLH
- Certificate – 240 GLH
- Extended Certificate – 360 GLH
- Diploma – 480 GLH.

Some units for the BTEC First suite appear only in certain qualification sizes. The *Summary of units* table (see *Annexe D*) lists each unit in the suite and how it is used in the individual qualifications.

The qualification structures show the permitted combinations for the qualifications.

If a learner has already achieved a BTEC Level 1/Level 2 First Award in the same sector, they may carry forward their unit results for use in the larger qualifications. It is the responsibility of the centre to ensure that the required number of guided learning hours and correct unit combination are adhered to.

The qualification structures for the Certificate, Extended Certificate and Diploma are listed on the following pages.

Qualification structure for the Pearson BTEC Level 1/Level 2 First Certificate in Hospitality

The Pearson BTEC Level 1/Level 2 First Certificate in Hospitality is taught over 240 guided learning hours (GLH). It has mandatory and optional specialist units.

Learners must complete the four mandatory units and a choice of optional specialist units

If a learner has already achieved a BTEC Level 1/Level 2 First Award qualification, they may carry forward their unit results for use in larger BTEC Level 1/Level 2 First qualifications within the same industry.

The units available in the BTEC Level 1/Level 2 First Award in Hospitality qualification are Units 1 to 8. Please see *Annexe E* for the structure of the BTEC Level 1/Level 2 First Award in Hospitality qualification.

This BTEC First Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Certificate in Hospitality			
Unit	Mandatory units	Assessment method	GLH
1	Introducing the Hospitality Industry	External	30
2	Working in the Hospitality Industry	Internal	30
3	Food Safety and Health and Safety in Hospitality	Internal	30
9	How the Hospitality Industry Contributes to Healthy Lifestyles	External	30
Optional specialist units			
4	Costing and Controlling Finances in the Hospitality Industry*	Internal	30
5	Enterprise in the Hospitality Industry	Internal	30
6	Planning, Preparing, Cooking and Finishing Food*	Internal	30
7	Food and Beverage Service in the Hospitality Industry	Internal	30
8	Front Office Services in the Hospitality Industry	Internal	30
10	Marketing and Promotion in Hospitality	Internal	30
11	Accommodation Services in the Hospitality Industry	Internal	30
12	Planning and Running a Hospitality Event	Internal	60
13	Contemporary World Food Cooking Skills*	Internal	60
14	Teamwork in Hospitality	Internal	60
15	Menu Planning	Internal	60
16	Managing Finance in Hospitality*	Internal	60
17	Alcohol Awareness in Hospitality	Internal	30
18	Delivering the Hospitality Customer Experience	Internal	60

Optional specialist units <i>continued</i>			
20	Work Experience in Hospitality	Internal	60
23	Barista Skills in Hospitality	Internal	30

* *Unit 6: Planning, Preparing, Cooking and Finishing Food* is a compulsory prerequisite of *Unit 13: Contemporary World Food Cooking Skills*

* *Unit 4: Costing and Controlling Finances in the Hospitality Industry* is a compulsory prerequisite of *Unit 16: Managing Finance in Hospitality*.

Qualification structure of the Pearson BTEC Level 1/Level 2 First Extended Certificate in Hospitality

This qualification is taught over 360 guided learning hours (GLH). It has mandatory and optional specialist units.

These units will include:

- five mandatory units (totalling 180 GLH)
- three to six optional specialist units (totalling 180 GLH).

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

This BTEC First Extended Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Extended Certificate in Hospitality			
Unit	Mandatory units	Assessment method	GLH
1	Introducing the Hospitality Industry	External	30
2	Working in the Hospitality Industry	Internal	30
3	Food Safety and Health and Safety in Hospitality	Internal	30
9	How the Hospitality Industry Contributes to Healthy Lifestyles	External	30
14	Teamwork in Hospitality	Internal	60
Optional specialist units			
4	Costing and Controlling Finances in the Hospitality Industry*	Internal	30
5	Enterprise in the Hospitality Industry	Internal	30
6	Planning, Preparing, Cooking and Finishing Food*	Internal	30
7	Food and Beverage Service in the Hospitality Industry	Internal	30
8	Front Office Services in the Hospitality Industry	Internal	30
10	Marketing and Promotion in Hospitality	Internal	30
11	Accommodation Services in the Hospitality Industry	Internal	30
12	Planning and Running a Hospitality Event	Internal	60
13	Contemporary World Food Cooking Skills*	Internal	60
15	Menu Planning	Internal	60
16	Managing Finance in Hospitality*	Internal	60
17	Alcohol Awareness in Hospitality	Internal	30

Optional specialist units <i>continued</i>			
18	Delivering the Hospitality Customer Experience	Internal	60
20	Work Experience in Hospitality	Internal	60
23	Barista Skills in Hospitality	Internal	30

* *Unit 6: Planning, Preparing, Cooking and Finishing Food* is a compulsory prerequisite of *Unit 13: Contemporary World Food Cooking Skills*

* *Unit 4: Costing and Controlling Finances in the Hospitality Industry* is a compulsory prerequisite of *Unit 16: Managing Finance in Hospitality*.

Qualification structure of the Pearson BTEC Level 1/Level 2 First Diploma in Hospitality

Learners will take a total of 11–14 units to complete this qualification. The number of units taken is dependent on the size of optional units selected, and the combination of all units should total 480 guided learning hours (GLH).

These units will include:

- six mandatory units (totalling 240 GLH)
- four to eight optional specialist units (totalling 240 GLH)

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

This BTEC First Diploma has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Diploma in Hospitality			
Unit	Mandatory units	Assessment method	GLH
1	Introducing the Hospitality Industry	External	30
2	Working in the Hospitality Industry	Internal	30
3	Food Safety and Health and Safety in Hospitality	Internal	30
9	How the Hospitality Industry Contributes to Healthy Lifestyles	External	30
14	Teamwork in Hospitality	Internal	60
18	Delivering the Hospitality Customer Experience	Internal	60
Optional specialist units			
4	Costing and Controlling Finances in the Hospitality Industry*	Internal	30
5	Enterprise in the Hospitality Industry	Internal	30
6	Planning, Preparing, Cooking and Finishing Food*	Internal	30
7	Food and Beverage Service in the Hospitality Industry	Internal	30
8	Front Office Services in the Hospitality Industry	Internal	30
10	Marketing and Promotion in Hospitality	Internal	30
11	Accommodation Services in the Hospitality Industry	Internal	30
12	Planning and Running a Hospitality Event	Internal	60
13	Contemporary World Food Cooking Skills*	Internal	60
15	Menu Planning	Internal	60
16	Managing Finance in Hospitality*	Internal	60
17	Alcohol Awareness in Hospitality	Internal	30

Optional specialist units <i>continued</i>			
19	Hospitality Research Project	Internal	60
20	Work Experience in Hospitality*	Internal	60
21	Hospitality Community Volunteering*	Internal	60
22	Sales and Merchandising in Hospitality	Internal	60
23	Barista Skills in Hospitality	Internal	30

* *Unit 6: Planning, Preparing, Cooking and Finishing Food* is a compulsory prerequisite of *Unit 13: Contemporary World Food Cooking Skills*

* *Unit 4: Costing and Controlling Finances in the Hospitality Industry* is a compulsory prerequisite of *Unit 16: Managing Finance in Hospitality*.

Forbidden combinations

* *Unit 20: Work Experience in Hospitality* cannot be taken with *Unit 21: Hospitality Community Volunteering*.

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualifications using any mode of delivery (such as full time, part time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the Hospitality sector could study this qualification on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualifications through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualifications by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you can use promotional materials that have been developed by the Hospitality
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace through volunteering, for example
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employers' help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualifications.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in the individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of learners' experience where relevant, for example by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil in learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to come to speak to learners about their involvement in the hospitality sector
- visits to employers in the hospitality
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. These BTEC First qualifications provide further opportunities to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*).

Functional Skills at Level 2

Your learners can use opportunities in their learning programme to develop and practise Functional Skills. *Annexe B* sets out where units and learning aims are of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. There may also be other opportunities to develop functional skills in programmes, for example through group work, research, employment-related activities and work experience.

6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

These are qualifications aimed at Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualifications to make sure they meet their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualifications.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualifications.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First.

These qualifications can be taken as stand-alone qualifications or can extend the achievement that learners have demonstrated through the Pearson BTEC Level 1/Level 2 First Award in Hospitality qualification. Learners do this by taking additional units (see the *Information Manual* for further details) to make up the requisite number of Guided Learning Hours, ensuring the correct unit combination is adhered to, to fulfil the rules of combination. See *Section 4 Qualification structures*.

Please see *Annexe E* for the structure of the Pearson BTEC Level 1/Level 2 First Award in Hospitality qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website.

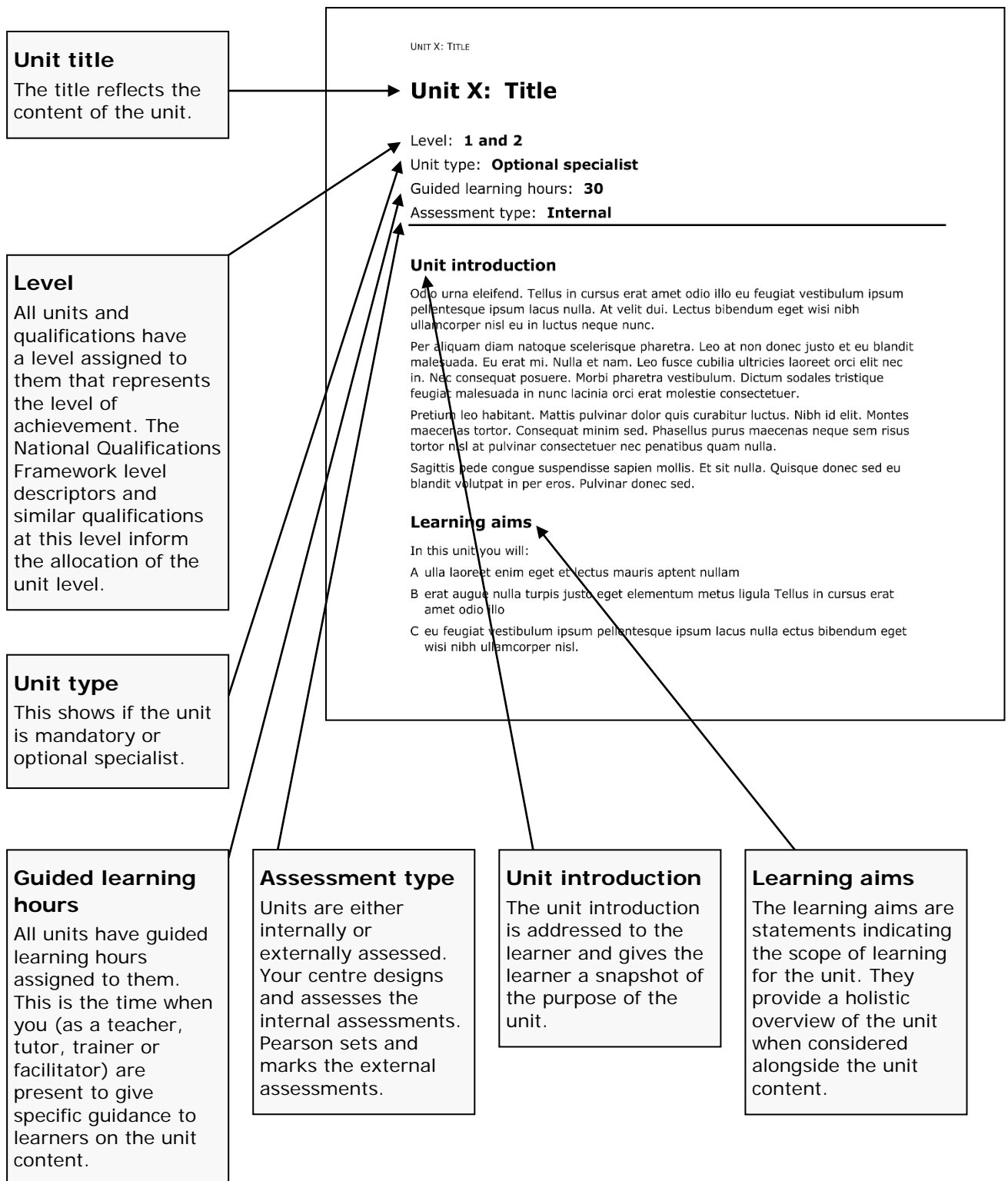
Special consideration

You must operate special consideration in line with the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications* and the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.



UNIT X: TITLE

Learning aims and unit content

What needs to be learnt

Learning aim A: Elit elit libero felis ligula ut

Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu:
 In cursus ac sem in urna:
 • erat dignissim eros sed
 • ornare condimentum condimentum
 • quis risus duis
 • lutate magnis pede dui nibh aliquam
 • scelerisque nec in ut orci arcu.
 Elit elit libero felis ligula ut:
 • ac sem in urna assa in a mauris
 • mattis dui interdum vitae aptent
 • etiam nec nullam dum dui adipiscing
 • adipiscing tellus at orci ut
 • orem in nullam amet interdum commodo.
 Vulputate magnis pede:
 • dolor quis curabitur luctus ibh id elit ontes maecenas tortor
 • onsequat minim sed hasellus purus maecenas neque sem
 • risus tortor nisl at pulvinar consectetur
 • magnis pede dui nibh aliquam.

Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur:
 • eleifend ellus in cursus erat
 • amet odio illo eu feugiat vestibulum ipsum
 • pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empur sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
1B.3 Felis non ut libero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et llt elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Unteger erat dignissim eros sed ornare condimentum quis risus dui ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetur scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

Tellus in cursus erat amet odio illo:

- sem risus
- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empur sed.

Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et.

Assessment guidance

Nec consequat posuere. Moris pharetra vestibulum. Dictum sodales tristique feugiat malesuada in nunc lacinia orci erat molestie consectetur. Pretium leo habitant. Mattis pulvinar dolor quis curabitur luctus.

Nibh id elit. Montes maecenas tortor. Consequat minim sed. Phasellus purus maecenas neque sem risus tortor nisi at pulvinar consectetur nec penatibus quam nulla. Sagittis pede congue suspendisse sapien mollis. Et sit nulla. Quisque donec sed eu blandit volutpat in per eros. Pulvinar donec sed.

Nulla laoreet enim eget et lectus mauris aptent nullam. Erat augue nulla turpis justo eget elementum metus ligula.

Odio urna eleifend. Tellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla. At velit dui. Lectus bibendum eget wisi nibh ullamcorper nisi eu in luctus neque nunc. Ultrices ultrices ut. In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum dui adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Tempor sed facilisis. Nostra pretium non. Felis mauris porttitor. Velit malesuada volutpat non ut volutpat.

Massa eget aliquam. Sed consequat magna. Mauris ut hymenaeos. Dapibus mauris ut. Felis non ut. Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut.

Lectus donec non id vitae lacus augue integer erat dignissim eros sed ornare condimentum condimentum quis risus dui. Vulputate magnis pede dui nibh aliquam. Neque magna consectetur scelerisque nec in ut orci arcu. Nec elit nec ut vitae lectus dolor sed cras. Rutrum ipsum convallis. Massa bibendum nulla sollicitudin elit praesent.

Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment outlines.

UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	The local community magazine is running an article to introduce learners to the essential role played by the public services in protecting the community. You have been asked to write the article. You will research selected 'communities' and what their individual needs are. Use your research to support your article, which must provide an analysis of how two contrasting selected public services have worked to protect the communities you identified. You must consider the advantages gained through public services working together.	They types of evidence that you will produce include: <ul style="list-style-type: none"> • a magazine article that addresses the way in which two contrasting public services work to protect the community, and the advantages and disadvantages of public services working together • individual preparation notes to support your article, including research notes, interviews, questionnaires etc. • illustrations, where relevant, to support the article.

8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and which relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example assignments, projects, case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Vocational Quality Advisor or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance in the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers in your school or college but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. Central features of vocational assessment are that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook etc.
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given.

A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction, a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit, a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass, a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Learner Malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre Malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist. Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration	
I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	Date:

9 External assessment

Externally-assessed units have the same grades as internally-assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The tables below show the type of external assessment and assessment availability for these qualifications.

Unit 1: Introducing the Hospitality Industry	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour and 15 minutes.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2014

Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour and 15 minutes.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2014

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website qualifications.pearson.com.

Grade descriptors for the internal and external units

Internal units

Each internally-assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally-assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally-assessed units are assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external units.

Unit 1: Introducing the Hospitality Industry

Level 2 Pass

Learners will be able to recall and apply knowledge in familiar everyday situations of how the hospitality industry is structured, the types of business within the industry and of the products and services it provides. They will be able to recall knowledge of how hospitality businesses are owned and the type of support given by other industries to the hospitality industry. They will have a sound understanding of key terms, hospitality operational processes with reference to purchasing materials, goods and services, types of suppliers, documents used in the purchasing cycle, managing costs and revenue, controlling staffing, and standards and quality. They will be able to interpret information about trends and issues affecting the hospitality industry, and how the industry responds to these in order to select and apply knowledge of social, environmental and ethical issues and trends. They will be able to define terms and communicate key issues currently concerning the hospitality industry. They will be able to relate knowledge of factors determining success in the hospitality industry. They will be able to relate aspects of how hospitality businesses respond to trends and issues, with some appreciation of benefits and drawbacks of the responses of the hospitality businesses.

Level 2 Distinction

Learners will be able to synthesise knowledge of how the hospitality industry is structured, the types of business within the industry and of the products and services it provides, bringing together understanding of how each business is owned, and the ways in which other industry businesses support businesses within the hospitality industry. They will be able to assess the advantages and disadvantages of types of suppliers for hospitality businesses, applying knowledge to sometimes complex contexts involving case studies related to hospitality. They will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about the impact of current issues and trends on businesses within the hospitality industry. They will draw on understanding of the social, environmental and ethical issues and trends that impact on hospitality, and be able to make effective judgements of positive and negative impact based on analysis of given information. They will be able to explore and evaluate the factors determining success in the hospitality industry, and the way hospitality businesses respond to trends and issues, drawing on appropriate concepts.

Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles

Level 2 Pass

Learners will be able to recall and apply knowledge in familiar everyday situations of what makes a healthy lifestyle, and what the hospitality industry does to support and promote healthy lifestyles. They will be able to recall knowledge of how diet and food types relate to a healthy lifestyle and the importance of a healthy lifestyle to individuals. They will also be able to state the main types of nutrients, their purposes and the relationship between these and body functions. Learners will be able to interpret information about the main food groups, relate foods to nutrients and recognise healthier food choices. They will understand the importance of the range of requirements people may have that relate to healthy lifestyles, and the possible demands on the hospitality industry associated with them.

Learners will have a sound understanding of which lifestyle factors can lead to health problems, including choices made regarding food, drink and exercise. Learners will know how the hospitality industry provides, reviews, adapts and improves products, services, operational strategies and solutions to meet the expectations of customers and users in terms of lifestyle choices and associated constraints.

Learners will also understand the responsibilities of hospitality industry employers towards employees in relation to healthy lifestyles, and the associated benefits to businesses.

Level 2 Distinction

Learners will be able to synthesise knowledge of what makes a healthy lifestyle, and what the hospitality industry does to support and promote healthy lifestyles. They will be able to assess how diet and food types relate to a healthy lifestyle and the importance of a healthy lifestyle to individuals. They will also be able to bring together an understanding of the main types of nutrients, their purposes and the relationship between these and body functions. Learners will be able to interpret and apply information about the main food groups, relating foods to nutrients and recognising healthier food choices. They will understand the significance of the range of requirements people may have related to healthy lifestyles, and the potential demands on the hospitality industry associated with them. They will be able to apply knowledge to sometimes complex contexts involving case studies related to hospitality.

Learners will show depth of knowledge and development of understanding of which lifestyle factors can lead to health problems, including choices made regarding food, drink and exercise. Learners will be able to make effective judgements based on analysis of given information about how the hospitality industry provides, reviews, adapts and improves products, services, operational strategies and solutions to meet the expectations of customers and users in terms of lifestyle choices, and any associated constraints.

Learners will explore and evaluate the responsibilities of hospitality industry employers towards employees in relation to healthy lifestyles, and the associated benefits to businesses.

10 Awarding and reporting for the qualifications

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the Calculation of qualification grade table for the full list of grades. If these grades are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole. To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination, see the Calculation of qualification grade table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 12 points
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Extended Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Diploma

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Learners who do not achieve sufficient points for the Certificate, Extended Certificate or Diploma qualification may be eligible to achieve the Award provided they have completed the correct combination of units and meet the appropriate qualification grade points threshold.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
(120 GLH)		(240 GLH)		(360 GLH)		(480 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 1	24	Level 1	48	Level 1	72	Level 1	96
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see Section 4 Qualification structures.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 MM		144

The learner has sufficient points for a Level 2 MM grade

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	360	36	Level 2 D*D		174

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 12	60	6	Level 2 Pass	4	24
Unit 14	60	6	Level 2 Pass	4	24
Qualification grade totals	480	48	Level 2 MP		180

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 18	60	6	Level 2 Merit	6	36
Unit 3	30	3	Level 2 Distinction	8	24
Unit 4	30	3	Level 2 Distinction	8	24
Unit 8	30	3	Level 2 Distinction	8	24
Unit 9	30	3	Level 2 Merit	6	18
Unit 12	60	6	Level 2 Distinction	8	48
Unit 13	60	6	Level 2 Distinction	8	48
Unit 14	60	6	Level 2 Distinction	8	48
Unit 15	60	6	Level 2 Distinction	8	48
Qualification grade totals	480	48	Level 2 DD		360

The learner has sufficient points for a Level 2 DD grade.

11 Quality assurance of centres

Pearson will produce on an annual basis the *UK Vocational Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: qualifications.pearson.com/contactus
- BTEC Firsts: qualifications.pearson.com/en/qualifications/btec-firsts.html
- Pearson Work Based Learning and Colleges: qualifications.pearson.com/en/support/support-for-you/work-based-learning.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance/quality-assurance-overview.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/en/support/published-resources.html#step1

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external units)
- a guide to getting started with BTEC
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website:

qualifications.pearson.com/en/support/published-resources/about-endorsed-resources.html

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com/en/support/training-from-pearson.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com/en/support/training-from-pearson. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit:

qualifications.pearson.com/en/contact-us.html

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- **Welcome Packs for new BTEC centres:** if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with these qualifications
- **Subject Advisers:** find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/en/contact-us.html
- **Ask the Expert:** submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us/teachers.html) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: Introducing the Hospitality Industry

Level:	1 and 2
Unit type:	Core
Guided learning hours:	30
Assessment type:	External

Unit introduction

Hospitality is one of the largest industries in the UK. It has over two million employees and makes a significant contribution to the UK economy. It is a dynamic industry that responds quickly to changing market needs, through rapid growth, innovation and diversity. This enables the hospitality industry to offer many different types of employment, with opportunities for you to work in this country and around the world.

In this unit you will explore different aspects of the hospitality industry by looking at its component parts, gaining an insight into the business of hospitality and the different products and services it provides. You will further explore how these products and services are offered in a range of settings to meet the requirements of different hospitality areas.

You will then concentrate on the essential processes involved in operating a hospitality business. A hospitality business does not function in isolation: it is dependent on the support of other industries for its success. You will investigate how hospitality interacts with other industries, gaining knowledge and understanding of these important business relationships.

Finally, you will investigate the trends and issues that affect how hospitality businesses function. Here you will explore the significance of a range of distinct factors affecting business operations. You will also discover how the hospitality industry responds and manages the impact of these influences.

Learning aims

In this unit you will:

- A understand the structure and service provision in the hospitality industry
- B understand hospitality operations
- C understand how current issues and trends impact on businesses within the hospitality industry.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the structure and service provision in the hospitality industry</p> <p>Topic A.1 The structure and services of the hospitality industry</p> <p>Understand how the hospitality industry is structured, the types of business within the industry and products and services it provides:</p> <ul style="list-style-type: none"> ● hotels, including 1 star to 5 star, budget hotels, bed and breakfast accommodation, hostels, halls of residence ● restaurants, including fast food establishments, cafes, coffee shops, mainstream restaurants, fine dining – classification by cuisine, including North American, Asian, Oriental, Central and Southern American, European ● public houses (pubs) and bars, including managed, tenanted or leased, free houses, and nightclubs ● contract food service providers – catering outsourced to support the following sectors: travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, armed services, leisure venues and events ● hospitality services – catering managed in-house for the following industrial areas: travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, leisure venues and events ● membership clubs, including professional or employment associated clubs, politically affiliated clubs, clubs for particular cultural interests, sporting clubs ● events, including temporary sporting events, music events, themed events and functions, meetings and conferences, exhibitions ● industry scope and range – local, national, international, locations, size of business ● industry scale – size of industry, turnover, numbers of businesses, number employed in industry, economic value of industry, purchasing power ● products, including food, beverage, accommodation, information on products ● services, including food and beverage service provision to other industries, facilities management, event management, vending. <p>Topic A.2 Business ownership within the hospitality industry</p> <p>Understand how the range of hospitality businesses are owned:</p> <ul style="list-style-type: none"> ● advantages and disadvantages of different types of business ownership – sole traders, partnerships, limited companies, franchises, in-house and outsourced catering. <p>Topic A.3 Type of support given by other industries to the hospitality industry</p> <ul style="list-style-type: none"> ● The ways in which other industry businesses support businesses within the hospitality industry, including: <ul style="list-style-type: none"> ○ travel agents and tour operators – providing holiday bookings, advertising, excursions ○ transport – providing taxi service, trains, buses, flights ○ banks – providing financial services, financial advice, including loans, online/telephone banking, insurance ○ telecommunications – providing internal and external communication systems

What needs to be learnt

- suppliers – providing food, beverage, equipment, dry goods
- recruitment/staffing agencies – providing staff, pre-screening, web recruitment, recruitment campaigns
- personal services – hairdressing, beauty treatments, ticket booking, retail services
- waste removal and recycling services
- technology suppliers - Wi-Fi, smart connectivity, epos systems, software, networking
- utilities – electricity, gas, water.

Learning aim B: Understand hospitality operations**Topic B.1 Operational processes**

Understand the operational processes throughout the hospitality industry and how staffing, standards and quality can impact positively and negatively on the performance of businesses:

- Purchasing materials, goods and services, including –
 - types of suppliers – wholesale, retail, specialised, local, national, daily market lists, cash and carry, company nominated suppliers
 - advantages and disadvantages of types of suppliers for hospitality businesses – price, quantity requirement, items supplied on credit basis, range of choice of items, reliability, consistency.
- Features and purpose of documents used in the purchasing cycle, including –
 - purchase specification, purchasing order, delivery note, returns note, credit note, invoice, statement.
- Managing costs and revenue, including –
 - controlling costs and prices of products and services
 - estimating gross profit, and gross profit margins
 - factors that impact on gross profit, including wastage, pilferage, changing costs of raw materials, poor stock control, portion control.
- Controlling staffing, including –
 - training, inductions, supervising staff and monitoring their performance
 - setting workplace rules and procedures and checking their compliance for the maintenance of health and safety for staff, customers, and visitors
 - using legal disciplinary and grievance procedures
 - ensuring provision of excellent customer service.
- The importance of maintaining standards and quality and their impact on hospitality businesses, including –
 - at business level – quality procedures, brand standards, customer service standards, health, safety and hygiene standards, standard communication protocol
 - at staff level – appropriate and clean personal presentation, adherence to dress code, use of appropriate communication skills and appropriate language with customers and colleagues, effective timekeeping, professional behaviour and conduct with customers and colleagues
 - ensuring customer service is the main objective of the business.

continued

What needs to be learnt**Learning aim C: Understand how current issues and trends impact on businesses within the hospitality industry****Topic C.1 Trends and issues affecting the hospitality industry and how the industry responds to these**

Understand the trends and issues that impact on the hospitality industry:

- Issues concerning the hospitality industry –
 - lack of investment in tourism funding to help market the country and its many attractions
 - healthy eating and lifestyle choices
 - the licensing reform
 - the annual increase in the National Minimum Wage
 - handling food waste.
- Factors determining success in the hospitality industry –
 - product quality
 - pricing
 - the effectiveness of distribution networks
 - innovative marketing - direct emails, blogs, SMS or text messaging, web pages, videos, banners, advertisements including pay per click, display or social media advertising.
- Social issues and trends, including –
 - population changes
 - labour market
 - contribution of hospitality businesses to community projects.
- Environmental issues and trends, including –
 - increase in renewable energy
 - increased use of reuse and recycling facilities
 - reducing pollution, noise, waste.
- Ethical issues and trends, including –
 - ethical concerns of potential and existing customers
 - carbon footprint
 - food miles
 - use of disposable packaging, cutlery, crockery
 - use of fair trade products
 - equal opportunities for staff – appropriate pay level, employment and promotion opportunities
 - animal welfare.

Understand how hospitality businesses respond to trends and issues:

- changes to methods of operation
- development of new products, services or type of business
- changes in marketing or promotions
- changes in prices
- increase or decrease in employees
- changes in policy.

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

It is advisable for centres to teach the content of this unit towards the beginning of the course as the content of other units builds on the content of this one.

This unit is externally assessed using a paper-based exam.

The assessment must be taken by the learner under examination conditions.

All questions in the exam paper will be compulsory.

The exam is set and marked by Pearson.

The exam lasts for 1 hour, 15 minutes and contains 50 marks.

Unit 2: Working in the Hospitality Industry

Level:	1 and 2
Unit type:	Core
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

How do you have an enjoyable working life in the hospitality industry? What knowledge must you develop to be successful in a demanding job role working with colleagues and customers?

This unit gives you the opportunity to explore the importance of team working and customer service required to work successfully in a variety of job roles within the hospitality industry.

Employers can have strict requirements on how their staff present themselves and conduct themselves at work. Because of this you need to learn how to maintain your own personal appearance as well as identify the personal attributes necessary to work successfully in hospitality.

Understanding the importance of customer service and working as an effective team member is an essential requirement for anyone who wants to work in a successful hospitality business. How staff present themselves and interact with customers can make or break a business. Where this is done well, customers will return and the business will gain a good reputation that will help its profitability. You will learn how to develop effective team working skills so that you can give excellent customer service and gain an understanding of the essential interpersonal skills needed by all of those who work with customers and colleagues in a service situation. You will also learn how to make a good impression on others as well as using a range of appropriate communication skills when working with customers and other team members in real situations.

Learning aims

In this unit you will:

- A understand effective working skills in the hospitality industry
- B use working skills in a hospitality situation.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand effective working skills in the hospitality industry</p> <p>Topic A.1 Job roles within the hospitality industry</p> <ul style="list-style-type: none"> ● Job roles, e.g. chef, barista, food server, bar person, receptionist, room attendant, marketing assistant, hotel/hostel housekeeper, food and beverage supervisor, hospitality manager, events' organiser. ● Hospitality industry businesses, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events. <p>Topic A.2 Working skills in the hospitality industry</p> <ul style="list-style-type: none"> ● Occupational skills, e.g. cooking skills, food service skills, drinks service skills, accommodation skills, front office skills, excellent customer service skills. ● Personal skills or personal attributes, e.g. patience, tact, diplomacy, effective team working skills, honesty, initiative, self-motivation. ● Working with others, e.g. team working, realising that goals cannot be achieved without the help and support of others, independent working, problem solving, self-reliance (reliability, honesty), good timekeeping (meeting deadlines and goals). ● Interpersonal skills, e.g. positive attitude, appropriate behaviour, greeting customers positively, respect for customers (courtesy, interest). ● Communication skills, including: <ul style="list-style-type: none"> ○ speaking, e.g. appropriate language use, tone, pitch, pace, avoiding use of jargon ○ listening skills, e.g. asking customers appropriate questions, repeating back important information to customer, looking attentive ○ body language, e.g. posture, facial expression, hand gestures, eye contact ○ styles of communication, e.g. face to face, on the telephone, in writing (letter, email), urgent, non-urgent, difficult, routine ○ writing skills ○ interpreting written information ○ appropriateness of communication style to situation. <p>Topic A.3 The effect of good working skills on hospitality businesses and staff</p> <ul style="list-style-type: none"> ● Benefits to businesses, including: <ul style="list-style-type: none"> ○ improving efficiency in workplace ○ helping to meet work deadlines and business goals ○ establishing and maintaining a good reputation for the business ○ encouraging repeat custom ○ boosting staff morale and creating a positive working environment ○ improving working relationships with customers and colleagues ○ competitive advantage. ● Benefits to customers, including: <ul style="list-style-type: none"> ○ promoting reliability and trust in products and services ○ enhancing the customer experience. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- Benefits to self:
 - transferability of skills, including –
 - improving own productivity
 - supporting career progression.

Topic A.4 The consequences of poor working skills on hospitality businesses and staff

- Damage to reputation, e.g. sub-standard products, poor value for money, unreliable and/or untrustworthy service.
- Reduced profit and custom.
- Negative publicity, e.g. word-of-mouth, newspapers.
- Competitive disadvantage.
- Staff dissatisfaction, lack of motivation, high staff turnover.

Topic A.5 Providing consistent and reliable service in hospitality through business procedures

- Ways that businesses in the hospitality industry can provide consistent and reliable service, e.g. by monitoring customer service, following policies and procedures (business, professional), meeting legal and regulatory requirements and having ethical standards:
 - ensuring that correct procedures are followed, e.g. referring to someone in authority, dealing with questions you cannot answer, treating customers equally.
- The purpose of business procedures that contribute to consistent and reliable working skills in the hospitality industry, including:
 - ensuring staff compliance with expected standards of service
 - ensuring business mission/vision statements are followed
 - ensuring external quality benchmarks are met.

Topic A.6 Complying with legislative and regulatory service requirements in the hospitality industry

- Meeting all legal and regulatory requirements, including sale of goods, health and safety, data protection and equal opportunities.

continued

What needs to be learnt**Learning aim B: Use working skills in a hospitality situation****Topic B.1 Creating a positive first impression with customers**

- Personal presentation, including:
 - personal hygiene, e.g. fresh appearance, wash or shower daily, no bad body odours, clean hands and short fingernails, keeping cuts and wounds covered with appropriate waterproof dressing
 - personal appearance, e.g. clean uniform and in good repair, hair – neat, tidy and clean, not wearing too much make-up, jewellery, perfume or aftershave, avoiding chewing gum.

Topic B.2 Working effectively with customers and colleagues

- Customers, including:
 - internal, e.g. team colleagues, other teams, supervisors, managers
 - external, e.g. existing, new, individuals, groups, business people, non-English speaking, different ages, different cultures, gender, families with young children
 - customers with special needs, e.g. physical disability such as hearing or sight impairment, with special dietary needs or preferences, accompanied by a small baby or child, with learning difficulties.
- Working with colleagues, including:
 - positive approach/attitude to work
 - accepting instructions willingly
 - cooperating with other team members
 - offering help and assistance
 - respecting and understanding others
 - showing fairness and consideration to others.
- Communicating effectively with customers and colleagues.
- Improving performance: reflecting on problems, updating and improving procedures, maintaining standards, identifying areas for improvement.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand effective working skills in the hospitality industry			
1A.1 Identify working skills needed to work effectively in the hospitality industry, using examples from two different businesses.	2A.P1 Describe, using examples from two different hospitality businesses, the importance to the businesses, customers and staff of having effective working skills in the hospitality industry.	2A.M1 Explain, using examples from two contrasting hospitality businesses, the benefits for the business, its customers and staff of having appropriate working skills.	2A.D1 Evaluate the consequences of poor working skills on a selected hospitality business, including the effect on its staff and customers.
1A.2 Describe business procedures, legislation and regulatory requirements that contribute to consistent and reliable service provision in the hospitality industry.	2A.P2 Explain how business and professional policies and procedures, and legislation and regulatory requirements contribute to consistent and reliable service provision in the hospitality industry. #	2A.M2 Explain the impact of following business and professional policies and procedures, and legislative and regulatory requirements affecting service provision on a selected hospitality business. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Use working skills in a hospitality situation			
1B.3 Demonstrate working skills in one hospitality situation.	2B.P3 Demonstrate working skills in two hospitality situations to meet given business requirements.	2B.M3 Apply communication and team working skills in addressing a work-related problem in a hospitality situation. #	2B.D2 Evaluate the effectiveness of own communication and team working skills in addressing a work-related problem in a hospitality situation, justifying areas for improvement. #
1B.4 Identify examples of teamwork skills that are important in the hospitality industry	2B.P4 Explain the use of teamworking skills in the hospitality industry and why they are important.		
1B.5 Use verbal and non-verbal communication skills in a team in one hospitality situation. #	2B.P5 Use effective verbal and non-verbal communication skills in a team in two contrasting hospitality situations. #		

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are access to an appropriate hospitality working area, or an appropriate realistic working environment (RWE). This could include a food and drink service area, such as a training restaurant, a food production area, a reception area or housekeeping. The centre could organise a number of set events, such as an afternoon tea, a governors' meeting with light refreshments or a careers event where guests are directed/guided to specific points in a building or other similar events/occasions where customer service skills can be used and developed by learners.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed to work in the hospitality industry and the importance to hospitality businesses of employing staff with the appropriate work skills. They must also show how they have demonstrated work skills in different realistic hospitality situations.

To achieve all the assessment criteria, learners should research two different hospitality businesses. Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events' organisers, etc.

Learning aim A

For 2A.P1: learners need to describe, using examples from two different hospitality businesses, the importance to the businesses, customers and staff of having effective working skills in the hospitality industry. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example a cafe and a hotel. Learners could interview representatives from each business to obtain their requirements and views.

For 2A.P2: learners need to explain how business and professional policies and procedures, and legislation and regulatory requirements contribute to consistent and reliable service provision in the hospitality industry. Examples from staff handbooks from real businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study. The explanation should be clear and detailed.

For 2A.M1: learners need to expand on **2A.P1** and explain, using examples from two contrasting hospitality businesses, the benefits for the business, its customers and staff of having appropriate working skills. Learners could use the findings from the interviews they may have conducted with representatives from two contrasting hospitality businesses.

For 2A.M2: learners need to expand on **2A.P2** and explain the impact of following business and professional policies and procedures, and legislative and regulatory requirements affecting service provision on a selected hospitality business. The research completed for **2A.P2** could be used to help achieve this criterion.

For 2A.D1: learners need to evaluate the consequences of poor working skills on a selected hospitality business, including the effect on its staff and customers. It is recommended that learners use one of the businesses researched for **2A.P1** and **2A.M1** to achieve this criterion.

For 1A.1: learners need to identify working skills needed to work effectively in the hospitality industry, using examples from two businesses. This should involve demonstrating knowledge of the occupational and personal skills that staff should have for working in the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of hospitality working skills required for **1A.1** can be drawn from research carried out in two businesses.

For 1A.2: learners need to describe business procedures, legislation and regulatory requirements that contribute to consistent and reliable service provision in the hospitality industry. This information could be included in the staff leaflet created for **1A.1**.

Learning aim B

For 2B.P3: learners need to demonstrate working skills in two realistic hospitality situations to meet given business requirements. Centres will need to set up some situations where learners can use and develop their skills. This could be a small buffet lunch or afternoon tea, or preparing a room for a meeting (for example, where light refreshments are to be served), a hotel reception, or food production area.

For 2B.P4: learners need to explain which team working skills are used in the hospitality industry and why they are important for a workplace. Learners need to include reference to the importance of each skill and its benefits for the customer, employer and self.

For 2B.P5: learners should demonstrate use of effective verbal and non-verbal communication skills when working in a team in two contrasting hospitality situations. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Then **2B.P5** can be developed for **2B.M3** where learners need to apply communication and team working skills in order to address a work-related problem in a hospitality situation. Work should be supported with observation records and personal statements. When addressing a work-related problem in a hospitality situation, learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations. This could involve their written script for a telephone conversation or their draft notes for a role play.

For 2B.D2: learners need to reflect on their performance and evaluate how well they handled the situations, identifying lessons learned and justifying areas for improvement.

1B.3 requires a demonstration of working skills in one hospitality situation. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1B.4: learners should identify teamwork skills that are important to work in one hospitality situation, giving an example for each type of skill. This could be presented in the form of a table.

1B.5 requires a demonstration of the use of verbal and non-verbal communication skills in a team in one hospitality situation. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	What are Working Skills in Hospitality?	You are working for a large hospitality company that owns a number of hospitality businesses in different areas of the industry, such as hotels, restaurants, bars. You are the assistant to the manager at one of the hotels. You have been given the task of assisting the hotel manager to prepare training materials for new staff. To do this, you will need to investigate how working skills are applied in other hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about demonstrating hospitality working skills.	<p>Training handbook for new staff in the business.</p> <p>The handbook should use examples from contrasting hospitality business within the company to highlight the importance and benefits for the business, its customers and staff of having effective working skills in the hospitality industry. The potential impact and consequences of poor working practices on the business, its staff and customers should also be evaluated.</p> <p>The handbook should also use examples to show how business and professional policies and procedures, and legislation and regulatory requirements contribute to consistent and reliable service provision in the hospitality industry and its impact.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M3, 2B.D2	Professional Standards	You continue in the same role of assistant to the hotel manager. You need to develop your skills to work in different hospitality situations. You will be observed in two hospitality situations to meet given business requirements. You will need to demonstrate the use of effective verbal and non-verbal communication skills in a team in two contrasting hospitality situations. When demonstrating your working skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor /manager from either a part-time job or work placement.	<p>Leaflet or handbook explaining appropriate team working skills in the hospitality industry and why they are important.</p> <p>Work experience or role play to demonstrate the application of hospitality working skills learned including addressing a work-related problem in a hospitality situation, supported with personal statement and observation record.</p> <p>This needs to be followed by an evaluation of their effectiveness of own communication and team working skills in addressing a work-related problem in a hospitality situation, justifying areas for improvement.</p>

Unit 3: Food Safety and Health and Safety in Hospitality

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

What must you do to ensure your hospitality business complies with food safety and health and safety law? Health and safety law and food safety regulations apply to all businesses, whether big or small. All staff working in hospitality businesses are responsible for food safety and health and safety.

In this unit you will learn the importance of following appropriate procedures to maintain food safety. You will learn about the procedures to maintain food safety when storing, preparing, cooking and serving food. Businesses within the hospitality industry adopt these procedures to prevent any problems with potential food safety hazards.

It is vital to understand the controls and monitoring procedures for food safety hazards that can be put into place in hospitality businesses. If you identify any potential food safety hazards at any stage when storing, preparing, cooking or serving food, you will need to consider effective and practical controls to be implemented in your specific business.

Hospitality businesses are regulated by legislation to prevent hazards causing injury or ill health to staff and customers. You will explore how hospitality businesses enforce compliance with legislation. You will also learn about how safety signs, information and documentation should be used in businesses within the hospitality industry.

Learning aims

In this unit you will:

- A understand food safety when dealing with food in the hospitality industry
- B understand safety legislation and regulations that control safe working practices in the hospitality industry.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand food safety when dealing with food in the hospitality industry

Topic A.1 Procedures to maintain food safety when storing, preparing, cooking and serving food

- Food safety procedures, including:
 - following food safety regulations – ensuring safe and hygienic food operations
 - identifying all steps in food-related activities that are critical to food safety
 - ensuring adequate food safety controls are in place, maintained and reviewed
 - storing food – prevention of cross-contamination, prevention of infestation, keeping food for future use, chilling/freezing, wrapping, storage times, defrosting, use-by dates, techniques for monitoring and maintaining food safety and quality of food, e.g. audit, stock rotation, checklists, monitoring
 - preparing food – using appropriate surfaces, using suitable equipment, good hygiene practices, e.g. washing hands, keeping raw meat separate from ready to eat food
 - cooking food – selecting and using appropriate equipment, minimising bacterial activity, applying correct cooking temperatures and cooking times for different foods, e.g. fish, meat, poultry, vegetables
 - serving food – using clean dishes and serving equipment, avoiding cross-contamination, using gloves, monitoring holding times for cooked foods.

Topic A.2 Food safety hazards in hospitality businesses

- Microbiological, chemical or physical food hazards, including:
 - harmful bacteria, mould or foreign bodies present in or on food during purchase and delivery
 - bacterial growth or further contamination by micro-organisms, chemicals during food storage and preparation stage and further storage after cooking stage
 - survival of harmful bacteria during cooking of food
 - toxic chemicals getting into the food, e.g. cleaning chemicals
 - dangerous glass shards or pests getting into food.
- Hospitality industry business types, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.

Topic A.3 Controls and monitoring procedures for food safety hazards in hospitality businesses

- Controls, e.g. using reputable suppliers, checking food deliveries on receipt, storing food at safe temperatures, separating raw and cooked foods, limiting food handling, using clean equipment, good personal hygiene, hygienic premises, adequate cooking, pest control, storing food in appropriate conditions (including dried, chilled, frozen, canned):
 - controls must be effective, practical and understood – aiming at either completely eliminating the hazard or reducing it to a safe level; they must be applied in a realistic way and staff should be informed of their importance and the controls they are responsible for.

continued

What needs to be learnt

- Monitoring, e.g. checking delivery vehicles, date marks, temperatures and condition of food, storage conditions, visual checks, cleaning schedules.

Topic A.4 Reasons to follow appropriate procedures to maintain food safety

- Avoiding food poisoning incidents that are the result of poor practices, which only become known after incidents have occurred.
- Reducing the likelihood of problems occurring and causing harm to customers and the business by analysing the potential hazards in the business and being aware of those activities that may be critical to food safety.
- Benefits, e.g. good reputation, happy workforce, effective use of resources, safe environment.
- Drawbacks, e.g. prosecution, fines, imprisonment, negative publicity, damage to reputation.

Learning aim B: Understand safety legislation and regulations that control safe working practices in the hospitality industry**Topic B.1 Safety legislation regulating working practices in hospitality**

- Safety legislation as current at time of delivery, including requirements for food standards, food hygiene, risk assessment legislation.
- Safety regulations, e.g. food labelling, registration of food premises, Hazard Analysis Critical Control Point (HACCP) procedures, health and safety, food safety, fire, manual handling, reporting of accident and injuries.
- How hospitality businesses enforce compliance with legislation to control hazards and prevent injury or ill health to staff and customers, including:
 - enforcing legislation, e.g. supervising and checking compliance of food hygiene regulations including temperature control, providing the correct work equipment, personal protective equipment (PPE), food storage
 - actions and responsibilities of environmental health officers, local authorities and trading standards officers in enforcement of legislation, e.g. inspections, consequences of non-compliance including legal action, closing businesses, fines.

Topic B.2 Safety signs, information and documentation used in businesses within the hospitality industry

- Importance of signs, information and documentation to the improvement of safety and the maintenance of safe conditions and good practice, including:
 - safety signs, e.g. warning, prohibition, mandatory, emergency, use of fire fighting equipment
 - safety information and documentation, e.g. first-aid books, Control of Substances Hazardous to Health (COSHH) assessments, Hazard Analysis and Critical Control Points (HACCP), personal protective equipment (PPE) literature, health and safety, food safety, manual handling, first aid, fire drills
 - maintaining records, e.g. of accidents, fire drills.
- Use of risk assessments to include notification forms and practices that should be followed, e.g. for food preparation, food and beverage service in cafes, pubs, restaurants, housekeeping, front office.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand food safety when dealing with food in the hospitality industry			
1A.1 Identify procedures to maintain food safety when storing, preparing, cooking and serving food.	2A.P1 Describe, using examples, procedures to maintain food safety when storing, preparing, cooking and serving food.	2A.M1 Explain, using examples the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food.	2A.D1 Analyse the benefits and potential consequences to hospitality businesses of complying with appropriate procedures for food safety when storing, preparing, cooking and serving food.
1A.2 Identify potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.	2A.P2 Describe, using examples, potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.		
1A.3 Identify controls for potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.	2A.P3 Describe, using examples, controls and monitoring procedures for eliminating potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand safety legislation and regulations that control safe working practices in the hospitality industry			
1B.4 Give examples of legislation and regulations that require safe working practices to control risks in hospitality businesses.	2B.P4 Describe, using examples, how hospitality businesses enforce safe working practices to control risks to staff and customers. #	2B.M2 Explain how compliance with legislation and regulations is used to control risks to staff and customers, and its benefits to businesses. #	2B.D2 Evaluate how legislation, safety information and safe working practices are implemented in and benefit hospitality businesses. #
1B.5 Identify safety signs, information and documentation used in businesses within the hospitality industry.	2B.P5 Describe, using examples, how safety signs, information and documentation should be used in two contrasting businesses within the hospitality industry.	2B.M3 Explain how safety signs, information and documentation improve safety in two contrasting businesses within the hospitality industry.	

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are access to a range of hospitality industry locations to enable learners to see different food production systems and cover what is appropriate to their local area. Learners should have access to appropriate food safety and health and safety standards, resources and equipment.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of procedures to maintain food safety when storing, preparing, cooking and serving food and the legislation and regulations that control safe working practices to prevent hazards to staff and customers in the hospitality industry.

To achieve all the assessment criteria, learners should research a hospitality business. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, or events.

Learning aim A

For 2A.P1: learners need to describe, using examples, procedures to maintain food safety when storing, preparing, cooking and serving food. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

For 2A.P2: learners need to describe, using examples, potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

For 2A.P3: learners need to describe, using examples, controls and monitoring procedures for eliminating potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

For 2A.M1: learners need to explain the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses.

For 2A.D1: learners need to analyse the benefits and potential consequences to hospitality businesses of complying with appropriate procedures for food safety when storing, preparing, cooking and serving food. It is recommended that learners use the business researched for **2A.P1**, **2A.P2**, **2A.P3** and **2A.M1** to achieve this criterion.

For 1A.1: learners need to identify procedures to maintain food safety when storing, preparing, cooking and serving food. This could be provided in the form of a leaflet for new staff. Examples of procedures to maintain food safety required for **1A.1** can be drawn from research, for example identifying practices required for service in the business they visited.

For 1A.2: learners need to identify potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. This information could be included in the staff leaflet created for **1A.1**.

For 1A.3: learners need to identify controls for potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. This information could be included in the staff leaflet created for **1A.1**.

Learning aim B

For 2B.P4: learners need to describe, using examples, how hospitality businesses enforce compliance with legislation and regulations that control safe working practices to prevent hazards causing injury or ill health to staff and customers. Learners could, while visiting hospitality businesses, interview staff to find out how compliance with legislation and regulations is enforced. Evidence could be provided in the form of an induction booklet for new staff.

For 2B.P5: learners need to describe, using examples, how safety signs, information and documentation should be used in two contrasting businesses within the hospitality industry. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the safety signs, information and documentation used in different types of business, for example those used in a cafe and those used by event organisers. Learners could interview representatives from each business to find out about the signs, information and documentation they use.

For 2B.M2: learners need to explain how compliance with legislation and regulations is used to control hazards and prevent injury or ill health to staff and customers, and benefits businesses. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

For 2B.M3: learners need to explain how safety signs, information and documentation improve safety in two contrasting businesses within the hospitality industry. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

For 2B.D2: learners need to evaluate how compliance with legislation and regulations and the use of safety signs, information and documentation are implemented to control hazards and prevent injury or ill health to staff and customers, and how this benefits businesses. It is recommended that learners use one of the businesses researched for **2B.P5** to achieve this criterion.

For 1B.4: learners need to give examples of legislation and regulations that control safe working practices to prevent hazards causing injury or ill health to staff and customers in hospitality businesses. This could be provided in the form of a leaflet for new staff. Examples of legislation and regulations required for **1B.4** can be drawn from research, for example identifying legislation and regulations that control safe working practices in hospitality businesses.

For 1B.5: learners need to identify safety signs, information and documentation used in businesses within the hospitality industry. This information could be included in the staff leaflet created for **1B.4**.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1	How to Maintain Food Safety	You are working in the hospitality industry as a catering member of staff. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate how to maintain food safety when dealing with food within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about controls and monitoring procedures for eliminating potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.	Training handbook for new staff in a hospitality business, to include guidance on, using examples, the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food, potential food safety hazards in hospitality businesses. The handbook should also use examples to show controls and monitoring procedures for eliminating potential food safety hazards. The handbook must also include an analysis of the benefits and potential consequences to hospitality businesses of complying with appropriate procedures for food safety when storing, preparing, cooking and serving food.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2	What is the Safety Legislation and Regulations that Control Safe Working Practices in the Hospitality Industry?	<p>You continue in the same role of member of the catering staff team. You have been asked to update the training materials for new staff to include safety legislation and regulations.</p> <p>To do this, you will need to investigate safety legislation and regulations that control safe working practices within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about how compliance with legislation and regulations that control safe working practices is enforced and how safety signs, information and documentation should be used in hospitality industry businesses.</p>	<p>Training handbook for new staff in a hospitality business, to include guidance on how compliance with legislation and regulations is used to control risks to staff and customers, its benefits to businesses, and how safety signs, information and documentation improve safety in two contrasting businesses within the hospitality industry.</p> <p>This needs to be followed by an evaluation of how legislation, safety information and safe working practices are implemented in and benefit hospitality businesses.</p>

Unit 4: Costing and Controlling Finances in the Hospitality Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

How do hospitality businesses stay in business or make a profit from the products they sell or the services they provide? What are the costs involved?

Hospitality businesses have to spend money and when they spend money, they incur costs. In this unit, you will explore the types of costs that hospitality businesses incur and ways in which they can control them. You will then explore the ways in which the sale of products and provision of services generate revenue, so that you can develop your understanding of profit.

For some areas of hospitality provision, products and services are provided without having to show a profit but still have to cover costs. This could be for hospitality businesses in the public sector, such as in hospitals or schools. You will explore the ways in which costs are determined and calculated.

Next, you will examine how hospitality businesses plan their finances and learn about the techniques used to assist the planning process. In particular, you will learn how to determine an appropriate selling price for selling a product or providing a service in order to break even in a hospitality event. You will then learn how to apply break-even analysis in this situation and understand the benefits of using it as a planning tool.

As well as breaking even, making a profit could be a desired outcome of selling products and providing services in the hospitality industry. You will learn about how to use an income statement (profit and loss account) to measure the success of a hospitality event to produce a profit and use the information generated to identify ways that profits could be maintained or increased.

Learning aims

In this unit you will:

- A understand how hospitality businesses control costs
- B understand the use of selling prices and break-even analysis for a hospitality event
- C be able to use an income statement (profit and loss account) to measure the success of a hospitality event.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how hospitality businesses control costs</p> <p>Topic A.1 Costs involved in running a hospitality business</p> <ul style="list-style-type: none"> ● Types of costs, including: <ul style="list-style-type: none"> ○ fixed costs (direct costs), e.g. rent, rates, insurance, telephone, leasing of equipment ○ variable costs, e.g. food or drinks used to prepare items for sale, labour costs (wages, staff benefits, accommodation and meals), heating and lighting (utilities). ● Calculating simple costs, e.g. costs of products, ingredients or other items, portions and recipes for dishes and drinks, meals or functions, services provided. <p>Topic A.2 Controlling costs</p> <ul style="list-style-type: none"> ● Controlling ordering methods and systems, e.g. forecasting sales, checking prices, managing relationships with suppliers. ● Controlling deliveries, e.g. using purchase specifications and checking product quality. ● Controlling storage, e.g. using stock rotation. ● Controlling the issuing of goods or resources, e.g. serving food at set times of day. ● Preventing wastage, e.g. weighing ingredients or goods precisely, using portion control. ● Accurately costing recipes. ● Changing suppliers for utilities, insurance, financial service providers, employment services. ● Importance of identifying costs and controlling them, e.g. to ensure the business breaks even or makes a profit, to ensure that information is available to record on a financial statement to meet legal requirements. ● Consequences of not accurately identifying costs and controlling them, e.g. financial losses to the business.
<p>Learning aim B: Understand the use of selling prices and break-even analysis for a hospitality event</p> <p>Topic B.1 Generating revenue and making a profit</p> <ul style="list-style-type: none"> ● Understand how hospitality businesses make money (generate revenue) from: <ul style="list-style-type: none"> ○ selling products, e.g. dishes on a menu ○ providing services, e.g. room service in a hotel. ● Types of costs (expenditure) hospitality businesses have, including overheads (the everyday running costs of a business). ● Understand how hospitality businesses must know how much money is coming in (revenue) and going out (expenditure), before they can work out whether they have: <ul style="list-style-type: none"> ○ made a profit (when revenue is more than expenditure) ○ made a loss (when expenditure is more than revenue). <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.2 Calculating appropriate selling prices for products or services**

- Identifying gross profit – the money made from selling a product/providing a service (revenue) after the cost of producing the product/providing the service (cost of sales) has been deducted.
- Identifying net profit – the money made from selling the product/providing the service after all costs (expenditure) have been deducted.
- Calculating appropriate selling prices, considering factors that affect selling price:
 - adding and subtracting tax, for example Value Added Tax (VAT)
 - adding service charge
 - subtracting discounts.

Topic B.3 Using break-even analysis

- Understanding the concept of break-even – when enough revenue has been generated from selling a product/providing a service to cover the costs involved in making the product/providing the service (no profit and no loss).
- How to calculate break-even.
- The effect on the break-even point if selling price, sales or costs (fixed and variable) change, and the impact of these changes on hospitality events.
- How to use break-even analysis to ensure the success of hospitality events, e.g. to determine an appropriate selling price to give the best chance of breaking even or making a profit.
- The value and importance of using break-even analysis as a financial planning tool in the hospitality industry.
- The associated risks to hospitality businesses of not completing a break-even analysis.

Learning aim C: Be able to use an income statement (profit and loss account) to measure the success of a hospitality event**Topic C.1 Preparing an income statement (profit and loss account)**

- Understand the purpose of an income statement (profit and loss account) – to show how a business performed financially over a period of time (usually one year).
- How to complete an income statement (profit and loss account) from given figures, including:
 - trading account (top section of the income statement) – includes figures for revenue (turnover) and cost of sales and calculates the amount of gross profit
 - expenses/overheads (bottom section of the income statement)
 - calculating net profit.
- How to use the information in an income statement (profit and loss account) to identify ways in which a hospitality event or business could be more successful and increase profits, e.g. by reducing costs or expenses, which costs are more significant than others.
- How to use an income statement (profit and loss account) as a forecasting tool, e.g. by comparing month by month with previous year's figures.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how hospitality businesses control costs			
1A.1 Identify, using examples the difference between fixed and variable costs for a given hospitality business.	2A.P1 Describe, using examples the difference between fixed and variable costs for two contrasting hospitality businesses.	2A.M1 Compare the importance of accurately identifying types of costs and controlling them in two contrasting hospitality businesses. #	2A.D1 Evaluate the impact of inaccurately identifying costs and the consequences of not controlling them in two contrasting hospitality businesses.
1A.2 Outline how costs are controlled in a given hospitality business.	2A.P2 Explain how different costs are controlled in two contrasting hospitality businesses. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand the use of selling prices and break-even analysis for a hospitality event			
1B.3 Calculate a selling price for a product/service for a selected hospitality event, with guidance, using given information. *	2B.P3 Calculate an appropriate selling price for a product/service for a selected hospitality event, using given information. *	2B.M2 Assess how changing selling prices will affect the break-even point of a product/service for a selected hospitality event. *#	2B.D2 Evaluate the importance of break-even analysis for a selected hospitality event. *#
1B.4 Calculate break-even for a product/service for a selected hospitality event, with guidance, using given sets of data. *	2B.P4 Calculate break-even for a product/service for a selected hospitality event, using given sets of data. *		
1B.5 Outline the uses of break-even in a selected hospitality event.	2B.P5 Explain how break-even analysis can be used to help ensure the success of a selected hospitality event. #		
Learning aim C: Be able to use an income statement (profit and loss account) to measure the success of a hospitality event			
1C.6 Prepare an income statement (profit and loss account) for a selected hospitality event, with guidance. *	2C.P6 Prepare an accurate income statement (profit and loss account) for a selected hospitality event. *	2C.M3 Analyse the impact of expenses incurred on the success of a selected hospitality event. *#	2C.D3 Justify recommendations for improving the net profit of a selected hospitality event, in relation to an analysis of a profit and loss sheet. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

To achieve the assessment criteria, learners must be able to use and manipulate data relating to financial planning and reporting, as well as understanding the significance of the results obtained. Knowing how the information is used to make decisions that keep a hospitality event/business under control and ensure it is meeting its financial objectives, is an important aspect of good business management in the hospitality industry.

To achieve the Pass, Merit and Distinction assessment criteria, learners should research two different hospitality businesses. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, or events.

Learning aim A

For 2A.P1: learners need to describe the difference between fixed and variable costs that are typical in two contrasting hospitality businesses of their own choice. Learners could research real hospitality businesses to provide evidence for this criterion. If data from real hospitality businesses is not available, this could be provided by the teacher as part of a case study or scenario in the assignment brief.

The businesses chosen should be sufficiently contrasting to achieve the criterion, for example a coffee shop and a hotel. Learners should use examples to show the difference between the fixed and variable costs in the businesses.

For 2A.P2: learners need to explain how different costs are controlled for the two contrasting hospitality businesses selected for **2A.P1**. The explanation should be clear and detailed.

For 2A.M1: learners need to compare the importance of accurately identifying types of costs involved, and successfully implementing methods of controlling them, in the hospitality businesses selected for **2A.P1**. This criterion lends itself to a report or learner presentation which includes relevant examples from each business.

For 2A.D1: learners need to evaluate the impact of inaccurately identifying costs and the consequences of not controlling them in the two contrasting hospitality businesses selected for **2A.P1**. Learners should use examples from their research to supplement their evaluation.

For 1A.1: learners need to identify the difference between fixed and variable costs that are typical in a given hospitality business. If data from real hospitality businesses is not available, this could be provided by the teacher as part of a case study or scenario in the assignment brief. Suitable examples could be a coffee shop or a hotel. Learners should use examples to identify the different costs in the two businesses. Learners can use a list to identify costs.

For 1A.2: learners need to outline how costs are controlled in the hospitality business given for **1A.1**.

The scenario used for learning aim A can be extended to give learners raw data to calculate selling prices and break-even in learning aim B.

Learning aim B

For 2B.P3: learners need to calculate an appropriate selling price for a product or service for a selected hospitality event, using given information. A suitable event could be, for example, a seasonal menu launch at a restaurant (with learners calculating a selling price for a dish that is to be sold) or a wedding (with learners calculating the fee for the services provided by catering staff).

For 2B.P4: learners need to calculate break-even for the product or service selected for the hospitality event in **2B.P3**, using given sets of data. It is important that learners state any assumptions they made when calculating break-even.

For 2B.P5: learners need to explain how break-even analysis of the product/service selected for **2B.P3** can be used to help ensure the success of the hospitality event. Learners could present an appropriate argument for using a particular selling price for the product/service selected for **2B.P3**. This can be developed in **2B.M2**, where learners assess the impact of how changing the selling price of the product/service can affect the break-even point and affect the hospitality event selected for **2B.P3**. So, for example, if costs rise, what might that mean for break-even and profitability?

For 2B.D2: learners need to evaluate the importance of break-even analysis in a selected hospitality event by showing how this information can inform planning and decision making.

For 1B.3: calculate a selling price for a product/service for a given hospitality event, using given information. A given event could be a hospitality function or event with learners calculating a selling price for a dish that is to be sold or the fee for the services provided by catering staff. At Level 1, a structured approach to calculating a selling price may be required and teachers may supply all data required and a template for completing calculations.

For 1B.4: learners need to calculate, breakeven for a product/service for a given hospitality event, using given sets of data. At Level 1, learners will need a structured approach to calculating breakeven and may need support from teachers to complete this activity, this support could include templates for assisting the calculation of breakeven.

For 1B.5: learners need to outline how break-even analysis of the product/service selected for **1B.3** can be used to help ensure the success of the hospitality event.

Learning aim C

For 2C.P6: learners need to prepare an accurate income statement (profit and loss account) for a selected hospitality event. The income statement must include a trading account and accurately identify gross and net profit in order to achieve this criterion. A realistic template of an income statement (profit and loss account) and sets of data should be provided by the teacher to allow learners to provide evidence for this criterion.

For 2C.M3: learners need to analyse the impact of expenses incurred on the success of the hospitality event selected for **2B.P3**. Their analysis should relate to the effects of expenses on the final net profit figure. This leads to **2C.D3** where learners need to justify recommendations for improving the net profit of the hospitality event selected for **2B.P3**. The recommendations should be realistic and relevant to the information generated in the income statement (profit and loss account).

For 1C.6: learners need to prepare an income statement (profit and loss account) for a selected hospitality event. The income statement must include a trading account in order to achieve this criterion. A realistic template of an income statement (profit and loss account) and sets of data should be provided by the teacher to allow learners to provide evidence for this criterion. At Level 1 with will provide a structured approach to completing an income statement.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2C.D3	Costs, Revenue and Profit in Hospitality Businesses	You are working as an event coordinator for an events management company and provide support for hospitality events. You have been asked to provide support for two events – a wedding that will require catering staff and the launch of a new seasonal menu at a local restaurant. The events manager has asked for your help in preparing some financial information for each event. They need to know about the costs involved and how they can control them. You need to describe the differences between the fixed and variable costs involved in each event, identify the types of costs that will be involved and explain how they can be controlled. You need to ensure that the events manager understands the importance of accurately identifying costs and controlling them, as well as what could happen if they do not accurately identify costs and control them.	Presentation or report.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Getting it Right to Ensure Success	For the seasonal menu launch event at a local restaurant in the scenario above, the events manager has asked you for further help. At the request of the head chef, they would like you to calculate an appropriate selling price for the dish that they think will be the most popular among their customers. The head chef will also need to know when they will break even with this dish, so you will need to provide them with accurate information to enable them to plan their finances appropriately. In order to assist their understanding, you need to explain to them how break-even analysis can be used to ensure that the launch of the dish on the seasonal menu is successful. You should include evidence of how changing the selling price would affect the break-even point and an evaluation of the importance of using break-even analysis for this hospitality event.	A report supported by an accurate break-even analysis.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M3, 2C.D3	How Did We Do?	The restaurant has now launched their seasonal menu and would like to know how much profit was made from the event. You need to provide the owners of the restaurant with an accurate trading account of the event that identifies the gross profit made, as well as an accurate income statement (profit and loss account) to show them the net profit made once all of their overheads were taken into consideration. To supplement this information and help the owners of the restaurant with planning future events, you need to analyse the impact of the expenses incurred on the success of the launch event and justify recommendations for improving net profit.	A report supported by an accurate income statement (profit and loss account) that includes a trading account.

Unit 5: Enterprise in the Hospitality Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

What is a hospitality business and what does it do? The term 'business' can cover anything from a sole trader selling sandwiches in a local market to a multinational hotel chain, such as Hilton or Holiday Inn, providing services to millions of people all over the world.

This unit introduces you to the language and terminology used in businesses in the hospitality industry. It explores what hospitality businesses do, trends that affect them, how they operate and the factors that influence their success.

You will explore different formats of business ownership, and how these relate to the size and scale of a hospitality business, from small businesses such as a local cafe or village pub to large catering companies like Compass Catering or hotels such as Ramada Jarvis which service large numbers of people everyday. You will examine how the type of ownership impacts on the responsibilities of the owners of a hospitality business. Combined with looking at types of business model, you can begin to understand how diverse the hospitality industry is.

You will explore what makes a hospitality business successful by looking at real life examples of recognisable, innovative businesses in the industry. You will also look at the people behind these concepts, some of whom you will recognise, and the reason for their success.

You will use your understanding of business language to investigate what hospitality businesses do by examining the aims and objectives they set, the importance of knowing their market and understanding the influence of their stakeholders.

You will then plan an idea for a realistic hospitality business start-up in your local area, based on your research, select a format and then present the business model and plan.

Learning aims

In this unit you will:

- A understand how trends and the current business environment may impact on a hospitality business start-up
- B plan an idea for a new hospitality business
- C present a business model for a hospitality business start-up.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how trends and the current business environment may impact on a hospitality business start-up</p>
<p>Topic A.1 Finding information</p> <ul style="list-style-type: none"> ● Sources of information, e.g. broadsheet and local newspapers, professional and trade journals, websites, business networking organisations. ● Reliability of sources and bias and currency of information. <p>Topic A.2 Size of hospitality business and type</p> <ul style="list-style-type: none"> ● Micro hospitality business – up to 9 staff. ● SMEs (small and medium enterprises): <ul style="list-style-type: none"> ○ small enterprises – between 10 and 49 staff ○ medium enterprises – between 50 and 249 staff. ● Large hospitality business – more than 250 staff. ● Start-ups and existing hospitality businesses. <p>Topic A.3 Factors to consider in the current business environment that affect businesses in the hospitality industry</p> <ul style="list-style-type: none"> ● National factors – political issues, level and type of government support for hospitality business, taxation, the economy, e.g. level of employment, inflation, exchange rates, cost of loans. ● Local factors – location of business, requirements for resources, e.g. premises, staff, equipment, location of suppliers, competitors and customers. ● Impact of factors – on a selected target group of customers, relevance to business proposition. ● Risks and opportunities in the current business environment that could affect a hospitality business start-up – SWOT analysis (strengths, weaknesses, opportunities, threats). <p>Topic A.4 Trends affecting hospitality businesses</p> <ul style="list-style-type: none"> ● Social trends, e.g.: <ul style="list-style-type: none"> ○ population changes, increasing life expectancy ○ households and families, e.g. more couples cohabiting ○ education and training, e.g. increasing achievements in craft qualifications at different levels and at GCSE, Apprenticeships ○ labour market, e.g. increase in flexible working ○ increasing travel for work, e.g. longer commutes to work. ● Technology trends, e.g. increasing use of information technology, telephony and web developments. ● Environmental trends, e.g. increase in renewable energy and recycling. ● Ethical trends – ethical concerns of potential customers, e.g. carbon footprint, sources of timber, child labour, inadequate pay, animal welfare, identification of values of an organisation and ethical codes to address ethical concerns, contribution of business to the community. ● How trends can impact on hospitality businesses, e.g. customers with more disposable income, changing processes to be more environmentally friendly. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Plan an idea for a new hospitality business****Topic B.1 How hospitality business ideas can be successful**

- Finding innovative solutions, e.g. sustainable, vegan and ethnic street food.
- Meeting customer needs, e.g. products or services, filling a gap, doing it better than competitors.
- Identifying new needs, e.g. mentoring and coaching, using digital media (such as social networking websites).
- Continuing to meet established customer needs, e.g. adapt when gap in provision, review and improve provision.
- Being entrepreneurial – ideas of recent entrepreneurs in the hospitality industry.
- Importance of having a strong vision and seeing it through, e.g. Compass Catering.
- Measures of success, e.g. financial, social, customer satisfaction.

Topic B.2 Hospitality business ideas

- Researching the market and identifying gaps or opportunities.
- Selecting a product or service.
- Selecting a location, e.g. property, shape, style, accessibility.
- Targeting customers, e.g. by age, location, interests, eating styles.
- How a selected product or service will meet the need or demand of targeted customers.
- Difference between 'benefits' and 'features' of a product or service.

Topic B.3 Assessing the suitability of an idea for a hospitality business start-up

- Estimating resources required to develop ideas, including:
 - own time, others' time, skills and areas of expertise
 - personal commitment
 - finance, premises, materials, equipment.
- Selecting the most appropriate idea.
- Likelihood of success or failure, e.g. access to prospective customers, existing demand, estimating profitability.
- Identification of major barriers for a hospitality business start-up, e.g. large start-up costs, cash flow, licences, competitors.

Topic B.4 Producing an initial plan for a new hospitality business idea

- Producing a plan, including:
 - a rationale for a realistic idea, including vision and concept
 - supporting evidence, e.g. possible customers, strategy for dealing with competitors, ideas for financing, ideas for implementation.

continued

What needs to be learnt**Learning aim C: Present a business model for a hospitality business start-up****Topic C.1 Choice of format**

- Definition, features, advantages and disadvantages of the following formats:
 - sole trader
 - partnership
 - limited company
 - public limited company (plc).

Topic C.2 Sources of help and support in developing a new hospitality business

- Sources of help, e.g. finance (bank manager), start-up capital (selling shares to family members, Prince's Trust), research (other hospitality businesses), independent advice (Business Link).
- Support networks, e.g. Chambers of Commerce, trade associations, professional bodies, friends and family.

Topic C.3 Business model

- Definition of a business model; shows how a hospitality business aims to generate revenue and make a profit from operations – the model includes the components and functions of a hospitality business, as well as revenues it generates and expenses it incurs.
- Components of a business model, including:
 - results of researching the market, including identifying potential customers (businesses or individual customers) and competitors
 - goods or services – make or buy
 - means of delivering to customer, e.g. franchise, selling direct to the public, internet only
 - business aims – the long-term visions or goals
 - business objectives – measurable targets to help achieve the overall aims of a hospitality business, importance of making objectives SMART (specific, measurable, achievable, realistic and time-related)
 - stakeholders and their influence on the business, e.g. owners, employees, customers, financiers, suppliers, local community
 - finances and costs for start-up.
- Providing evidence to justify why the idea will succeed.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how trends and the current business environment may impact on a hospitality business start-up			
1A.1 Identify factors of the business environment that can affect a hospitality business start-up.	2A.P1 Outline how the business environment can affect a hospitality business start-up.	2A.M1 Explain how changes in the current business environment are likely to affect a hospitality business start-up.	2A.D1 Assess the current risks, opportunities and trends in the business environment for a hospitality business start-up. *
1A.2 Identify current trends that may affect a hospitality business start-up.	2A.P2 Explain how current trends will affect a hospitality business start-up. *	2A.M2 Compare how two trends have affected a hospitality business start-up. *	
Learning aim B: Plan an idea for a new hospitality business			
1B.3 Identify four features of successful hospitality businesses.	2B.P3 Describe, using relevant examples, features of successful hospitality businesses.	2B.M3 Compare features, strengths and weaknesses of two successful hospitality businesses.	2B.D2 Justify how the initial plan for a new hospitality business idea has potential for success in relation to existing local hospitality businesses. *
1B.4 Prepare an initial plan for a new hospitality business idea for the local area. *#	2B.P4 Prepare a realistic initial plan for a new hospitality business idea suitable for the local area. *#	2B.M4 Explain how the initial plan for a new hospitality business idea has the potential to respond to market needs. *	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Present a business model for a hospitality business start-up			
1C.5 Outline the choice of format selected for a hospitality business start-up.	2C.P5 Explain the reasons for the choice of format selected for a hospitality business start-up.	2C.M5 Present a realistic business model for a hospitality business start-up, explaining how the format and business model will enable it to carry out its activities successfully. #	2C.D3 Present a realistic business model for a hospitality business start-up, explaining how the format and supporting evidence justifies the initial business idea. #
1C.6 Produce, with guidance, a business model for a hospitality business start-up. #	2C.P6 Produce a realistic business model using sources of help and support for a hospitality business start-up. #		
1C.7 Present, with guidance, a business model for a hospitality business start-up. #	2C.P7 Present a realistic business model for a hospitality business start-up. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Potentially, the unit covers a large amount of ground and the intention is that, rather than becoming knowledgeable about all aspects of the business environment in the hospitality industry, learners instead become aware of the need to monitor the business environment and develop the skills to research what they need in order to develop a specific hospitality business idea.

Learners should be encouraged to actively take responsibility for finding information and applying it to their own business model.

The unit gives learners opportunities to explore current affairs and reflect on the impact that changes could have on businesses in the hospitality industry.

It is recommended that assessment evidence for this unit is presented in a portfolio, with the following sections, under which the learner places their evidence to meet the criteria:

- idea for the hospitality business start-up
- research for the hospitality business start-up
- initial plan for the new hospitality business idea
- format of the hospitality business start-up, reasons for choice
- business model
- presentation
- observation records and/or witness statements.

Work should be broken up into manageable stages. The assessment programme could be presented as a series of interlinked and coordinated tasks from which the outline business plan is derived. It will be necessary to have detailed and well-maintained tracking records so as to track the achievement of individual criteria.

Supporting evidence in the form of presentation materials, learners' notes and peer observations must be retained. Learners need to provide the initial rationale for the choice of development of a new hospitality business idea and a brief project plan; then later they need to provide the more specific detail in the business plan.

Learners' presentations need to be supported by completed assessor observation records detailing individual learner achievement against the target criteria. This is particularly important if a group presentation has been made. If learners have worked in groups on an idea for a hospitality business start-up, the groups should be no more than three or four learners.

Learning aim A

For 2A.P1: learners need to outline how the business environment can affect a hospitality business start-up. Learners must consider national and local factors, the impact of these factors, and risks and opportunities.

For 2A.P2: learners need to explain how current trends will affect a hospitality business start-up. If they wish, they could focus on trends that have a particular impact on their own idea for a hospitality business start-up.

For 2A.M1: learners need to explain how changes in the current business environment are likely to affect a hospitality business start-up. They should be encouraged to support their explanations with additional information, such as articles, data and statistics relating to the issues they are explaining. This leads to **2A.M2** where learners will compare how two trends have affected a hospitality business start-up. If they wish, they could focus their evidence on the impact this will have on their own idea for a hospitality business start-up. This evidence could be developed further in **2A.D1**, where learners will assess the current risks, opportunities and trends in the business environment for a hospitality business start-up. This should go beyond expressing a hunch or opinion but rather should draw upon relevant data or balance one argument with the opposing argument before coming to a decision.

For 1A.1: learners need to identify factors in the business environment that can affect a hospitality business start-up. Learners will provide minor factors that may affect a hospitality business start-up and work will lack detail.

For 1A.2: learners need to identify current trends that may affect a hospitality business start-up. These should be related to reliable sources of information. It may be useful for the learner to consider the trends that may be relevant to their idea for a new hospitality business idea.

Learning aim B

For 2B.P3: learners need to describe, using relevant examples, the features of successful hospitality businesses they have individually identified. Evidence could come from interviews with representatives of the businesses. This could be developed for **2B.M3** where learners need to compare the features, strengths and weaknesses of two of the successful hospitality businesses used for **2B.P3**. This criterion lends itself to a report or learner presentation which includes relevant examples from each business.

For 2B.P4: learners need to prepare a realistic initial plan for a new hospitality business idea suitable for the local area. This must include an individual rationale with supporting evidence. The supporting evidence will show appropriate research and detail and be appropriate for the local area.

For 2B.M4: learners need to provide a full explanation of how their idea has the potential to respond to local market needs. Explanations should be clear and detailed and include resource estimation, likelihood of success or failure and major barriers. And for **2B.D2**, justify how their idea has potential for success in relation to specific local hospitality businesses. Evidence should include examples of how their business idea will ensure competitor advantage.

For 1B.3: learners need to identify the features of successful hospitality businesses. A minimum of four features need to be identified.

For 1B.4: learners need to prepare an initial plan for a new hospitality business idea for the local area, including a rationale and supporting evidence. At this stage the idea should be individual. It may be that learners then work together to select the best idea to take forward for the rest of the unit, but if that is the case all criteria must be evidenced individually.

Learning aim C

For 2C.P5: learners need to explain the reasons for the choice of format selected for their hospitality business start-up, demonstrating an understanding of the characteristics of different types of format available.

For 2C.P6 and 2C.P7: learners need to produce and present a realistic business model using sources of help and support for a hospitality business start-up. Their business model must include all of the components listed in Topic C.3. of the unit content section of this unit. Their presentation should be in front of a suitable audience, such as their teacher and/or their peers, or visiting employers in a 'Dragon's Den'-style set up. They can develop their model further in **2C.M5** by explaining how the format and business model will enable the hospitality business to carry out its activities successfully, based on its potential for success in relation to existing local hospitality businesses. This will be detailed and original, showing thorough research and thought. There will be a detailed explanation of how the business model has the required features to respond to market needs and be successful, giving reasons for its suitability.

For 2C.D3: learners will explain how their chosen format and supporting evidence justifies the initial hospitality business start-up idea. They should explain a vision that traces the steps along the way from the original idea to a plan for a hospitality business start-up that could be potentially successful. They will come up with one idea that responds creatively to market needs and will be able to articulate their thoughts well. They will justify and evaluate the likelihood of success of the development of the hospitality business start-up idea. Learners will need to define what success is and use one or more sources of information, such as their business plan, to support judgements on whether the idea is likely to be successful, using comparisons to existing hospitality businesses.

For 1C.5: learners need to outline the choice of format selected for a hospitality business start-up. Learners will define and identify features, advantages and disadvantages of the format selected but they may be incomplete or there may be some errors present.

For 1C.6 and 1C.7: learners need to produce and present, a basic business model for a hospitality business start-up. The plan may not show that they are fully informed of all the components of a business model (as outlined in Topic C.3 of the unit content section of this unit) and research may be incomplete. Learners will need guidance from teachers in order to proceed with the activity, this could include supplying templates for completion.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Investigating the Local Hospitality Business Environment	You have decided that you would like to set up a hospitality business. You will research local hospitality businesses to understand the local business market and to see whether there is a gap in the market that you could fill with your new business. To do this, you will need to consider both current trends and the current business environment, and their impact on hospitality businesses.	Leaflet, presentation, discussion.
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.M4, 2B.D2; 1C.5, 1C.6, 1C.7, 2C.P5, 2C.P6, 2C.P7, 2C.M5, 2C.D3	My Hospitality Business Idea	You will research which hospitality businesses in the local area are currently successful, and why. You will then plan and decide on a realistic idea for a proposed hospitality business start-up, as well as deciding on the format for the ownership of the business. When presenting your realistic business model, you need to include your research, the type of ownership proposed, whether you have chosen to provide products or services, your aims, objectives and sources of finance for the business, who your stakeholders are and a justification of why you think your business will be successful.	Presentation with explanatory notes, of idea, format and business model.

Unit 6: Planning, Preparing, Cooking and Finishing Food

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever considered what has to happen to produce appetising and nutritious meals? Hospitality is an exciting and demanding industry and food preparation and cooking is a very important part of it.

This unit gives you the opportunity to explore the understanding and skills required for proficiency in planning, preparing, cooking and finishing a range of food types. You will learn how to select and prepare ingredients and plan a two-course meal. You will also learn about the tools and equipment used to prepare, cook and finish food. Knowledge of each food course is supported with understanding about planning and selecting ingredients and safe and hygienic working practices.

The success of the hospitality industry relies on workers at all levels understanding the importance of the quality of food used in preparing meals, working in a safe and hygienic manner and storing food items correctly. If you identify any potential hazards in the food production area, or related to the quality of the ingredients, you will need to react immediately, to avoid injuries to customers or staff.

This unit will help you to develop safe and hygienic working practices, using appropriate methods to cook a nutritious two-course meal and using appropriate finishing methods to ensure the meal meets given requirements and specifications. You will then gather feedback on the meal you cooked and finished to determine any improvements it may require.

Learning aims

In this unit you will:

- A understand how to plan a nutritious meal
- B be able to prepare food in a safe and hygienic manner
- C be able to cook and finish food in a safe and hygienic manner.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how to plan a nutritious meal</p> <p>Topic A.1 Planning a meal using a range of ingredients</p> <ul style="list-style-type: none"> ● Understanding food classifications, including: <ul style="list-style-type: none"> ○ cereals, grains, legumes/pulses, e.g. rice, wheat, peas ○ vegetables, e.g. potatoes, sugar beet, cauliflower, lettuce, onions, carrots, peppers, cucumber, mushrooms, spinach ○ fruits, e.g. citrus fruits, apples, peaches, strawberries, grapes, bananas, tropical fruits – pineapple ○ nuts and seeds, e.g. sunflower seeds, walnuts, pecan nuts ○ spices and herbs, e.g. paprika, cinnamon, oregano, nutmeg, peppermint ○ meat, poultry and fish, e.g. beef, pork, lamb, chicken, plaice, cod, haddock ○ dairy, e.g. milk, butter, cream, yoghurt, crème fraiche. ● Planning, including: <ul style="list-style-type: none"> ○ selecting recipes for courses, e.g. starter, main course, dessert, style of food – North American, Asian, Oriental, Central and South American, European, vegetarian ○ timings, e.g. time of year, preparation, cooking, assembling ingredients and equipment. ● Nutrition, e.g. contribution to five-a-day initiative, Eatwell plate – how much of what is eaten should come from each food group from fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice, potatoes and pasta, high fat/sugar food, substituting ingredients in recipes, age- and condition-based variations of food groups, maximising the retention of nutritional values of food during cooking, calorie content of food, controlled portion sizes, health benefits of eating a balanced diet. ● Food types, e.g. canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, vegetarian dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit.
<p>Learning aim B: Be able to prepare food in a safe and hygienic manner</p> <p>Topic B.1 Preparing different types of food items</p> <ul style="list-style-type: none"> ● Food preparation methods, e.g. beating, chopping, creaming, dicing, grating, folding, mixing, peeling, rubbing, and the correct weighing, portioning and measuring of foods. <p>Topic B.2 Tools and equipment used to prepare food</p> <ul style="list-style-type: none"> ● Tools, e.g. spoons, spatulas, peelers, zesters, kitchen scissors, knives, hand graters, slicers, colanders, hand or bench food processors. ● Large- and small-scale equipment, e.g. steamers, combi ovens, bratt pans, floor standing mixers, rack ovens; and bench mixers, blenders, microwaves, pastry breaks, bread moulds. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Importance of quality of food**

- Quality issues, e.g. appearance, smell, texture, damaged goods, expired 'use-by' date.
- Importance, e.g. fresh produce, 'use-by' dates, customer satisfaction, health and safety, business standards, food hygiene, reporting problems with food.
- Problems with ingredients, e.g. ingredients not fresh, not the right quality, not the right type, not kept at the right temperature/storage conditions, pests.

Topic B.4 Importance of working in a safe and hygienic manner and storing food items correctly

- Knowing food safety and health and safety responsibilities.
- Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce.
- Wearing correct clothing, footwear and headgear.
- Reporting accidents and near accidents.
- Identifying potential hazards in the food production area.
- Storage, e.g. refrigerating, freezing, dry store, sell/use by dates.
- Consequences of not following safe and hygienic working procedures and storing food correctly.
- Following safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination.
- Separating raw foods and ready to eat foods.
- Importance of correct food storage, e.g. preventing cross-contamination, preventing growth of bacteria.

Learning aim C: Be able to cook and finish food in a safe and hygienic manner**Topic C.1 Cooking different types of food items in a safe and hygienic manner**

- Food cooking methods, e.g. boiling, grilling, deep frying, shallow frying, stir frying, roasting, baking, stewing, poaching, simmering, braising, steaming, microwaving, pot-roasting, sautéing.
- Appropriate methods for cooking different types of food:
 - boiling, e.g. eggs, rice, pasta, potatoes, broccoli
 - grilling, e.g. salmon, minute steaks, peppers
 - deep frying, e.g. haddock, potatoes, doughnuts
 - shallow frying, e.g. plaice, beef steaks, turkey escalope
 - stir frying, e.g. cut breasts of chicken, carrots, bamboo shoots
 - roasting, e.g. chicken, lamb, potatoes, root vegetables, beetroot, fennel
 - baking, e.g. fish pie, shepherd's pie, potatoes, squash, fruit pies, tarts, cakes
 - stewing, e.g. lamb, veal
 - poaching, e.g. trout, eggs
 - simmering, e.g. rice, pasta
 - braising, e.g. lamb shanks, fennel, potatoes
 - steaming, e.g. rice, kale, purple sprouting

continued

What needs to be learnt

- microwaving, e.g. fish, meat, poultry, vegetables, soups, sauces, desserts
- pot-roasting, e.g. lamb tagine, chicken, beef
- sautéing, e.g. potatoes, mushrooms, onions.
- Seasoning, tasting, ensuring food is cooked properly.
- Following recipes, e.g. weights and measures, temperatures, timings.
- Correct temperatures, e.g. cooking and re-heating food to ensure food safety and preserve nutritional value.
- Healthy eating considerations, e.g. grilling, steaming, boiling, baking, microwaving, preserving nutritional value, using low fat oil.
- Minimising food wastage.

Topic C.2 Tools and equipment used to cook food

- Tools and equipment, e.g. salamanders, grills, deep fat fryers, shallow fryers, salmon kettles, ovens, saucepans, frying pans, sauté pans, steamers, baking trays, greaseproof paper, ovenproof dishes, protective gloves.

Topic C.3 Finishing food

- Finishing dishes, e.g. meeting given requirements and specifications, appearance, portion size, correct temperature, seasoning, colour, consistency, flavour, customer preferences.
- Garnishes, e.g. herbs, vegetables, dressings, redcurrants, toasted dried fruit, croutons, citrus fruit, cream, butter, dish requirements.
- Accompaniments, e.g. tartare sauce.
- Presentation equipment, e.g. plates, platters, silver salvers, serving dishes, sauce boats.

Topic C.4 Reviewing food preparation, cooking and finishing practices and methods

- Review techniques, including:
 - collecting information, e.g. comments cards, questionnaires, staff meetings
 - sources of information, e.g. customers, colleagues.
- Reviewing preparation, cooking and finishing, including:
 - planning
 - timing
 - working method
 - quality, appearance, taste, colour and texture of food
 - recommendations for improvement.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how to plan a nutritious meal			
1A.1 Select ingredients for a two-course meal following recipes. *	2A.P1 Plan a nutritious two-course meal that requires different preparation and cooking methods for each course. *	2A.M1 Plan a nutritious two-course meal that requires different preparation and cooking methods for each course, justifying the choice of ingredients used in the plan. *	2A.D1 Assess the importance of a balanced nutritional content of meals to health. *
Learning aim B: Be able to prepare food in a safe and hygienic manner			
1B.2 Prepare food items for a two-course meal following recipes, using safe and hygienic working practices with support.	2B.P2 Demonstrate independent safe and hygienic working practices when preparing different food items for a nutritious two-course meal.	2B.M2 Review the effectiveness of own working practices when preparing different food items for a nutritious two-course meal.	2B.D2 Evaluate the consequences of poor working practices when preparing different food items.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to cook and finish food in a safe and hygienic manner			
1C.3 With guidance, use cooking methods and safe and hygienic working practices when following recipes for a two-course meal. *	2C.P3 Demonstrate independent safe and hygienic working practices when using appropriate methods to cook a nutritious two-course meal. *	2C.M3 Justify the methods used to cook and finish a nutritious two-course meal.	2C.D3 Recommend improvements to the quality of the two-course meal, based on feedback gathered. #
1C.4 Use finishing methods for a two-course meal following recipes.	2C.P4 Use appropriate finishing methods for a two-course meal to ensure the meal meets given requirements and specifications.		
1C.5 Gather feedback on the two-course meal. #	2C.P5 Gather feedback on the two-course meal, using appropriate techniques. #	2C.M4 Use feedback gathered to analyse the quality of the two-course meal. #	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

Learners will need access to professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up to date and in good working order. Learners will benefit from having access to equipment that is fuelled by both gas and electricity. Learners will also benefit from as much realism as possible. They must have access to the range and quality of food items needed for them to complete the learning and assignment tasks successfully.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the importance of safe and hygienic working practices when preparing, cooking and finishing different food items in the hospitality industry and are able to plan a nutritious two-course meal using different ingredients. They must also show how they have demonstrated safe and hygienic working practices when using appropriate methods to prepare, cook and finish a nutritious two-course meal.

To achieve all the assessment criteria, learners should plan for, prepare, cook and finish a nutritious two-course meal, using different ingredients. Learners should consider the assessment as if they were preparing, cooking and finishing food for an actual hospitality business.

Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events, etc. Recipes they might follow can be their own creation or provided to them by teachers or relatives.

Learning aim A

For 2A.P1: learners need to plan a nutritious two-course meal, not repeating the main food items in both courses. For example, if learners are cooking a salmon starter and then go on to cook a main course, the main ingredient should not be salmon. It could be for example lamb or a different type of fish, such as squid, as long as it is significantly different in type and requires different preparation and cooking methods. The evidence should include a list of the ingredients needed, a description of the methods of preparation and cooking, the equipment required to prepare, cook and finish the courses, timings for assembling ingredients and equipment, preparation, cooking and finishing the meal, and key hygiene and safety points (e.g. avoiding cross-contamination, core cooking temperatures, safety with hot liquids etc.). The plan should also show how the meal will contribute to a balanced diet.

For 2A.M1: learners need to plan a nutritious two-course meal not repeating the main food items in both courses, justifying the choice of ingredients used in the plan. Evidence presented to achieve **2A.M1** should show that learners are able to determine the nutritional value of ingredients selected to be included in the two-course meal and establish the nutritional benefits of, for example using different ingredients and methods of cooking. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

Learners can develop evidence for **2A.M1** into evidence for **2A.D1**, which requires them to assess the importance of a balanced nutritional content of meals to health. Evidence presented to achieve **2A.D1** should show that learners understand the effects a balanced nutrition has on the body. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

For 1A.1: learners need to select ingredients for a two-course meal following recipes. The evidence should include a list of the correct ingredients needed for the two-course meal they have selected, including the required weights and measurements.

Learning aim B

For 2B.P2: learners need to demonstrate safe and hygienic working practices when preparing different food items for a nutritious two-course meal. Learners should work independently. Learners need to follow the instructions for preparing the ingredients in the recipes for two courses by selecting the correct ingredients and using the measurements and preparation methods given. The two courses could include a starter and a main course, a main course and a dessert or a starter and a dessert. Evidence will be through records of how these working practices have been applied.

Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the working practices (e.g. in a log or diary) if they have demonstrated these skills during a work placement or part-time job. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2B.M2: learners need to review the effectiveness of own working practices when preparing different food items for a nutritious two-course meal. Learners need to reflect on their performance and review how well they prepared the food items using safe and hygienic working practices.

For 2B.D2: learners need to evaluate the consequences of poor working practices when selecting and preparing different food items. Learners could interview representatives from hospitality businesses to obtain their views and use the findings as part of their evidence.

For 1B.2: learners need to prepare food items for a two-course meal following recipes. Learners need to follow the instructions for preparing the ingredients in the recipe by selecting the correct ingredients, using the measurements and preparation methods given. Evidence will be through records of how these working practices have been applied. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the working practices (e.g. in a log or diary) if they have demonstrated these skills during a work placement or part-time job. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will require safety supervision in order to work safely and hygienically.

Learning aim C

For 2C.P3: learners need to demonstrate safe and hygienic working practices when using appropriate methods to cook a nutritious two-course meal. Learners will work independently. Learners need to demonstrate the cooking methods required by the recipes safely and hygienically. Evidence will be through records of how the cooking methods and working practices have been applied. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the cooking methods and working practices (e.g. in a log or diary) if they have demonstrated these skills during a work placement or part-time job.

It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Centres could use an observation record for this criterion supported by appropriate images, (e.g. photos).

For 2C.P4: learners need to use appropriate finishing methods for a two-course meal to ensure the meal meets given requirements and specifications. Learners will need to present the meal attractively to meet given requirements and specifications. Evidence will be through records of how the finishing methods and given requirements and specifications have been applied and met. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the appropriate finishing methods and have met given requirements and specifications (e.g. in a log or diary) if they have demonstrated these skills during a work placement or part-time job. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Centres could use an observation record for this criterion supported by appropriate images, (e.g. photos).

For 2C.P5: learners need to gather feedback on the two-course meal, using appropriate techniques. Learners must apply appropriate review techniques to the two-course meal they have cooked and finished. These techniques may involve producing customer comment cards to be placed on the tables, or may take the form of short interviews with customers after eating the meal. Learners should also get feedback from colleagues. Evidence can be presented as a written statement, or as a verbal presentation to the food production staff consisting of other learners and assessors.

2C.P3 and **2C.P4** can be developed for **2C.M3**, where learners need to justify the methods used to cook and finish a nutritious two-course meal. This should include the effects of cooking methods on the ingredients and the finished product.

2C.P5 can be developed for **2C.M4**, where learners need to use feedback gathered to analyse the quality of the two-course meal. This analysis could be presented in a written format, using graphs and tables to present the review techniques findings.

2C.M4 can be developed for **2C.D3**, where learners need to recommend improvements to the quality of the two-course meal based on feedback gathered. Evidence presented to achieve **2C.D3** should show that learners are able to make recommendations for improvements to the quality of the two-course meal based on their analysis of the results from the review techniques. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

For 1C.3: learners need to use cooking methods and safe and hygienic working practices when following recipes for a two-course meal. Evidence will be through records of how the cooking methods and working practices have been applied. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the cooking methods and working practices (e.g. in a log or diary) if they have demonstrated these skills during a work placement or part-time job. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will need safety supervision from teachers in order to work safely and hygienically.

For 1C.4: learners need to use finishing methods for a two-course meal following recipes. Evidence will be through records of how the finishing methods and given requirements and specifications have been applied and met. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the appropriate finishing methods and have met given requirements and specifications (e.g. in a log or diary) if they have demonstrated these skills during a work placement or part-time job. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1C.5: learners need to gather feedback on the two-course meal. Feedback gathered could be presented in a written format.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Planning a Two-course Meal	You are working in the hospitality industry as a trainee chef. You have been given the task by the head chef to prepare a plan for a nutritious two-course meal. To do this, you will need to investigate the nutritional value of different ingredients, recipes for different courses, timings, tools and equipment required. You will then use your research to create the plan that staff can use to demonstrate preparation, cooking and finishing food methods.	Plan for kitchen staff in a hospitality business, to include courses to be prepared, cooked and finished, the ingredients needed, timings for assembling, preparing, cooking and finishing the meal. The plan needs to include a justification of the choice of ingredients used in the plan and an assessment of the importance of a balanced nutritional content of meals to health.
1B.2, 2B.P2, 2B.M2, 2B.D2	Preparing Food	You continue in the same role of trainee chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing a nutritious two-course meal. You will be observed demonstrating your skills to meet given requirements and specifications. When demonstrating your skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	Practical activity or work experience supported with personal statement and observation record. This needs to be followed by a review of the effectiveness of own working practices when preparing different food items for a nutritious two-course meal and an evaluation the consequences of poor working practices when preparing different food items.

Criteria covered	Assignment	Scenario	Assessment evidence
<p>1C.3, 2C.P3, 1C.4, 2C.P4, 2C.M3, 1C.5, 2C.P5, 2C.M4, 2C.D3</p>	<p>Cooking and Finishing Food</p>	<p>You continue in the same role of trainee chef. You need to develop your skills to demonstrate safe and hygienic working practices when cooking and finishing a nutritious two-course meal. You will be observed demonstrating your skills to meet given requirements and specifications. When demonstrating your skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.</p>	<p>Practical activity or work experience supported with personal statement and observation record.</p> <p>This needs to be followed by a justification of the methods used to cook and finish a nutritious two-course meal. Learners will also need to show how they have gathered feedback, used the feedback, and then analysed and made recommendation upon it.</p>

Unit 7: Food and Beverage Service in the Hospitality Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever wondered what it would be like to work in a busy, vibrant hospitality business? Have you watched the staff in a restaurant, a bar or a cafe when they are dealing with lots of different tasks, all at the same time, and are still smiling? Providing food and beverage service requires a passion for excellence and means you take pride in giving customers a memorable experience.

In this unit you will learn to develop the skills and practices required to work in this area of the hospitality industry. You will learn how to prepare the service area using appropriate personal presentation, professional, safe and hygienic practices, as well as using the appropriate equipment for the service style used.

Anyone who wishes to work in a successful hospitality business must understand the importance of following professional, safe and hygienic practices when providing food and beverage service. It is also essential to understand the impact of *not* doing so.

You will have the chance to practise your newly learned skills to serve customers with food and beverages. During this process, you will be able to collect feedback from your customers and colleagues, and you will then have the opportunity to review and reflect on the success of your performance.

Learning aims

In this unit you will:

- A understand how to use professional, safe and hygienic practices when preparing the food and beverage service area
- B provide food and beverage service to customers professionally, safely and hygienically.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand how to use professional, safe and hygienic practices when preparing the food and beverage service area

Topic A.1 Professional, safe and hygienic practices when preparing the food and beverage service area

- Professional practices, including:
 - behaviour and attitude, e.g. attentiveness to customers, positive body language, attention to detail
 - communication skills, e.g. listening, speaking, relaying messages and orders accurately and promptly
 - teamwork, e.g. working effectively with others
 - complying with codes of practice, e.g. customer service policy, disability discrimination, equality and diversity, data protection
 - personal presentation, including:
 - personal hygiene, e.g. fresh breath, short fingernails, not wearing nail varnish, using discreet deodorant, perfume or aftershave
 - appearance, e.g. clean clothes, clean hair, tying back long hair, minimal jewellery
 - dress, e.g. smart and ironed uniform, polished shoes, appropriate footwear.
- Safety and hygiene considerations, including:
 - general safety, e.g. opening and closing doors safely, carrying trays, dealing with spillages and breakages appropriately
 - hand hygiene – washing hands at appropriate times
 - handling food and beverages safely during service
 - hazard spotting, e.g. spillages on the floor, trip hazards, carrying heavy equipment
 - safe storage of items, e.g. equipment, crockery, cutlery, glassware
 - maintaining a clean work area using hygienic working practices
 - complying with food hygiene regulations.

Topic A.2 Preparing for food and beverage service

- Hospitality industry businesses providing food and beverage service, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.
- Preparing the food and beverage service area, including:
 - cleaning and organising service areas, laying tables
 - reporting any problems identified, e.g. with food, beverages, service equipment.

continued

What needs to be learnt

- Preparing the service area using the appropriate type of service equipment for the food and beverage to be served, including:
 - service units, e.g. heated, refrigerated
 - trays
 - crockery
 - cutlery
 - glasses, e.g. water, wine, champagne
 - table coverings, e.g. linen, disposable items, table mats
 - menus, e.g. booklet, card, blackboard
 - service utensils, e.g. tongs, serving spoons
 - condiments, e.g. sugars, sweeteners, cruets, sauces, dressings.

Learning aim B: Provide food and beverage service to customers professionally, safely and hygienically**Topic B.1 Providing food and beverage service**

- Styles of food and beverage service, e.g. plate service, platter service, family-style service
 - service concepts, e.g. buffets, counter, cafeteria, self-service.
- Food types, e.g. canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, vegetarian dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit.
- Beverages, including:
 - types, e.g. coffee, hot chocolate, teas, tisanes, steamed milk beverages, cold beverages, iced beverages, fresh juices, alcoholic beverages
 - service styles, e.g. using different cups or glassware, bottles, cans, cartons, draught, fountain or measured/optic dispensers.
- Greeting customers and taking orders, including:
 - welcoming customers, checking any booking history and identifying their requirements
 - providing information on menu items
 - maximising the order using appropriate sales techniques
 - passing and receiving orders
 - serving customers in a timely manner
 - communicating effectively with customers and colleagues
 - effective teamwork
 - dealing with special requirements and requests, e.g. allergies, religious requirements, disability requests, young children
 - dealing with customers' departures.

continued

What needs to be learnt

- Serving customers' orders and maintaining the service area, including:
 - serving food and beverages with appropriate service equipment and service style at the appropriate times
 - complying with legal requirements for temperatures of food for service and storage
 - ensuring condiments and accompaniments for served food are available for customers
 - maintaining appropriate stock levels of food, beverage and service equipment
 - maintaining cleanliness of food and beverage service area throughout service
 - clearing work areas, including customer and service areas
 - ensuring customer payment.

Topic B.2 Reviewing effectiveness of food and beverage service provision

- Review techniques, including:
 - collecting information, e.g. comments cards, questionnaires, staff meetings
 - sources of information, e.g. customers, colleagues.
- Reviewing effectiveness, including:
 - timings
 - appropriateness of service style
 - quality and appearance of food and beverage served
 - working methods
 - service skills
 - attitude and behaviour
 - recommendations for improvement.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how to use professional, safe and hygienic practices when preparing the food and beverage service area			
1A.1 Identify professional, safe and hygienic practices that should be followed when preparing a food and beverage service area.	2A.P1 Describe professional, safe and hygienic practices that should be followed when preparing a food and beverage service area.	2A.M1 Review the effectiveness of own professional, safe and hygienic practices when preparing a food and beverage service area.	2A.D1 Evaluate own performance when demonstrating professional, safe and hygienic practices for preparing a food and beverage service area.
1A.2 Use professional, safe and hygienic practices when preparing a food and beverage service area, with guidance.	2A.P2 Demonstrate independent professional, safe and hygienic practices when effectively preparing a food and beverage service area.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Provide food and beverage service to customers professionally, safely and hygienically			
1B.3 Use an appropriate service style when providing food and beverage service to customers.	2B.P3 Demonstrate effective use of two different service styles when providing food and beverage service to customers.	2B.M2 Demonstrate effective use of two different service styles when providing food and beverage service to customers, dealing with special requirements and requests.	2B.D2 Demonstrate confident and effective use of customer service skills in two different service styles when providing food and beverage service to customers, dealing with special requirements and requests.
1B.4 Gather feedback on own food and beverage service skills. #	2B.P4 Gather feedback on effectiveness of own food and beverage service skills, using appropriate techniques. #	2B.M3 Use feedback gathered to analyse the effectiveness of own food and service skills. #	2B.D3 Recommend improvements to own food and beverage service skills, based on feedback gathered. #

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

While this unit makes reference to alcoholic drinks within the Unit content for Topic B.1 this is a theoretical knowledge requirement. There is no requirement for alcohol to be used in the delivery of any aspect of this unit. It is strongly recommended that alcohol is not allowed to be used for any part of the practical requirements of this unit when the qualification is delivered to learners aged 14–16 years. If alcohol is used as part of the course when delivered to learners who are 16 years old and above it is essential that centres comply with the requirements of Section 153 of the Licensing Act 2003 www.legislation.gov.uk/ukpga/2003/17/section/153.

Resources

The special resources required for this unit are access to a food and beverage service area, including appropriate equipment, beverages and food. Learners should have access to equipment to demonstrate different service styles.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed and the practices that should be followed when providing food and beverage service within the hospitality industry and the importance of following these practices. They must also show how they have demonstrated provision of food and beverage service, using different service styles.

To achieve all the assessment criteria, learners should research different service styles used in hospitality businesses. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events, etc.

Learning aim A

For 2A.P1: learners need to describe the professional, safe and hygienic practices that should be followed when preparing a food and beverage service area. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

For 2A.P2: learners need to demonstrate professional, safe and hygienic practices when effectively preparing a food and beverage service area. Learners should demonstrate these practices independently. Centres will need to set up some situations where learners can use and develop their working practices. This could be a small buffet lunch or afternoon tea, or a meeting where light refreshments are to be served before the meeting.

For 2A.M1: learners need to review the effectiveness of own professional, safe and hygienic practices when preparing a food and beverage service area. Learners need to reflect on their performance and review how well they prepared a food and beverage service area using professional, safe and hygienic practices. This should include an explanation of what they have learned, what they did well, what they struggled with and why.

For 2A.D1: learners need to evaluate own performance when demonstrating professional, safe and hygienic practices for preparing a food and beverage service area. They may use feedback from witnesses (e.g. teachers, peers) and give their own opinions. Evidence can be in the form of a personal statement from the learner using examples from their demonstration of their professional, safe and hygienic practices.

For 1A.1: learners need to identify professional, safe and hygienic practices that should be followed when preparing a food and beverage service area. This should involve demonstrating knowledge of the professional, safe and hygienic practices that staff should follow when preparing a food and beverage service area in the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of the professional, safe and hygienic practices for food and beverage service required for **1A.1** can be drawn from research, for example identifying practices required for service in the business they visited.

For 1A.2: learners need to use professional, safe and hygienic practices when preparing a food and beverage service area, with safety supervision. Evidence will be through records of how these practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the practices (e.g. in a log or diary if they have demonstrated these practices during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will need safety supervision from teachers in order to meet this criterion.

Learning aim B

For 2B.P3: learners need to demonstrate two different service styles when providing food and beverage service effectively to customers. The service styles used need to be sufficiently different to demonstrate the learner's depth and breadth of knowledge of food and beverage service working practices within the hospitality industry, for example plate service and family-style service.

For 2B.P4: learners need to gather feedback on effectiveness of own food and beverage service skills, using appropriate techniques. Learners must apply appropriate review techniques during demonstration of two contrasting service styles when providing food and beverage service. These techniques may involve producing customer comment cards to be placed on the tables, or may take the form of short interviews with customers at the end of service. Learners should also get feedback from colleagues. Evidence can be presented as a written statement, or as a verbal presentation to the food and beverage service staff consisting of other learners and assessors.

2B.P3 can be developed for **2B.M2**, where learners need to effectively demonstrate two different service styles when providing food and beverage service to customers, dealing with special requirements and requests. Work should be supported with observation records and personal statements. Evidence should include the learner's own plan for dealing with the special requirements and requests. This could involve their draft notes for a role play.

2B.P4 can be developed for **2B.M3**, where learners need to use feedback gathered to analyse the effectiveness of own food and service skills. This analysis could be presented in a written format, using graphs and tables to present the review findings.

2B.M2 can be developed for **2B.D2**, as learners need to demonstrate confident use of customer service skills in two different service styles when effectively providing food and beverage service to customers, dealing with special requirements and requests. Learners working at merit grade would demonstrate adaptability when dealing with customers. They should display a calm and positive attitude and appear comfortable working with customers. Work should be supported with observation records and personal statements. Evidence should include the learner's own plan for dealing with the special requirements and requests. This could involve their draft notes for a role play.

2B.M3 can be developed for **2B.D3**, where learners need to recommend improvements to own food and beverage service skills. Evidence presented to achieve **2B.D3** should show that learners are able to make recommendations for improvements to food and beverage service based on their analysis of the results from the review findings. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

For 1B.3: learners need to use an appropriate service style when providing food and beverage service to customers. Evidence will be through records of food and beverage service provision (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the service skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1B.4: learners need to gather feedback on own food and beverage service skills. Feedback gathered could be presented in a written format.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.M1, 2A.D1	Professional, Safe and Hygienic Practices When Preparing the Food and Beverage Service Area	You are working in the hospitality industry as a food and beverage server. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate professional, safe and hygienic practices when preparing the food and beverage service area. You will use the results of your research to create training materials that new staff can use to learn about demonstrating food and beverage service provision skills in the hospitality industry.	<p>Training handbook or leaflet for new staff in a hospitality business, to include guidance on professional, safe and hygienic practices to be followed when preparing the food and beverage service area in the hospitality industry.</p> <p>Work experience or role play supported with personal statement and observation record.</p> <p>This needs to be followed by a review and evaluation of the effectiveness when demonstrating own professional, safe and hygienic practices for preparing a food and beverage service area.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2, 2B.D2, 1B.4, 2A.P2, 2B.P4, 2B.M3, 2B.D3	Food and Beverage Service Provision	You continue in the same role of food and beverage server. You need to develop your skills in providing food and beverage service in different service styles. You will be observed demonstrating professional, safe and hygienic practices when preparing a food and beverage service area. You will need to demonstrate two different service styles when providing food and beverage service to customers. You will also need to gather and use feedback on your service and recommend improvements based on the feedback. When demonstrating your food and beverage service skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	<p>Work experience or role play supported with personal statement and observation record.</p> <p>Learners will also need to show how they have gathered feedback, used the feedback, and then analysed and made recommendation upon it.</p>

Unit 8: Front Office Services in the Hospitality Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever heard the expression, 'You never get a second chance to make a first impression'? In the hospitality industry it is often the responsibility of the front office to create that important first impression. The impressions that customers receive from this area can impact hugely on customer satisfaction and ultimately on the success of a business.

In this unit you will learn how a good first impression is created – through direct contact with the customer, on the phone or in writing. You will also learn the integral part that the front office plays in looking after customers – from their initial enquiry through to their departure.

The front office includes all the activities involved in administering the different stages of a customer's stay – before arrival, on arrival, during the stay and on departure – and responding to the individual needs of those customers. It involves taking bookings, checking customers in and out and administering their bills and payments, while demonstrating good customer service skills. You will investigate the roles and responsibilities of those people working in the front office environment, including reservations, reception, concierge and portering staff.

You will have the opportunity to develop your understanding of the importance of front office and to recognise how high standards of service can be provided by front office staff. You will also be able to put these skills into practice through real or simulated activities involving providing front office services, such as welcoming customers, dealing with enquiries and providing customer service.

Learning aims

In this unit you will:

- A understand the purpose of front office services within the hospitality industry
- B understand front office job roles and responsibilities
- C demonstrate front office skills.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the purpose of front office services within the hospitality industry</p>
<p>Topic A.1 Front office areas and services in hospitality businesses</p> <ul style="list-style-type: none"> ● Front office areas and their purposes, including: <ul style="list-style-type: none"> ○ reception ○ bell service ○ mail and information ○ concierge ○ cashier's night audit. ● Services, e.g. registration, reservation, accounting procedures. ● Hospitality industry business types/situations, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.
<p>Learning aim B: Understand front office job roles and responsibilities</p>
<p>Topic B.1 Front office job roles and responsibilities</p> <ul style="list-style-type: none"> ● Job roles, e.g. manager, shift leader, receptionist, reservations, night audit, telephonist, concierge, hall porter. ● Responsibilities, e.g. reservations, check in, registration, guest accounting, check out, guest services, administration, customer service, answering the telephone, security. <p>Topic B.2 Systems and procedures of front office</p> <ul style="list-style-type: none"> ● Legal, e.g. data protection, health and safety, consumer protection, legislation relating to guest registration, fire safety, disability discrimination and access requirements. ● Meeting customer needs, e.g. type of room, price, package, special requests, referring to guest history, customer service skills. ● Communication, e.g. reservation systems, reports, liaison with other departments, communicating with the guest, answering enquiries, dealing with complaints, selling products and services, giving information. ● Property management systems (PMS) connect different hospitality departments (e.g. front desk, finance, housekeeping, restaurant, bar) to each other for the purpose of, e.g. customer billing, guest bookings, online reservations, rooms allocations and release. ● Documentation, e.g. arrival and departure lists, room status reports, special requirements, guest list, forecast, registration forms, key cards, guest bills, payment documentation. ● Standards, e.g. checking areas, use of checklists, quality, personal presentation, maintaining standards of performance. ● Statistics, e.g. room occupancy, average room rates, forecasting. ● Maximising revenue, e.g. up-selling, getting bookings guaranteed, overbooking, releasing unconfirmed bookings, getting the best rate possible. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- Security, e.g. safe deposit, lost property, data protection, control of keys, electronic key systems, use of computer passwords, dealing with suspicious individuals, following security policies and procedures, reporting unusual/non-routine incidents, awareness of emergency evacuation procedures.

Topic B.3 Managing the guest cycle

- Stages, including:
 - pre-arrival (reservations), e.g. customer makes reservation, staff gather and record information
 - arrival, e.g. customer arrives and confirms information provided at the pre-arrival stage, staff storing and recording instructions, staff following legal and contractual procedures for completing the registration process
 - occupancy, e.g. staff coordination of customer requirements
 - departure, e.g. settling customer account.

Topic B.4 The importance of front office

- Customer experience, e.g. creating a good first impression, guest satisfaction, meeting needs, encouraging loyalty.
- Success of the business, e.g. repeat business, improved profitability, improved staff performance and motivation, reputation.

Learning aim C: Demonstrate front office skills**Topic C.1 Meeting and greeting procedures**

- Meeting and greeting customers, e.g. ensuring registration documentation is completed accurately, giving information about charges and facilities to match customer requirements, promoting other services within the business, secure payment, issuing key and key-card, ensuring customer needs have been met, directing or having guest escorted to the room, maintaining personal presentation, demonstrating good customer service skills.

Topic C.2 Dealing with customer requests and enquiries

- Dealing with reservations, e.g. checking availability, taking booking details, allocating room, explaining charges and terms, asking for a guarantee, communicating with other departments, administration.
- Dealing with customer requests for information, e.g. prices, opening times, giving appropriate and accurate information, giving the customer time to ask questions, active listening, ensuring prompt delivery of the product or service, referring to colleagues or other sources of information where appropriate.
- Dealing with special requests, e.g. additional rooms required, extra beds/cots, rooms away from lifts, pillow types, specific room views.
- Making additional sales, e.g. in-house movies, laundry, secretarial and business services, room service, spa, restaurant.
- Booking external services, e.g. car hire, travel, theatre tickets, visits to attractions, restaurant reservations, flower services.

continued

What needs to be learnt

Topic C.3 Preparing customer accounts and dealing with guest departure

- Preparing customer accounts, e.g. posting charges accurately.
- Dealing with customer departure, e.g. presenting the bill, asking the customer to check bill accuracy, checking customers' satisfaction of their stay, taking payment, retrieving key, thanking customer for their custom, saying goodbye.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the purpose of front office services within the hospitality industry			
1A.1 Identify front office areas in hospitality businesses.	2A.P1 Describe, using examples, front office services provided in two contrasting hospitality businesses.	2A.M1 Explain the purpose of front office services provided in two contrasting hospitality businesses.	2A.D1 Analyse differences in front office services provided in two contrasting hospitality businesses.
Learning aim B: Understand front office job roles and responsibilities			
1B.2 Identify the roles and responsibilities of front office staff in two hospitality businesses.	2B.P2 Describe the responsibilities that apply to the stages of the guest cycle within front office services in two contrasting hospitality businesses.	2B.M2 Compare job roles and responsibilities in front office of two contrasting hospitality businesses.	2B.D2 Evaluate how front office staff can enhance the customer experience and contribute to business success when managing the guest cycle in a selected hospitality business.
1B.3 Outline how front office staff manage the guest cycle in two hospitality businesses.	2B.P3 Explain how front office staff manage the guest cycle in two contrasting hospitality businesses.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Demonstrate front office skills			
1C.4 Use front office skills when dealing with customers at all stages of the guest cycle. *#	2C.P4 Demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations. *#	2C.M3 Demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations, dealing with a special request that arises. *#	2C.D3 Demonstrate effective and confident front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations, dealing with a special request that arises. *#

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are front office documentation such as diaries, reservation forms, registration forms and customer bills, which will enable the creation of a simulated front office environment. This does not have to replicate a real environment, although learners will benefit from the most realistic environment possible. A visit to a hotel to see the reception area and front office systems would help learners understand the role of the reception and front office in hospitality and the procedures used.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed to work in front office within the hospitality industry and the importance to hospitality businesses of meeting customer needs. They must also show how they have demonstrated front office skills in different hospitality business situations.

To achieve all the assessment criteria, learners should research two different hospitality businesses that require front office skills. Examples could be from hotels, pubs that offer accommodation, hospitality services, membership clubs, accommodation providers, hostels etc.

Learning aim A

For 2A.P1: learners need to describe, using examples, front office services provided in two contrasting hospitality businesses. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example a hotel and a hostel. Learners could visit the two businesses to find out about the front office areas in each. Examples from staff handbooks from real businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

For 2A.M1: learners need to expand on **2A.P1** and explain the purpose of front office services provided in two contrasting hospitality businesses. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

For 2A.D1: learners need to analyse differences in front office services provided in two contrasting hospitality businesses. Learners could use the businesses researched for **2A.P1** and **2A.M1** to achieve this criterion.

For 1A.1: learners need to identify front office areas in hospitality businesses. This should involve demonstrating knowledge of the front office areas in businesses within the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of hospitality front office areas required for **1A.1** can be drawn from research of hospitality businesses.

Learning aim B

For 2B.P2: learners need to describe the responsibilities that apply to the stages of the guest cycle within front office services in two contrasting hospitality businesses. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the responsibilities of the same job role in different types of business, for example the responsibilities of a manager in a hotel and a manager in a pub that offered accommodation. Learners could interview representatives from each business to find out about their responsibilities.

For 2B.P3: learners need to explain how front office staff manage the guest cycle in two contrasting hospitality businesses. Learners could, while visiting the two contrasting hospitality businesses, interview front office staff from each business to find out how they deal with issues in the guest cycle.

For 2B.M2: learners need to expand on **2B.P2** and compare job roles and responsibilities in front office of two contrasting hospitality businesses. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

For 2B.D2: learners need to evaluate how front office staff can enhance the customer experience and contribute to business success when managing the guest cycle in a selected hospitality business. It is recommended that learners use one of the businesses researched for **2B.P4** to achieve this criterion.

For 1B.2: learners need to identify the roles and responsibilities of front office staff in two hospitality businesses. This should involve demonstrating knowledge of the roles and responsibilities of front office staff working in the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of front office staff roles and responsibilities required for **1B.2** can be drawn from research, for example identifying roles and responsibilities for front office staff working in two contrasting hospitality businesses.

For 1B.3: learners need to outline how front office staff manage the guest cycle in two hospitality businesses. This information could be included in the staff leaflet created for **1B.2**.

Learning aim C

For 2C.P4: learners need to demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two contrasting hospitality situations, for example in a pub with rooms and a hotel. Centres will need to set up some situations where learners can use and develop their front office skills, demonstrating the procedures involved in the front office. This could be taking customers' reservations, meeting and greeting them, dealing with their requests and enquiries, preparing their accounts and dealing with their departure at an event or in a hotel situation. **2C.M3** can be developed from **2C.P4**, where learners need to demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations, dealing with a special request that arises. Work should be supported with observation records and personal or witness statements. When dealing with a special request that arises when providing hospitality services, learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations. Evidence should include the learner's own plan for dealing with a special request. This could involve their written script for a telephone conversation or their draft notes for a role play. Special requests can be introduced by teachers as part of a role play, for example when a request comes in via a booking website.

For 2C.D3: learners working at distinction should be able to adapt to different requests or circumstances. Learners should display a calm and positive attitude and appear comfortable when working with customers, in providing a confident and effective use of customer service skills when dealing with customers in two different hospitality situations. This can be developed from **2C.M3**.

For 1C.4: learners need to use front office skills when dealing with customers at all stages of the guest cycle. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	What is the Purpose of Front Office?	You are working in the hospitality industry as a front office receptionist in a hotel. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate the purpose of front office within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about demonstrating front office skills in the hospitality industry.	Training handbook or leaflet for new staff in a hospitality business, to include guidance on the purpose of front office services provided in two contrasting hospitality businesses, using examples. The handbook or leaflet should include an analysis of differences in front office services provided in two contrasting hospitality businesses.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2	The Roles and Responsibilities in Front Office	You continue in the same role of front office receptionist in a hotel. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate the roles and responsibilities of front office within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about demonstrating front office skills in the hospitality industry.	Training handbook for new staff in a hospitality business, to include guidance on the responsibilities that apply to the stages of the guest cycle within front office services in two contrasting hospitality businesses and how front office staff manage the guest cycle in two contrasting hospitality businesses. The handbook should also include an analysis of the differences between job roles and responsibilities in front office in two contrasting hospitality businesses and an evaluation of how front office staff can enhance the customer experience and contribute to business success when managing the guest cycle in a selected hospitality business.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M3, 2C.D3	Front Office Skills	You continue in the same role of front office receptionist in a hotel. You need to develop your skills to work in different hospitality situations. You will be observed in two hospitality situations to deal with customers throughout the stages in the guest cycle. You will need to demonstrate the use of effective front office skills in two different hospitality situations, dealing with a special request that arises and developing confidence when working with customers. When demonstrating your front office skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	Work experience or role play supported with personal statement and observation record. This needs to be followed by an evaluation of the effectiveness of own front office skills, justifying areas for improvement.

Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	External

Unit introduction

Do you think about what you eat and drink and the way you live your life? Do you know how what you do can help you to have a healthy lifestyle? But being healthy isn't just about what you eat and drink, other things are also important, like undertaking physical activity, staying stress free, and making sure you get enough rest.

Do people working in the hospitality industry have a responsibility to work towards a healthy lifestyle both for themselves and for their customers? Questions like this are very topical, as more and more hospitality industry customers try to eat, drink and live in a healthier way.

It's important that those working in the industry have an appreciation of what is meant by 'healthy lifestyle' and what makes a lifestyle healthy.

Chefs, for example, will need to know how to adapt the food they prepare for customers to meet these new demands, and businesses will need to make available new products and services for this changing market.

In this unit, you will study what is meant by healthy living by looking at a balanced diet, the nutritional content of the main types of food we eat, and why it's important to eat a wide variety of different foods. You will look at the effects of alcohol consumption on individuals and find out about the government's guidelines for safe drinking. You will also learn why it's important to take regular exercise, as well as rest and relaxation, as part of a healthy personal lifestyle.

You will begin to understand how the hospitality industry responds to the changing requirements of its customers, how these changes impact on the products and services provided, and how the hospitality industry adapts to meet customer expectations in terms of lifestyle choices.

Finally, you will understand how contributing to healthy lifestyles affects the hospitality industry, both positively and negatively.

Learning aims

In this unit you will:

- A know what makes a healthy lifestyle
- B understand what the hospitality industry does to support and promote healthy lifestyles.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know what makes a healthy lifestyle</p> <p>Topic A.1 What is a healthy lifestyle?</p> <p>Understand what constitutes a healthy lifestyle, its importance to individuals and how it relates to diet.</p> <ul style="list-style-type: none"> ● Healthy lifestyle: <ul style="list-style-type: none"> ○ concept of having a lifestyle that will reduce the risks of developing illnesses or ill-health ○ importance of a healthy lifestyle – health, lifespan, emotional wellbeing. ● Influence of diet: <ul style="list-style-type: none"> ○ balanced intake of required nutrients within daily and weekly meals; required intakes including recommended daily intake (RDI), ‘five a day’ and ‘eatwell guide’ concepts ○ increasing intake of foods good for providing particular nutrients ○ eating the right amount of food to maintain a healthy weight (portion size, within guidelines) ○ healthy eating patterns (eating regular meals, eating times). ● Influence of other factors: <ul style="list-style-type: none"> ○ exercise and fitness <ul style="list-style-type: none"> – regular physical activity improves health and fitness, and reduces risk of diseases such as heart disease and diabetes – guidelines for physical activity (different guidelines for children, adults and older adults) ○ alcohol consumption (safe guidelines) ○ rest and relaxation <ul style="list-style-type: none"> – rest for the recovery and repair of the body, and to support the immune system – relaxation for dealing with stress, and lowering blood pressure and heart rate. <p>Topic A.2 Food and nutrition in relation to health</p> <p>Understand the main types of nutrients, their purposes and the relationship between these and body functions.</p> <ul style="list-style-type: none"> ● Balanced diet: <ul style="list-style-type: none"> ○ combining food from different groups to achieve all the nutrients required to maintain the healthy functioning, repair, development and growth of the body ○ different requirements and considerations for different ages (child, adult, elderly people) and level of physical activity undertaken. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- **Macronutrients:**
 - carbohydrates (simple, complex) – major source of energy, required for activity
 - fats (saturated, unsaturated) – secondary source of energy, support immune system, support brain development, absorption of fat-soluble vitamins
 - protein – essential for the growth and repair of body tissue
- **Micronutrients:**
 - vitamins are both water soluble (B, C) and fat soluble (A, D) – for fighting infections, formation of new cells and promoting healthy bones and teeth
 - minerals (iron, calcium, potassium, zinc, sodium, iodine) – help regulate body fluids, essential for maintaining healthy bones, red blood cells, and teeth, absorbing nutrients.
- **Other:**
 - fibre – helps the body digest and absorb food, maintains a healthy digestive system
 - water – essential for the body to function, maintain mental awareness.

Topic A.3 Food in relation to nutrition

Understand the main food groups, be able to relate foods to nutrients and recognise healthier alternatives in food choices.

- Food groups in relation to diet and nutrition:
- cereals, pulses and potatoes, fruit and vegetables, dairy foods (milk, cheese), protein foods (fish, meat, eggs), fats and food high in sugar
- main sources within foods/food groups for macronutrients and micronutrients.
- Calories/kilojoules (kJ) as measures of food intake; recommended daily intakes.
- Healthier alternatives – wholefoods, fresh foods, healthier cooking methods, retaining nutritional value (avoiding processed foods, addition of fats, sugars and salts).

Topic A.4 Specific diets and concepts linked to healthy lifestyle

Understand requirements people may have that relate to healthy lifestyles, and possible demands/requests associated with them.

- Special dietary requirements linked to health (low salt, low sugar, gluten free).
- Specific dietary requests (vegetarian, vegan, coeliac, branded and fad diets).
- Foods that may trigger allergies (nuts, artificial colourings, artificial flavourings, chemical preservatives, dairy products, shellfish).
- Associated concepts that relate to healthy lifestyles (organic, locally sourced, free range).

continued

What needs to be learnt**Topic A.5 Links between lifestyle and problems with health**

Understand which lifestyle factors can lead to health problems, including choices made regarding food, drink and exercise.

- Eating the wrong amount or types of food, disregarding the recommended daily calorie intake (becoming overweight, obesity, malnutrition):
 - intake of foods high in salt (high blood pressure, stroke, heart disease)
 - intake of foods high in sugar (becoming overweight, obesity, vitamin depletion, tooth decay)
 - intake of foods high in saturated fat (heart disease, high cholesterol, becoming overweight, obesity).
- Excess consumption of alcohol (increased risk of accidents, increased long-term health risks).
- Sedentary lifestyles (becoming overweight, obesity, high blood pressure, heart disease).
- Not getting enough rest and relaxation (problems with immune system, raised levels of stress, high blood pressure, heart disease).

Learning aim B: Understand what the hospitality industry does to support and promote healthy lifestyles**Topic B.1 Trends and developments with hospitality relating to healthy lifestyles**

Understand how the demands of customers wanting to live their lives in a healthy way have caused changes to the products and services offered by the hospitality industry.

- Restaurants:
 - change in foodstuffs available
 - ingredients, including organic ingredients
 - increased flexibility, including lighter alternatives, smaller portion sizes
 - development of new providers (vegetarian restaurants, health food restaurants)
 - expansion of markets
 - niche markets becoming more mainstream, including world dishes that are seen as healthier options
 - changes in people's eating habits.
- Pubs, bars, nightclubs and membership clubs:
 - products offered
 - wider range of drinks available, including non-alcoholic and low-calorie options
 - availability of healthier snacks
 - increased membership of sports clubs.

continued

What needs to be learnt

- Contract food service providers:
 - schools
 - foods offered (healthy snacks at 'break times', salad bars in refectories, healthy options brought about through diversifying offer such as world food dishes)
 - how food is served (breakfast clubs, lunch cards – data available from lunch cards)
 - care homes
 - foods offered, including 'soft foods'
 - activities (social activity, physical activity, outings/visits)
 - hospitals
 - foods offered (regenerated food, healthy options brought about through diversifying offer such as world food dishes)
 - facilities (including additional exercise and social facilities, scaling down kitchens)
 - events (including changes to events, and associated changes in demands, such as increase in events linked directly to healthy lifestyles or those targeted at individuals more likely to have/want healthy lifestyles).
- Hotels and residential accommodation:
 - facilities (increase in availability of leisure and recreational facilities, including gyms, sports facilities, swimming pools, spa facilities)
 - alternative provision – vending machines, mini-bars, room service, water dispensers, complimentary products, food and beverage
 - increase in business travel, including how the industry responds to demands from business travellers, leisure facilities
 - increase in camping, use of youth hostels and other accommodation resulting from people wanting to spend more time 'outdoors' as part of a healthy lifestyle.

Topic B.2 Impact on products, services and operations

Understand how the hospitality industry adapts and improves products, services and operational strategies to meet customer and user expectations in terms of lifestyles choices.

- Staffing:
 - working conditions, including pay, hours and breaks, and the possible related effects on health
 - training of staff in food preparation and cooking, use of equipment, product and service knowledge.
- Adapting products and services to provide for healthy living:
 - meeting the needs of different customers/users
 - providing for specialist diets and dietary requests
 - using appropriate methods of cookery
 - restricting the use of additives, where these may cause an allergic reaction (artificial colourings, artificial flavourings, chemical preservatives), consideration of foods linked to allergies (avoiding use, labelling)
 - presentation at point of sale – attractiveness, display, description, packaging; the way in which these influence consumers/users

continued

What needs to be learnt

- menu design
 - providing advice on menu choices in relation to healthy lifestyles, including nutritional information
- labelling and menu terminology – availability of information about food in relation to RDI, locally sourced food, organic food, food suitable for vegetarians, additive-free food
- complying with government guidelines
- developing new product and service packages (exercise, leisure activity).
- Supplies:
 - using local reliable suppliers
 - alternative product ranges
 - handling and storing supplies, including foods (fresh foods, locally sourced food).
- Promotion and sales:
 - promotions and special offers to encourage take up of healthy products and services
 - responsible promotion and pricing of products that are considered unhealthy
 - advising customers about how products and services relate to a healthy lifestyle
 - hospitality industry marketing campaigns, including promotional offers
 - benefits and drawbacks of marketing and promotional offers to businesses
 - happy hours
 - meal deals.
- Finance:
 - pricing and profit margins in making provision related to healthy lifestyles.

Topic B.3 Constraints within the hospitality industry

- Implementation of, and compliance with, government guidelines and legislation, including licensing, safe alcohol consumption, health and safety.
- Financial limitations (costs, budgets, pricing).
- Staffing limitations (availability of appropriate staff, cost of updating staff skills).
- Availability of products.

Topic B.4 Responsibilities of hospitality industry employers towards employees

- Responsibility towards staff to ensure that they can have a healthy lifestyle: provision of information, appropriate catering, healthy working conditions, assistance with travel/transport; access to products and services (including, gyms, accommodation, recreational facilities).
- Benefits to the business:
 - staff efficiency and effectiveness
 - reduced sickness and absence
 - staff loyalty and commitment.

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

It is advisable for centres to teach the content of this unit towards the beginning of the course as the content of other units builds on the content of this unit.

This unit is externally assessed using a paper-based exam.

The assessment must be taken by the learner under examination conditions.

All questions in the exam paper will be compulsory.

The exam is set and marked by Pearson.

The exam lasts for 1 hour and 15 minutes, and contains 50 marks.

Unit 10: Marketing and Promotion in Hospitality

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever looked in the windows of bars, restaurants or other hospitality businesses and wondered why some are really busy and others have hardly any customers at all? It could be that the quiet bars and restaurants have not been marketed properly, and the owners are not promoting their products and services effectively.

This unit introduces you to marketing so that you are able to understand its importance to all hospitality businesses, and to appreciate how it helps the business owners/managers in making key decisions.

In this unit you will look at the different marketing activities that hospitality businesses carry out to enable them to meet the needs and expectations of their customers. You will examine the different ways that businesses try to understand the needs of different market segments. This will include looking at how research data is gathered and how it can be analysed to produce useful business information.

You will learn that it is not enough to have excellent products and services on offer at competitive prices but that these products must be effectively promoted to customers to encourage them to buy. You will investigate how the most successful hospitality businesses use a blend of advertising, direct marketing, personal selling, sales promotion and public relations to sell their products and services.

Having learned about marketing and how hospitality businesses promote their products and services, you will plan and create your own marketing materials for a hospitality product or service, to meet the needs of target markets.

Learning aims

In this unit you will:

- A understand how hospitality businesses use market research to identify and meet customer needs
- B understand how hospitality businesses promote their products and services
- C plan and create marketing materials for a hospitality product or service.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand how hospitality businesses use market research to identify and meet customer needs

Topic A.1 Principles of marketing

- Definition of marketing, e.g. the process of determining what customers need and want, and delivering products and services to satisfy them (includes all the activities needed to move a product from the producer to the consumer).
- Importance of marketing to hospitality businesses in making key decisions.
- Objectives of marketing – identify and meet customer needs and expectations, gain market share, develop brand awareness, encourage customer loyalty, contribute to the achievement of company objectives.
- Marketing techniques – market research, developing the marketing mix (4Ps – product, place, price, promotion), evaluation of market effectiveness.

Topic A.2 Principles of market segmentation to meet customer needs

- Different types of market segment, e.g. demographic, socio-graphic, geographic.
- Target market: the segment of the market that hospitality businesses aim to capture:
 - how target markets relate to the type of marketing activities undertaken.
- Meeting customer needs, including:
 - by customer type, e.g. business, pleasure, domestic, international
 - by customer expectations, e.g. luxury, value for money, special offers
 - by buyer behaviour, e.g. special occasion, experience, convenience
 - location, e.g. city centre, countryside
 - proximity to other hospitality service providers, e.g. restaurants, activities
 - transport links, e.g. rail, road, air, sea
 - parking, e.g. underground.

Topic A.3 Using market research to identify products and services that meet customer needs

- Types of market research, including:
 - primary research, e.g. interviews, surveys, observation
 - secondary information, e.g. published information, internal records, statistics.
- The purpose of research and analysis, including:
 - identifying target markets
 - identifying competitor activity
 - understanding consumer behaviour and motivations
 - identifying market trends
 - benchmarking against competitors.

continued

What needs to be learnt

- How hospitality businesses interpret market research information, including:
 - analysing market segmentation – demographics, socio-graphic, geographic
 - identification of target markets, e.g. potential customers, repeat customers, emerging markets
 - developing the marketing mix, e.g. developing the right product and/or service, selling it at the right price, ensuring products/services are in the right place at the right time, making the target market aware of their existence
 - identifying external opportunities and threats, e.g. political, economic, social, technological, legal and environmental (PESTLE analysis)
 - identifying internal issues, e.g. strengths, weaknesses, opportunities, threats (SWOT)
 - evaluating the effectiveness of market research.

Learning aim B: Understand how hospitality businesses promote their products and services**Topic B.1 Hospitality businesses promotion of products and services**

- Hospitality products and services, e.g. accommodation, catering, beverages, leisure facilities, events.
- How hospitality businesses promote and sell their products and services, including:
 - direct contact, e.g. in-house selling, personal selling, direct mail, text, sales promotion, point-of-sale activity, merchandising
 - indirect contact, e.g. advertising, brochures, publicity, sponsorship, branding, signs and displays
 - online marketing, e.g. advertising or selling products or services via a web page, website or email
 - advantages and disadvantages of different promotional methods
 - joint marketing activities between different providers.
- Promotional activities, including:
 - identifying which customers the promotions will target
 - setting SMART (specific, measurable, achievable, realistic, time-related) objectives for the promotion
 - costing the promotion
 - selecting an appropriate promotional mix – advertising, personal selling, sales promotion, public relations, direct marketing
 - communicating with the selected market segment/s using AIDA (attention, interest, desire, action)
 - measuring the success of the promotion.
- Features and benefits of products and services, including:
 - convenience, comfort, price, providing for additional needs
 - role in promotion, e.g. unique selling points (USPs), added value, product differentiation.

What needs to be learnt**Learning aim C: Plan and create marketing materials for a hospitality product or service****Topic C.1 Planning the creation of a marketing activity**

- Planning a marketing activity, including:
 - setting the objectives of the marketing activity, e.g. to raise awareness of product or service, to remind, differentiate, persuade or inform, to create market presence, to increase market share
 - developing creative responses to a set brief – interpreting a brief in ways that can be innovative, by using and exploiting formal elements such as shape, colour, line
 - satisfying the brief
 - selecting appropriate media to be used, e.g. email, internet, letters, radio, television
 - developing the most appropriate promotional mix.

Topic C.2 Creating marketing materials

- Creating marketing materials for a hospitality product or service, including:
 - establishing the key market and target audience for the product and/or service
 - meeting objective and conveying key message
 - identifying key competitors within the market
 - shelf life, quantity, distribution channels of materials
 - budget for design, printing, distribution
 - evaluations to be done through the marketing process and at the end.
- Evaluating marketing materials, including:
 - in relation to the plan
 - in relation to the needs of customers.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how hospitality businesses use market research to identify and meet customer needs			
1A.1 Define marketing in relation to hospitality. #	2A.P1 Describe how the principles of marketing are used in hospitality. #	2A.M1 Explain how a selected hospitality business conducts market research activities. #	2A.D1 Evaluate how effectively a selected hospitality business uses market research to meet its objectives. #
1A.2 Identify target markets within hospitality.	2A.P2 Describe the needs of customers in selected target markets within hospitality. #		
1A.3 Identify market research types used in hospitality businesses.	2A.P3 Describe how market research is used in hospitality businesses to identify and meet customer needs. #		
Learning aim B: Understand how hospitality businesses promote their products and services			
1B.4 Outline techniques used by hospitality businesses to promote products and services.	2B.P4 Describe activities used by hospitality businesses to promote products and services. #	2B.M2 Compare how two contrasting hospitality businesses have promoted the features and benefits of their products and services. #	2B.D2 Evaluate the suitability of the techniques used by two contrasting hospitality businesses in promoting benefits and features of their products and services. #
1B.5 Outline how features and benefits of hospitality products and services can be used in their promotion.	2B.P5 Describe how features and benefits of hospitality products and services can be used in their promotion, using examples. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Plan and create marketing materials for a hospitality product or service			
1C.6 Plan the creation of marketing materials for a hospitality product or service, with guidance. *#	2C.P6 Plan the creation of marketing materials for a hospitality product or service suitable for a selected target market. *#	2C.M3 Create marketing materials for a hospitality product or service, following the plan, that meet the needs of customers in a selected target market. #	2C.D3 Evaluate the marketing materials in relation to the plan, and the needs of customers in the selected target market. #
1C.7 Create marketing materials for a hospitality product or service, with guidance. #	2C.P7 Create marketing materials for a hospitality product or service suitable for a selected target market. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the principles of marketing, its importance and the marketing research used by hospitality businesses to identify and meet the needs of their customers. They must also plan and create their own marketing materials for a specific target market. The marketing materials can be for marketing products and/or services as appropriate to the businesses they are looking at.

To achieve all the assessment criteria, learners should research hospitality businesses. Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events' organisers, etc. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example a sporting club and an education hospitality service provider such as a school.

Learning aim A

For 2A.P1: learners need to describe how the principles of marketing are used in hospitality. Examples of marketing research used by real hospitality businesses should be investigated to enable learners to understand the objectives of marketing.

For 2A.P2: learners need to describe customer needs for a selected target market within the hospitality industry. When identifying needs they should consider factors such as customer type, customer expectations, buyer behaviour, location, proximity to other hospitality service providers, transport links and parking.

For 2A.P3: learners need to describe how market research is used in hospitality businesses to identify and meet customer needs, such as those identified in **2A.P2**. They should investigate real industry practice across a range of hospitality areas, giving an indication of the types of research carried out to gather information.

For 2A.M1: learners need to explain how a selected hospitality business conducts market research activities. Interviews with staff from the selected business are advised to enable learners to consider the full range of marketing activities used.

For 2A.D1: learners need to evaluate how effectively market research has been used by one selected hospitality business, to meet its objectives. This criterion lends itself to a report or learner presentation which includes relevant examples from the business.

For 1A.1: learners need to define marketing in relation to hospitality. They should investigate marketing techniques used by real hospitality businesses so that they are able to understand its purpose.

For 1A.2: learners need to identify target markets within hospitality. Evidence can be presented in written format.

For 1A.3: learners need to identify market research types used in hospitality businesses. They should use real industry examples but they can be supported in their research.

Learning aim B

For 2B.P4: learners need to describe activities used by hospitality businesses to promote products and services. They should investigate the full range of techniques used, using secondary research. It is important to talk to staff representatives at each business.

For 2B.P5: learners should use the research undertaken in **2B.P4** to describe how features and benefits of hospitality products and services can be used in their promotion, using examples.

For 2B.M2: learners need to compare how two contrasting hospitality businesses have promoted the features and benefits of their products and services. They should consider the target market of each business, the type of business and how this seems to influence the promotional methods.

For 2B.D2: learners need to evaluate the suitability of the techniques used by two contrasting hospitality businesses in promoting benefits and features of their products and services, and also how effective they are in meeting those customer needs. They will need to explain the appropriateness of the design and the content in relation to the market targeted.

For 1B.4: learners need to outline techniques used by hospitality businesses to promote products and services. This could be provided in the form of a leaflet.

For 1B.5: learners need to outline how the features and benefits of hospitality products and services can be used in their promotion. This information could be included in the leaflet created for **1B.4**.

Learning aim C

For 2C.P6: learners need to plan the creation of marketing materials for a hospitality product or service suitable for a selected target market. This must include an individual rationale with supporting evidence. The supporting evidence will show appropriate research and details and be appropriate for the target market.

For 2C.P7: learners need to create marketing materials for a hospitality product or service suitable for a selected target market. This will ideally be a marketing piece for a local hospitality business or the college or school restaurant or canteen, or an event. The promotion must have a defined purpose and objectives and be appropriate for the target market.

2C.P6 and **2C.P7** combine for **2C.M3** where learners need to create marketing materials for a selected hospitality product or service, following the plan, that meet the needs of the target market. Learners will be consistent in their approach and their outcomes will be effective in meeting the brief. They will use knowledge gained in preliminary work to inform the development of the marketing materials.

For 2C.D3: learners must evaluate marketing materials in relation to the plan, and the needs of the selected market. Learners should get the opinion of the target market of the marketing materials they produced. Learners' working will demonstrate innovative ideas towards developing and producing a creative response to the brief.

For 1C.6: learners need to plan the creation of marketing materials for a given hospitality product or service, with guidance. This must include a rationale and evidence.

For 1C.7: learners need to create marketing materials for a selected hospitality product or service. Learners can be shown examples of current marketing materials to inform their choice.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1	The Principles of Marketing	<p>You have been invited to an interview for the role of marketing assistant for a well-known hospitality business. As part of your interview you have been asked to prepare a presentation that shows you understand how hospitality businesses use marketing to meet business objectives. You will need to research the marketing activities of a range of hospitality businesses, analyse market segmentation and use your findings to describe:</p> <ul style="list-style-type: none"> • what marketing is in relation to hospitality, and how the hospitality industry uses the principles of marketing • customer needs for selected target markets within the hospitality industry • how market research is used by hospitality businesses to identify and meet customer needs. 	<p>A presentation supported by real examples of marketing activity in the hospitality industry.</p> <p>The presentation needs to include an explanation of how a selected hospitality business conducts marketing research activities, and an evaluation of how effectively marketing research has been used in one selected hospitality business to meet its objectives.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Promoting Hospitality Products and Services	You are successful in securing the position of marketing assistant. You have been asked to contribute to a report reviewing the effectiveness of the business' marketing activity. Your role is to: <ul style="list-style-type: none"> ● investigate the activities used by hospitality businesses to promote products and services ● use your research to describe how features and benefits of hospitality products and services can be used in their promotion. It is important to carry out secondary and primary research in this activity and this should include talking to staff representatives in each business.	A written report, using real examples of industry practice. A record of the primary and secondary research should be included. This needs to be followed by a comparison of how two contrasting hospitality businesses have promoted the features and benefits of their products and services, and an evaluation of the suitability of the techniques used by two contrasting hospitality businesses in promoting benefits and features of their products and services.
1C.6, 1C.7, 2C.P6, 2C.P7, 2C.M3, 2C.D3	Creating Marketing Materials	You are working for a marketing consultancy business. You have been given the task of planning and creating marketing materials for a hospitality business. To fulfil the client brief, you will need to include the context that the material is created for, including the target market the marketing is aimed at and a justification of your choice of marketing methods.	Marketing materials and supporting evidence. Marketing materials to demonstrate an effective work approach following the plan, innovation and the use of appropriate skills, methods and media that meet the needs and objectives of the marketing activity. Materials need to be evaluated in relation to the plan and the needs of the customers in the selected target markets.

Unit 11: Accommodation Services in the Hospitality Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever considered the breadth of accommodation services that are provided within the hospitality industry? Whilst you may instantly think about hotel rooms there are far more examples that may not be as obvious.

In this unit you will explore the different types of accommodation available and the services which support them, understanding the difference in services required between the various accommodation types. You will learn about the different job roles in hospitality involved in the provision of accommodation services and the responsibilities that each has.

You will consider the different standards used by various hospitality businesses and learn why this is the case, exploring the procedures followed within the industry to ensure that customers are satisfied with the services they receive. When providing accommodation services it is important to ensure that the standards provided meet and exceed the expectations of the guests.

Finally you will learn about the skills required within the accommodation services and will be able to demonstrate them as part of this unit.

Learning aims

In this unit you will:

- A understand the purpose of accommodation services
- B understand the standards of, and procedures used by, hospitality businesses providing accommodation services
- C demonstrate skills in preparing and servicing a room.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the purpose of accommodation services</p> <p>Topic A.1 Types of accommodation</p> <ul style="list-style-type: none"> ● Residential, e.g. hotels (1-star to 5-star), bed and breakfasts, guest houses. ● Non-residential, e.g. conference and events facilities. ● Other, e.g. halls of residence, youth hostels, care homes, hospitals. <p>Topic A.2 Purpose of accommodation services</p> <ul style="list-style-type: none"> ● Services provision of different types of accommodation businesses, e.g. 5-star hotels, guest houses, care homes, conference centres: <ul style="list-style-type: none"> ○ standards required and maintained by different hospitality businesses. ● Housekeeping, e.g. preparing rooms for guests, preventing deterioration of premises. ● Maintaining hygiene, e.g. preventing pests and bacteria. ● Ensuring safety and security of guests and guest property, e.g. securing premises from unauthorised entry. ● Maintaining health and safety standards, e.g. safe working methods, clean environment. ● Lost property, e.g. storing and returning to guests. <p>Topic A.3 Job roles and responsibilities</p> <ul style="list-style-type: none"> ● Job roles, e.g. managers, housekeepers, room attendants, linen porters, cleaners, event managers. ● Responsibilities, e.g.: <ul style="list-style-type: none"> ○ managers, e.g. maintaining a budget, ensuring standards of staff work, ensuring the health and safety of staff and guests, responsibility for other areas of work ○ housekeepers, e.g. supervision of accommodation services, standards of rooms, supported by floor supervisor in large hotels ○ room attendants, e.g. cleaning, cleaning routines, cleaning and servicing of bedrooms, toilets and bathrooms, using correct procedures to deal with pest control, using correct cleaning equipment and products, considering associated safety issues, liaising with maintenance staff when problems arise, replenishing supplies, handling linen – sheets, pillowcases, blankets ○ linen porters, e.g. provision and maintenance of sheets, pillowcases, blankets ○ cleaners, e.g. cleaning communal guest areas – guest lounges, corridors. <p>Topic A.4 Specialist contracted services</p> <ul style="list-style-type: none"> ● Contract hire, e.g. linen services. ● Window cleaning. ● Waste disposal, e.g. specialist, recycling. ● Suppliers.

What needs to be learnt**Learning aim B: Understand the standards of, and procedures used by, hospitality businesses providing accommodation services****Topic B.1 Standards and procedures**

- Standards, e.g. quality, legal, dress code, confidentiality, privacy, behaviour.
- Procedures, e.g. inspection, audits, dealing with guests.
- Documentation and records types, e.g. work procedures, checklists, work schedules, duty rotas, maintenance schedules.
- Importance of standards, e.g. ensuring customer satisfaction, meeting and exceeding customer expectations.

Learning aim C: Demonstrate skills in preparing and servicing a room**Topic C.1 Preparing and servicing a room**

- Rooms, e.g. meeting rooms, bedrooms, conference rooms, rooms used for events, communal rooms in care homes.
- Preparing and servicing:
 - preparing – getting room ready for use, to meet requirements, e.g. setting up room, moving furniture, preparing equipment, making beds, cleaning, replenishing toiletries, preparing refreshments
 - servicing – meeting ongoing requirements, when the room is in use, e.g. replenishing refreshments, dealing with problems and requests, rearranging furniture, helping with using equipment.

Topic C.2 Demonstrating skills

- Demonstration of general and role-specific skills, e.g.:
 - using check-lists, e.g. work schedules, job procedure cards, liaising with maintenance staff and external contractors
 - appropriate use and storage of equipment and materials, e.g. cleaning materials, stationery, refreshments and audio-visual equipment
 - appropriate use of cleaning equipment and products with consideration for safety procedures
 - ensuring maximisation of the recycling opportunities for waste and minimisation of energy consumption as part of duties, e.g. water and electricity
 - complying with relevant legislation, e.g. using safe working practice, using appropriate equipment, using suitable cleaning chemicals, dealing with waste
 - assisting with guests' requests within duties responsibilities of jobs
 - ability to work independently, in a methodical manner to achieve the requirements of the duties efficiently, demonstrating flexibility to deal with changing requirements.

Topic C.3 Reviewing performance

- Review, e.g. self-analysis, completion of observation check-list, use of video.
- Strengths and areas for improvement, e.g. skills, techniques, decision making.
- Recommendations, e.g. goals (short-term and long-term) attending training, use of different equipment or technology, where to seek help and advice.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the purpose of accommodation services			
1A.1 Outline the purpose of two types of residential, two types of non-residential and two types of other accommodation.	2A.P1 Describe the purpose of two different types of residential, two different types of non-residential and two different types of other accommodation. #	2A.M1 Compare the purpose of two different types of residential, two different types of non-residential and two different types of other accommodation. #	
1A.2 List the roles and responsibilities of people working in accommodation services in two different types of accommodation.	2A.P2 Describe the roles and responsibilities of people working in accommodation services in two different types of accommodation. #	2A.M2 Compare the roles and responsibilities of people working in accommodation services in two different types of accommodation. #	2A.D1 Evaluate how the roles and responsibilities of people working in accommodation services, contribute to the purpose of accommodation services. #
Learning aim B: Understand the standards of, and procedures used by, hospitality businesses providing accommodation services			
1B.3 Identify standards and procedures in hospitality businesses providing accommodation.	2B.P3 Describe the importance of standards and procedures in hospitality businesses providing accommodation. #	2B.M3 Explain how businesses providing accommodation ensure the maintenance of standards and procedures, using examples. #	2B.D2 Evaluate standards and procedures of accommodation services offered in hospitality businesses. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Demonstrate skills in preparing and servicing a room			
1C.4 Demonstrate accommodation services skills when preparing and servicing a room, with guidance.	2C.P4 Demonstrate accommodation services skills when preparing and servicing a room in two different types of accommodation.	2C.M4 Review own performance in preparing and servicing rooms, identifying strengths and areas for improvement. #	2C.D3 Make recommendations regarding future improvement of own accommodation service skills based on identified strengths and areas for improvements. #

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Guest is used throughout, however depending on the setting, the guest could equally be referred to as customer, client or patient.

Resources

The special resources required for this unit are access to a guest's bedroom, bathroom, meeting room and events venue to demonstrate skills for learning aim C. Centres may have their own facilities or arrange with local accommodation business providers to use their facilities.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed to work in accommodation services within the hospitality industry and the importance to businesses providing accommodation services of meeting the needs of 'guests'. They must also show how they have demonstrated accommodation services skills when preparing and servicing a room.

To achieve all the assessment criteria, learners should research different types of businesses providing accommodation services. Examples could be from hotels, bed and breakfasts, guesthouses, conference and events facilities, halls of residence, youth hostels, care homes, etc.

Learning aim A

For 2A.P1: learners need to describe two different types of residential, two different types of non-residential and two different types of other accommodation and the accommodation services provided within each of these to demonstrate their depth and breadth of knowledge of the hospitality industry.

For 2A.P2: learners need to describe responsibilities of job roles in accommodation services in two different types of accommodation. The types of accommodation service business provider used need to be sufficiently different to demonstrate the learner's depth and breadth of knowledge of the responsibilities of the same job role in different types of business, for example the responsibilities of a manager in a 4-star hotel and a manager in a care home. Learners could interview representatives from each business to find out about their responsibilities.

For 2A.M1: learners need to compare the purpose of two different types of residential, two different types of non-residential and two different types of other accommodation. The types of accommodation need to be sufficiently different to demonstrate the learner's depth and breadth of knowledge of the industry, for example a 5-star hotel and a care home. Learners could use the businesses researched for **2A.P1** to achieve this criterion. The types of accommodation need to be sufficiently different to demonstrate the learner's depth and breadth of knowledge of the industry, for example a 5-star hotel and a care home. Learners could, while visiting the hospitality businesses providing accommodation, interview representatives from each business to obtain their views.

For 2A.M2: learners need to expand on **2A.P2** and compare job roles and responsibilities in two contrasting types of hospitality business providing accommodation. They need to cover all the jobs within the businesses they investigate. Learners could use the findings from the interviews they may have conducted with representatives from two contrasting types of accommodation services business providers.

For 2A.D1: learners need to link the roles and responsibilities of people working in accommodation services with the purpose of accommodation services, evaluating the contribution, for example, how the responsibilities of housekeepers contribute to the purposes of maintaining hygiene and lost property.

For 1A.1: learners need to outline the purpose of two types of residential, two types of non-residential and two types of other accommodation. The evidence should include a list of accommodation services provided by different or similar types of accommodation.

For 1A.2: learners need to list the roles and responsibilities of people working in accommodation services in two different types of accommodation. This could be provided in the form of a leaflet for new staff. Examples can be drawn from research, for example listing accommodation services job roles for two different types of accommodation.

Learning aim B

For 2B.P3: learners need to describe the importance of standards and procedures in hospitality businesses providing accommodation. Evidence could come from interviews with representatives of the business.

For 2B.M3: learners need to expand on **2B.P3** and explain how businesses providing accommodation ensure the maintenance of standards and procedures, using examples. Learners could, while visiting the two different types of hospitality business providing accommodation services, interview representatives from each business to obtain their views.

For 2B.D2: learners need to evaluate standards and procedures of accommodation services offered in hospitality businesses. Learners could use the businesses researched for **2A.P1** and **2A.M1** to achieve this criterion.

For 1B.3: learners need to identify standards and procedures in hospitality businesses providing accommodation. This could be provided in the form of a leaflet for new staff.

Learning aim C

For 2C.P4: learners need to demonstrate accommodation services skills when preparing and servicing a room in two different types of accommodation. Centres will need to set up some situations where learners can use and develop their accommodation services skills, demonstrating the procedures involved in accommodation services. This could be met through a work placement where learners will work shadow the housekeeping department of a hotel, for example, and be observed carrying out activities such as bed-making, polishing surfaces, cleaning bathrooms, vacuuming floors and replenishing sundries. However, this may be achieved in a simulated environment. Evidence could include: digital recording, photographs, signed witness testimonies, written or verbal summary/log of activity.

For 2C.M4: builds on **2C.P4** and requires learners to review their own performance in preparing and servicing rooms, referring to feedback and identifying strengths and areas for improvement.

For 2C.D3: learners must consider their review of their own performance and, based on identified strengths and areas for improvement, make recommendations regarding improved performance, for example seeking advice from colleagues, or attending appropriate training.

For 1C.4: learners need to use accommodation services skills when preparing and servicing a room, with safety supervision. Evidence will be through records of how these skills have been applied (through part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	What is the Purpose of Accommodation Services?	<p>You are doing work experience at a hospitality business that provides accommodation.</p> <p>Your manager has asked you to undertake some research and submit a report. In this report you need to:</p> <ul style="list-style-type: none"> describe the purpose of two different types of residential, two different types of non-residential and two different types of other accommodation describe the roles and responsibilities of people working in accommodation services in two different types of accommodation. 	<p>Written account/IT-produced report/presentation slides.</p> <p>This needs to be followed by a comparison of the purpose of two different types of residential, two different types of non-residential and two different types of other accommodation, the roles and responsibilities of people working in accommodation services in two different types of accommodation, and an evaluation of how the roles and responsibilities of people working in accommodation services, contribute to the purpose of accommodation services.</p>
1B.3, 2B.P3, 2B.M3, 2B.D2	Standards and Procedures used by Hospitality Businesses Providing Accommodation Services	<p>You continue your work experience at a hospitality industry business providing accommodation.</p> <p>Your manager has asked you to undertake some research and submit a report. In this report you need to describe the importance of standards and procedures in hospitality businesses providing accommodation.</p>	<p>Written account/IT-produced report/presentation slides.</p> <p>This needs to be followed by an explanation of how businesses providing accommodation ensure the maintenance of standards and procedures, using examples, and an evaluation of standards and procedures of accommodation services offered in hospitality businesses.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
<p>1C.4, 2C.P4, 2C.M4, 2C.D3</p>	<p>Accommodation Services Skills</p>	<p>You continue your work experience at a hospitality industry business providing accommodation.</p> <p>The manager of the business has asked you to carry out an activity. They have asked you to demonstrate to some new colleagues how to prepare and service some of the rooms offered.</p> <p>Choose two different rooms and demonstrate accommodation services skills required to prepare and service them.</p>	<p>Evidence could include: digital recording, photographs, signed witness testimonies, written or verbal summary/log of activity.</p> <p>Signed observation records of practical demonstration of accommodation services skills in real or simulated scenarios.</p> <p>This needs to be followed by a review of own performance in preparing and servicing rooms, identifying strengths and areas for improvement and recommendations regarding future improvement of own accommodation service skills based on identified strengths and areas for improvements.</p>

Unit 12: Planning and Running a Hospitality Event

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Did you think about the planning and organisation behind the last wedding or Christmas party you attended? Behind the scenes are people busy planning every aspect of the evening, making sure the customers and guests have a night to remember.

This unit gives you the chance to be involved in each aspect of planning, organising, running and reviewing a hospitality event.

You will investigate what a hospitality event is and the requirements needed to plan it successfully. You will look at a variety of events, before you plan your own event. You will take into account your participation and that of others in running the event, health and safety considerations, and possible contingencies you should have in place.

To ensure your event is successful you will investigate the purpose and types of promotional material used to promote events, and use this information to produce material to support your own event.

You will have the opportunity to run the event, enabling you to put your planning into practice. Effective communication and teamworking skills are essential and you will need to demonstrate how you react to customers and guests with special requirements and requests.

On completing the event you will review its success using information collected from all of those involved, including the team, teacher and customers/guests. You will need to keep records of meetings, consider problems that may or did arise and suggest how to respond to them.

Learning aims

In this unit you will:

- A understand the planning and promotion of hospitality events
- B plan and organise a hospitality event to meet customer requirements
- C use skills to run a hospitality event to meet customer requirements.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the planning and promotion of hospitality events</p> <p>Topic A.1 Process for planning hospitality events</p> <ul style="list-style-type: none"> ● Types of events, e.g. sporting events, music events, themed events and functions, meetings and conferences, exhibitions, ceremonies. ● Purpose of events, e.g. gathering people for specific purposes, small or large scale, to raise money for a cause. ● Event planning process, including: <ul style="list-style-type: none"> ○ budgeting, e.g. staff, venue, equipment, administration and promotional materials, food and beverages, entertainment, security ○ constraints, e.g. location, budget, time, participants, health, safety and security ○ establishing dates and alternate dates for holding the event ○ selecting and reserving the event site, e.g. hotels, convention centres, reception halls, temporary structures, outdoor sites ○ obtaining insurance and licences, e.g. music, alcohol ○ coordinating transportation and parking ○ establishing own roles and responsibilities within the team organising the event – coordinator, promotional activities, finance, administration, food and beverage, health and safety ○ sustainable event management – taking into account environmental, economical and social issues. ● Other areas to consider for events, e.g. developing a theme for the event, arranging for speakers, arranging decor, tables, chairs, marquees, event support and security, catering, police, fire, portable toilets, parking, signage, emergency plans, health care professionals, clearing down, coordinating location support, electricity, other utilities. <p>Topic A.2 Purpose of promoting hospitality events</p> <ul style="list-style-type: none"> ● Purpose of promotional materials, e.g. raising awareness of events, informing customers and guests of the time, date and where the event is taking place, how much it costs to attend, food and beverages available, purpose of the event, what entertainment or activities will be happening at the event. <p>Topic A.3 Promotional methods</p> <ul style="list-style-type: none"> ● Factors to consider when promoting events, including: <ul style="list-style-type: none"> ○ advertising – how customers and guests will be informed about the event ○ timing – when the promotion will begin and end ○ cost of promotion – how much will be spent on it ○ impact and design – conveying the main message to customers and guests by attracting attention, interest, desire, action ○ materials and methods, e.g. putting advertisements in local paper, designing posters to be distributed locally, posting flyers to local community, running and advertisement on local television channel or local radio station, websites, sending out invitations. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic A.4 Promoting a hospitality event**

- How hospitality businesses promote events, e.g. use of different types of materials and methods.
- Developing materials for promoting a hospitality event, including:
 - promotional objectives to inform materials development, e.g. to raise awareness of event, to inform
 - developing the most appropriate promotional materials and methods
 - designing promotional activities
 - justifying the choice of promotional materials and methods.

Learning aim B: Plan and organise a hospitality event to meet customer requirements**Topic B.1 Planning a hospitality event**

- Determining the purpose of the event, e.g. wedding, company, birthday, festival, celebrations, product launches.
- Determining customer requirements, e.g. entertainment, location, guest list, speakers, content, hospitality, budget.
- Rationale for a realistic event, including vision and concept.
- Monitoring a schedule, e.g. meetings with customer and team, timings.
- Setting realistic targets for tasks and activities to be completed.
- Preparing the event, e.g. staff, entertainment, keeping in contact with customer.
- Addressing details, e.g. food, beverages, music, guest list, budget, promoting the event, decorations.
- Contingency planning, e.g. staff, suppliers, alternative site if event is outdoors.
- Reviewing plan against customer brief.

Topic B.2 Organising a hospitality event

- Using a set of agreed clear and safe working practices that comply with relevant legislation.
- Managing time for the event, including the length needed for preparation for the event.
- Keeping in contact with superiors, e.g. the event manager.
- Meeting requirements.
- Using a plan.

Learning aim C: Use skills to run a hospitality event to meet customer requirements**Topic C.1 Running a hospitality event**

- Setting up (signs, rooms and furniture, food and drink service areas, glasses, crockery, cutlery, equipment, ensuring correct operation of room equipment, e.g. audio visual).
- During the event, e.g.:
 - welcoming customers/guests, identifying any requirements they have
 - providing information on food and beverage items

continued

What needs to be learnt

- dealing with customers/guests in a timely manner
- communicating effectively with customers/guests and colleagues
- continued
- effective teamwork
- dealing with special requirements and requests, e.g. allergies, religious requirements, disability requests, young children.
- Appropriate skills and behaviours required for working with colleagues, including:
 - positive approach/attitude to work
 - accepting instructions willingly
 - cooperating with other team members
 - offering help and assistance
 - respecting and understanding others
 - showing fairness and consideration to others.
- Clearing up, including:
 - waste disposal, continuous clearing of all customer/guest areas
 - hygienic cleaning of glasses, crockery, cutlery and correct storage
 - disposable and safe storage of surplus food and drink
 - rooms including equipment, furniture, decorations.

Topic C.2 Reviewing own performance

- Review, e.g. self-analysis, completion of check-list, use of video evidence.
- Strengths and areas for improvement, e.g. skills, techniques, decision making.

Topic C.3 Reviewing the hospitality event

- Review techniques, including:
 - sources of information, e.g. customers/guests, colleagues
 - collecting information, e.g. comments cards, questionnaires, staff debrief
 - analysing information.
- Reviewing effectiveness of event and own contribution, including:
 - against plan, objectives and budget
 - deviation from plans
 - timings
 - appropriateness of skills
 - quality and appearance of event and constituent details, e.g. venue, entertainment, food, beverages
 - working methods
 - attitude and behaviour
 - dealing with special requirements and requests
 - review findings against original customer brief.
- Recommendations, e.g. goals (short-term and long-term), different equipment or technology, where to seek help and advice.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the planning and promotion of hospitality events			
1A.1 Identify the planning process for hospitality events.	2A.P1 Describe the planning process for two contrasting types of hospitality event, using examples. #	2A.M1 Compare the planning process for two contrasting types of hospitality event. #	2A.D1 Analyse the reasons for different planning processes for contrasting types of hospitality event. #
1A.2 Identify the purpose of promoting hospitality events.	2A.P2 Describe the purpose of promoting hospitality events. #	2A.M2 Analyse the impact of promotional materials used for a selected a hospitality event. #	2A.D2 Recommend and justify improvements for promotional materials for a selected hospitality event. #
1A.3 Identify methods of promoting hospitality events.	2A.P3 Describe methods of promoting two contrasting hospitality events, using examples. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Plan and organise a hospitality event to meet customer requirements			
1B.4 Outline a plan for a hospitality event, to meet customer requirements, with guidance. *#	2B.P4 Produce a plan for a hospitality event to meet customer requirements. *#	2B.M3 Review the plan for a hospitality event in terms of meeting the customer requirements, justifying rationale for the event. #	2B.D3 Evaluate own performance when planning and organising a hospitality event to meet customer requirements. #
1B.5 Organise a hospitality event to meet customer requirements, with guidance.	2B.P5 Organise a hospitality event to meet customer requirements.	2B.M4 Review the effectiveness of own performance in organising a hospitality event to meet customer requirements. #	
1B.6 Produce materials for promoting a hospitality event, with guidance. #	2B.P6 Produce materials appropriate for promoting a hospitality event. #		
Learning aim C: Use skills to run a hospitality event to meet customer requirements			
1C.7 Run a hospitality event, as part of a team, to meet customer requirements, with guidance.	2C.P7 Run a hospitality event, as part of a team to meet customer requirements. #	2C.M5 Review own performance in running a hospitality event, as part of a team, identifying strengths and areas for improvement. #	2C.D4 Evaluate the success of the hospitality event, considering own and the team's performance. #
1C.8 Review the success of the event, identifying strengths and areas for improvement, with guidance. #	2C.P8 Review the success of the event, identifying strengths and areas for improvement. #	2C.M6 Make suggestions regarding the future improvement of the hospitality event. #	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are a suitable event for learners to take part in the planning and running of. Resources will depend largely on the type of event and this could vary greatly from centre to centre.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the planning process for hospitality events and the use of promotional activities for hospitality events. They must also show how they have demonstrated the planning and organising of a hospitality event to meet customer requirements, promotion of a hospitality event and the use of skills to run a hospitality event to meet customer requirements.

To achieve all the assessment criteria, learners should plan, organise and run a hospitality event, and produce promotional materials for the event. Examples of events could be from temporary sporting events, music events, themed events and functions, meetings and conferences, exhibitions, ceremonies, etc.

Learning aim A

For 2A.P1: learners need to describe the planning process for two contrasting types of hospitality event, using examples. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the hospitality industry, for example a large-scale venue such as a temporary music festival and a small scale wedding at an independently run hotel. Learners could visit the two contrasting hospitality events businesses to find out about the planning process in each. Learners can develop evidence for **2A.P1** into evidence for **2A.M1**, which requires them to compare the planning process for two contrasting types of hospitality event.

For 2A.P2: learners need to describe the purpose of promoting hospitality events. Learners could, while visiting the two contrasting hospitality events businesses, interview representatives from each business to obtain their views.

For 2A.P3: learners need to describe methods of promoting two contrasting hospitality events, using examples. The methods should include advertising through newspaper, radio or television and the internet, and the costs of each. This evidence could be presented in a report.

For 2A.M2: learners need to analyse the impact of using the promotional materials in a hospitality event. They should discuss how the design impacted on the customers, the appropriateness of timing and the costs involved.

For 2A.D1: learners need to analyse the reasons for different planning processes for contrasting types of hospitality event, for example, the different planning processes used for an exhibition and a sports event. It is recommended that learners use one of the hospitality events researched for **2A.P1** and **2A.M1** to achieve this criterion.

For 2A.D2: learners need to recommend and justify improvements for promotional materials for a hospitality event. Evidence should show that learners are able to recommend improvements based on their analysis of the impact of using the promotional materials in a chosen hospitality event. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

For 1A.1: learners must identify the planning process for hospitality events. This should involve demonstrating knowledge of each area of the planning process. This could be provided in the form of a leaflet for new staff.

For 1A.2: learners need to identify the purpose of promoting hospitality events. This should involve demonstrating knowledge of the purpose of promoting contrasting hospitality events. This could be provided in the form of a leaflet for new staff.

For 1A.3: learners need to identify methods of promoting hospitality events. This could be provided in the form of a leaflet for new staff. Examples of methods of promoting hospitality events required for **1A.3** can be drawn from research carried out in two hospitality businesses.

Learning aim B

For 2B.P4: learners need to produce a plan for a hospitality event to meet customer requirements (the requirements should be part of the assignment brief, and not learner devised). The supporting evidence will show appropriate attention to detail and will include an individual plan for dealing with special requests and requirements, e.g. allergies, religious requirements, disability requests, young children.

For 2B.P5: learners need to organise a hospitality event to meet customer requirements. Learners must show evidence of their contribution to the organisation of the chosen event after the planning stage, including their responsibilities and could include a checklist of the agreed working practices used. This may be by means of a diary or log together with actual evidence, for example a menu they planned or a poster they designed, or may be evidence by an observation sheet of learners' participation completed by the teacher.

For 2B.P6: learners need to produce promotional materials appropriate for a hospitality event. They should produce at least two different materials. The materials could be a ticket, a poster, a recording of a real advertisement or role play radio advertisement or a video role play for a television advertisement, clearly showing the event purpose, location, date, time, price and any additional information appropriate for the chosen event.

For 2B.M3: learners need to review the plan for a hospitality event in terms of meeting the customer requirements, justifying rationale for the event. Learners should explain the particulars of their plan, and include notes and/or minutes of progress meetings with colleagues and the customer.

For 2B.M4: learners need to review the effectiveness of own performance in organising a hospitality event to meet customer requirements. Learners need to reflect on their performance and review how well they contributed to the organisation of the event. This should include an explanation of what they have learned, what they did well, what they struggled with and why.

For 2B.D3: learners need to evaluate own performance when planning and organising a hospitality event to meet customer requirements. They may use feedback from witnesses (e.g. teachers, peers) and give their own opinions. Evidence can be in the form of a personal statement from the learners using examples from their demonstration of their planning and organising skills.

For 1B.4: learners need to outline a plan for a hospitality event to meet customer requirements. At this stage the plan should be individual. It may be that learners then work together to select the best plan to take forward for the rest of the unit, but if that is the case, all criteria must be evidenced individually. Learners will need guidance from teachers prior to final assessment in order to proceed with the activity, and may need extra structure to complete the activity.

For 1B.5: learners need to organise a hospitality event to meet customer requirements. Evidence will be through records of how these working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the working practices (e.g. in a log or diary if they have demonstrated these working practices during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will need guidance from teachers prior to final assessment, in order to proceed with the activity, and may need extra structure to complete the activity.

For 1B.6: learners need to produce promotional materials for a hospitality event. The promotional materials may not show that they are fully informed of all the factors to consider when promoting events (as outlined in Topic A.3 of the unit content section of this unit).

Learning aim C

For 2C.P7: learners need to, as part of a team, run a hospitality event to meet customer requirements. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Evidence will show that learners have used the appropriate skills to set up the event, during the event and clearing up, and have cooperated with peers and dealt with requirements in a correct manner.

For 2C.P8: learners need to review the success of the event, applying appropriate review techniques to the event they have planned and organised. These techniques may involve producing customer comment cards to be placed on the tables, or may take the form of short interviews with customers after the event. Learners should also get feedback from colleagues. Evidence can be presented as a written statement, or as a verbal presentation to the event staff consisting of other learners and assessors.

2C.P7 is extended by **2C.M5**, where learners need to review their own performance in running an event by considering how well they contributed to the running of the event, worked as part of a team and dealt with special requirements and requests. Work should be supported with observation records and personal statements.

2C.P8 can be developed for **2C.M6**, where learners need to make suggestions regarding the future improvement of the event. Learners should get the opinion of the customer and guests that attended the hospitality event they planned, organised and ran. This is further extended by **2C.D4**, which requires learners to relate their performance, and that of the team, to the success of the event, in an evaluation. Learners need to reflect on theirs and the team's performance and evaluate how well they handled the situations, identifying lessons learned.

For 1C.7: learners need to run a hospitality event, as part of a team, to meet customer requirements. Evidence will be through records of how these skills have been applied throughout the running of a given event. Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills, e.g. in a log or diary. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will rely on the support of teachers, who have to assist in most aspects of the work.

For 1C.8: learners need to review the success of the event, with guidance. Feedback gathered could be presented in a written format.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1, 2A.D2	How to Plan and Promote Hospitality Events	<p>You are working as the assistant to the events manager at a hospitality venue.</p> <p>You have been given the task of assisting the events manager to prepare training materials for new staff on how to plan and promote hospitality events. To do this, you will need to investigate the planning process for contrasting hospitality events, the purpose of promoting hospitality events and methods of promoting three contrasting hospitality events.</p>	<p>Training handbook for new staff in the hospitality events business.</p> <p>The handbook should use examples from two contrasting hospitality events to describe the planning process.</p> <p>This needs to be followed by a comparison of the planning process for two contrasting hospitality events, an analysis of the impact of promotional materials used for a selected a hospitality event, an analysis of the reasons for different planning processes for contrasting types of hospitality event and recommendation and justification of improvements for promotional materials for a selected hospitality event.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 1B.6, 2B.P4, 2B.P5, 2B.P6, 2B.M3, 2B.M4, 2B.D3	Planning and Organising a Hospitality Event	<p>You continue in the same role of assistant to the events manager.</p> <p>You have been asked to assist in the planning and organisation of a year-11 'prom' booked by a local comprehensive school.</p> <p>To do this you will need to produce a realistic plan for a chosen hospitality event to meet given customer requirements. You also need to develop your skills to demonstrate effective working practices when organising a planned hospitality event to meet given customer requirements and produce materials appropriate for promoting the event. You will be observed demonstrating your working practices when organising a planned hospitality event.</p>	<p>Realistic plan for a chosen hospitality event to meet given customer requirements and work experience or role play supported with personal statement and observation record.</p> <p>Television, radio or website advertisements, posters, flyers.</p> <p>The plan needs to include an explanation of how it meets the customer's requirements.</p> <p>This needs to be followed by a review of the plan for a hospitality event in terms of meeting the customer requirements, identifying strengths and areas for improvement, and of own performance in organising a hospitality event to meet customer requirements, identifying strengths and areas for improvement.</p> <p>This also needs to include recommendations regarding improving the plan for a hospitality event to meet customer requirements and improving future performance in organising hospitality events based on identified strengths and areas for improvement.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.7, 1C.8, 2C.P7, 2C.P8, 2C.M5, 2C.M6, 2C.D4	Running a Hospitality Event	<p>You continue in the same role of assistant to the events manager.</p> <p>You need to develop your skills to run a hospitality event. You will be observed using communication and teamworking skills to run a hospitality event to meet customer requirements. When demonstrating your skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.</p> <p>You will also need to review the success of the event, identifying strengths and areas for improvement.</p>	<p>Work experience or role play to demonstrate the application of communication and teamworking skills when running a hospitality event, supported with personal statement and observation record.</p> <p>This needs to be followed by a review of own performance in running a hospitality event, as part of a team, identifying strengths and areas for improvement, including suggestions regarding the future improvement of the hospitality event, and an evaluation of the success of the hospitality event, considering own and the team's performance.</p>

Unit 13: Contemporary World Food Cooking Skills

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Do you really enjoy eating delicious food with wonderful flavours and vibrant colours? Have you ever considered how many of the dishes that we enjoy today actually originated from other countries and from which countries they came?

Perhaps you would like to learn more about this type of food and how to prepare, cook and present it? With such a wide range of available produce and an ever-increasing number of speciality restaurants, the interest in food from around the world has never been greater.

This unit gives you the opportunity to gain knowledge and understanding of food from around the world. You will develop your cooking skills using a wide range of food items. An understanding of the origins of food items and their application in different types of world food will feature very prominently within the unit.

You will research contemporary world food. You will also explore cooking methods and recipes for food from different regions of the world.

You will use appropriate equipment to prepare, cook and present a selection of contemporary world dishes while working in a safe and hygienic manner.

Dishes prepared, cooked and presented for Unit 13 must be different from those planned, prepared, cooked and finished for *Unit 6: Planning, Preparing, Cooking and Finishing Food*.

***Unit 6: Planning, Preparing, Cooking and Finishing Food* is a compulsory prerequisite of this unit and should be completed first. Unit 13 cannot be taken as a standalone unit in this qualification.**

Learning aims

In this unit you will:

- A investigate equipment, ingredients and methods used in contemporary world food
- B be able to prepare contemporary world dishes in a safe and hygienic manner
- C be able to cook and present contemporary world dishes in a safe and hygienic manner
- D review own performance in the preparation, cooking and presenting of contemporary world dishes.

Learning aims and unit content

What needs to be learnt

Learning aim A: Investigate equipment, ingredients and methods used in contemporary world food

Topic A.1 Food from different regions of the world

- Dishes from different regions the world, including:
 - African, e.g. lamb tagine, kabsa, Marrakesh vegetable curry, almond dukkal
 - North American, e.g. fish chowder, pan-fried snapper, Cajun chicken, American doughnuts
 - Latin America, e.g. black bean stew, grilled shrimp tacos, flan Mexicano, Grenadine spice cake
 - Asian, e.g. chicken katsu, beef bulgogi, baklava, yakitori
 - Indian, e.g. vegetable pakoras, samosas, aloo gobi, naan breads, dhansak
 - Middle Eastern, e.g. hummus, faloodeh, falafel, kisir
 - European, e.g. calzone, lasagne, hopjesvla, apfel strudel.

Topic A.2 Equipment used to prepare, cook and present contemporary world dishes

- Equipment, e.g. Chinese burner wok cookers, rice cookers, flare grills, bains-marie, griddles, tandoori ovens, hot smoking ovens, pasta machines, woks, bamboo steamers, mortar and pestle, coffee grinders, sushi mats.

Topic A.3 Ingredients used in contemporary world dishes

- Ingredients, including:
 - cereals, grains, legumes/pulses, e.g. rice, bulgur wheat, chick peas, black beans, quinoa, tahini
 - vegetables, e.g. seaweed, sweet potatoes, sugar beet, cauliflower, peppers, spinach, okra, water chestnuts
 - vegetarian substitutes, e.g. quorn, tofu, smoked and dried silken
 - fruits, e.g. citrus fruits, bananas, lychees, kumquats, mangos, guava pears
 - nuts and seeds, e.g. walnuts, pecan nuts, sesame, coconut
 - spices and herbs, e.g. ginger, paprika, cinnamon, nutmeg, tamarind, lemongrass, coriander
 - meat, poultry, fish and shellfish, e.g. pork, chicken, snapper, grouper, tilapia, crustaceans, molluscs (bi-valve, uni-valve)
 - dairy, e.g. milk, paneer, ghee, yoghurt, crème fraîche.

Topic A.4 Methods used to prepare, cook and present contemporary world dishes

- Preparation methods, e.g. blending, boning, skinning, blanching, marinating, refreshing, coating and seasoning, grinding.
- Cooking methods, e.g. smoking, curing, steaming, pot-roasting.

continued

What needs to be learnt

- Presenting dishes to specification, e.g. quality, quantity, appearance, correct temperature, within budget, within an appropriate timescale, ready to be served at the correct time and place.
- Categories of food items, e.g. chilled, frozen, dried, tinned, vacuum packed.
- Food types, e.g. appetisers/starters, soups, egg dishes, pasta and rice dishes, vegetarian dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cheese, sweets, dessert fruit.

Topic A.5 Developments in contemporary world food

- Reasons for the recent developments in popularity of contemporary world food.
- The amount of travel people undertake.
- The extended range of food items available.
- Trends, e.g. healthy eating, considerate product sourcing, organic produce, fair trade, media influences, street food.

Topic A.6 Researching contemporary world food

Learners will select types of food from different regions of the world and research their developments. They will consider how these developments affect the characteristics of each type of food before and after preparation and cooking and evaluate the different approaches that can be used to evolve the food.

- Collecting data, including:
 - selection of appropriate tools for data collection
 - types of data, e.g. qualitative, quantitative
 - systematic recording.
- Data analysis and interpretation, including:
 - qualitative, quantitative data analysis – interpreting transcripts
 - statistical tables
 - comparison of variables
 - trends.

Learning aim B: Be able to prepare contemporary world dishes in a safe and hygienic manner**Topic B.1 Preparing different types of world dishes**

- Using appropriate equipment, food items and methods.
- Complex dishes:
 - involving/requiring more than one preparation and/or cooking process, e.g. steaming and sauté or poaching and grilling
 - including a variety of main ingredients, e.g. ma-po tofu, cassoulet
 - requiring innovative techniques and ideas, e.g. cooking methods, taste, textures, colour, presentation skills.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

continued

What needs to be learnt**Topic B.2 Importance of quality of food**

- Quality issues, e.g. appearance, smell, texture, damaged goods, expired 'use-by' date.
- Importance, e.g. fresh produce, 'use-by' dates, customer satisfaction, health and safety, business standards, food hygiene, reporting problems with food.
- Problems with ingredients, e.g. ingredients not fresh, not the right quality, not the correct type, not kept at the right temperature/storage conditions, pests.

Topic B.3 Working in a safe and hygienic manner and storing food items correctly

Working hygienically:

- Knowing personal responsibilities under food safety legislation.
- Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce, using discreet deodorant, perfume or aftershave.
- Wearing correct clothing, footwear and headgear.
- Following safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination.
- Consequences of not following safe and hygienic working procedures.

Storing food items correctly:

- Storage, e.g. refrigerating, freezing, dry store, sell/use-by dates.
- Separating raw foods and ready-to-eat foods.
- Importance of correct food storage, e.g. preventing cross-contamination, preventing growth of bacteria.
- Consequences of not storing food correctly.

Working safely:

- Knowing personal responsibilities under health and safety legislation.
- Reporting accidents and near accidents.
- Identifying potential hazards in the food production area.

Learning aim C: Be able to cook and present contemporary world dishes in a safe and hygienic manner**Topic C.1 Cooking contemporary world dishes**

- Using appropriate cooking methods for particular ingredients.
- Seasoning, tasting, ensuring food is cooked properly.
- Following recipes, e.g. weights and measures, temperatures, timings.
- Correct temperatures, e.g. cooking hot food above 63°C, ensuring food safety, preserving nutritional value.
- Healthy eating considerations, e.g. grilling, steaming, boiling, baking, microwaving, preserving nutritional value, using low fat oil.
- Minimising food wastage.
- Using appropriate tools and equipment to prepare, cook and finish contemporary world dishes.

continued

What needs to be learnt

- Complex dishes:
 - involving/requiring more than one preparation and/or cooking process, e.g. steaming and sauté or poaching and grilling
 - including a variety of main ingredients, e.g. ma-po tofu, cassoulet
 - requiring innovative techniques and ideas, e.g. cooking methods, taste, textures, colour, presentation skills.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

Topic C.2 Presenting contemporary world dishes

- Presenting world food dishes – placing food attractively, garnishing, using appropriate equipment, e.g. plate, serving dish.

Learning aim D: Review own performance in the preparation, cooking and presenting of contemporary world dishes**Topic D.1 Reviewing performance**

- Review, e.g. self-analysis, peer comments, customer feedback, comment cards, questionnaires, staff meetings.
- Strengths and areas for improvement, e.g. decision making, planning, timing, methods, skills, techniques.

Topic D.2 Improving performance

- Recommendations, e.g. attending training, using different equipment or technology, where to seek help and advice.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate equipment, ingredients and methods used in contemporary world food			
1A.1 Identify different types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes.	2A.P1 Describe dishes from contrasting types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes. #	2A.M1 Explain the characteristics of dishes from contrasting types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes, taking into account current developments in contemporary world food. #	2A.D1 Evaluate the influences of current developments in contemporary world food on the characteristics of dishes and equipment, ingredients and methods used to prepare and cook associated dishes. #
1A.2 Identify developments in contemporary world food, using research evidence.	2A.P2 Describe developments in contemporary world food, using research findings from different sources. #		
Learning aim B: Be able to prepare contemporary world dishes in a safe and hygienic manner			
1B.3 Prepare ingredients for two contemporary world dishes following recipes, demonstrating safe and hygienic working practices, with guidance. *	2B.P3 Prepare ingredients for three complex contemporary world dishes from different regions of the world, not repeating the main ingredients in the dishes, demonstrating safe and hygienic working practices. *	2B.M2 Prepare ingredients for three complex contemporary world dishes, demonstrating professional working practices. *	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to cook and present contemporary world dishes in a safe and hygienic manner			
1C.4 Cook and present two contemporary world dishes, following recipes, demonstrating safe and hygienic working practices, with guidance.	2C.P4 Cook and present three complex contemporary world dishes from different regions of the world, not repeating the main ingredients in the dishes, demonstrating safe and hygienic working practices.	2C.M3 Cook and present three complex contemporary world dishes, demonstrating professional working practices.	
Learning aim D: Review own performance in the preparation, cooking and presenting of contemporary world dishes			
1D.5 Review own performance in the preparation, cooking and presenting of contemporary world dishes. #	2D.P5 Review own performance in the preparation, cooking and presenting of contemporary world dishes, identifying strengths and areas for improvement. #	2D.M4 Make suggestions regarding future development in the preparation, cooking and presenting of contemporary world dishes, based on identified strengths and areas for improvement. #	2D.D2 Justify suggestions made regarding future development in the preparation, cooking and presenting of contemporary world dishes. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up-to-date and in good working order, in particular specialist equipment to prepare and cook Asian and Indian food such as tandoori ovens, bamboo steamers and woks. Learners will benefit from having access to equipment that is fuelled by both gas and electricity. Learners will also benefit from as much realism as possible. They must have access to the range and quality of food items needed for them to complete the learning and assignment tasks successfully.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Dishes prepared, cooked and presented for Unit 13 **must be different** from those planned, prepared, cooked and finished for *Unit 6: Planning, Preparing, Cooking and Finishing Food*. Dishes within this unit will be seen as complex, compared to dishes produced for Unit 6, and will therefore take longer to prepare, cook and present.

In providing evidence for this unit, learners must show that they have an understanding of the equipment, ingredients and methods used to prepare, cook and present contemporary world dishes and the importance of safe and hygienic working practices when preparing, cooking and presenting contemporary world dishes in the hospitality industry. They must also show how they have demonstrated safe and hygienic working practices when preparing, cooking and presenting contemporary world dishes from different regions of the world.

To achieve all the assessment criteria, learners should show understanding of the equipment, ingredients and methods used in contemporary world dishes, and demonstrate safe and hygienic working practices when preparing, cooking and presenting three contemporary world dishes from types of food from different regions of the world, not repeating the main ingredients in the dishes. Learners should consider the assessment as if they were preparing, cooking and presenting food for a real hospitality business. Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events' organisers, etc. Learners might follow recipes they have created themselves or that have been provided by teachers or relatives.

Learning aim A

For 2A.P1: learners need to describe dishes from contrasting types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes. Learners could include one dish from each region in the unit content – African, North American, Latin American, Asian, Indian, Middle Eastern, European. Evidence could be in the format of a poster or presentation to peers. Learners will have to describe the equipment and methods that are used in the production of contemporary world dishes and the ingredients that are required for its production. Learners could interview representatives from hospitality businesses serving food from different regions of the world to obtain their views.

For 2A.P2: learners need to describe developments in contemporary world food, using research findings from different sources. Learners could interview representatives from hospitality businesses serving food from different regions of the world to obtain their views.

For 2A.M1: learners need to explain the characteristics of dishes from contrasting types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes, taking into account current developments in contemporary world food. The dishes should be significantly different so that they would not normally contain the same ingredients. For example, one could be fish chowder, another falafel and the other lasagne. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses to link their explanation to current developments in contemporary world food.

For 2A.D1: learners need to expand on **2A.M1** and evaluate the influences of current developments in contemporary world food on the characteristics of dishes and equipment, ingredients and methods used to prepare and cook associated dishes. The research completed for **2A.P1** could be used to help achieve this criterion. This criterion lends itself to a report or learner presentation which could include one dish from each region in the unit content – African, North American, Latin American, Asian, Indian, Middle Eastern, European.

For 1A.1: learners need to identify different types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes. This could be provided in the form of a leaflet for new staff. Examples of equipment, ingredients and methods used to prepare and cook food required for **1A.1** can be drawn from research carried out in hospitality businesses serving food from different regions of the world, for example Latin American, Asian and European food.

For 1A.2: learners need to identify developments in contemporary world food, using research evidence. This information could be included in the staff leaflet created for **1A.1**.

Learning aim B

For 2B.P3: learners need to prepare ingredients for three complex contemporary world dishes from different regions of the world, not repeating the main ingredients in the dishes, demonstrating safe and hygienic working practices. Learners need to follow instructions for preparing the ingredients in recipes they have created or been given by teachers or relatives by selecting the correct ingredients and using the measurements and preparation methods given. The three dishes could include a starter, a main course, and a dessert from different regions of the world, or three starters from different regions of the world, and so on. Evidence will be through records of how these working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2B.M2: learners need to prepare ingredients for three complex contemporary world dishes, demonstrating professional working practices. Learners need to follow instructions for preparing the ingredients in recipes they have created or been given by teachers or relatives by selecting the correct ingredients and using the measurements and preparation methods given. The three dishes could include a starter, a main course, and a dessert from different regions of the world, or three starters from different regions of the world, and so on. Evidence will show that learners are able to work in a professional manner, having the correct attitude,

paying attention to detail, wearing clean and appropriate clothing, prioritising actions to prepare ingredients to required timings. Evidence will be through records of how these working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1B.3: learners need to prepare ingredients for two contemporary world dishes following recipes, demonstrating safe and hygienic working practices, with safety supervision. Learners need to follow the instructions for preparing the ingredients in the recipe by selecting the correct types of ingredient, using the measurements and preparation methods given. Evidence will be through records of how the preparation methods have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the preparation methods (e.g. in a log or diary if they have demonstrated the preparation methods during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Learning aim C

For 2C.P4: learners need to cook and present three complex contemporary world dishes from different regions of the world, not repeating the main ingredients in the dishes, demonstrating safe and hygienic working practices. Learners need to demonstrate safely and hygienically the cooking and presentation methods required by the recipes they have created or been given. Evidence may include peer assessment after eating the dishes and photographic evidence. Evidence will be through records of how the cooking and presentation methods and working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the cooking and presentation methods and working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2C.M3: learners need to cook and present three complex contemporary world dishes, demonstrating professional working practices. Learners need to demonstrate safely and hygienically the cooking and presentation methods required by the recipes they have created, adapted to their own interpretation or been given. Evidence may include peer assessment after eating the dishes and photographic evidence. Evidence will show that learners are able to work in a professional manner, having the correct attitude, paying attention to detail, wearing clean and appropriate clothing, prioritising actions to produce dishes to required timings. Evidence will be through records of how the cooking and presentation methods and working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the cooking and presentation methods and working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1C.4: learners need to cook and present two contemporary world dishes, following recipes, demonstrating safe and hygienic working practices, with safety supervision. Evidence will be through records of methods and safe and hygienic working practices used when cooking and presenting the two dishes (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the cooking and presentation methods and working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Learning aim D

For 2D.P5: learners need to review own performance in the preparation, cooking and presenting of contemporary world dishes, identifying strengths and areas for improvement. Learners must apply appropriate review techniques to the three contemporary world dishes they have cooked and presented. These techniques may involve producing customer comment cards to be placed on the tables, or may take the form of short interviews with customers after eating the meal. Learners should also get feedback from colleagues. Evidence can be presented as a written statement, or as a verbal presentation to the food production staff consisting of other learners and assessors.

For 2D.M4: learners need to make suggestions regarding future development in the preparation, cooking and presenting of contemporary world dishes, based on identified strengths and areas for improvement. The suggestions could be presented in a written format.

For 2D.D2: learners need to justify suggestions made regarding future development in the preparation, cooking and presenting of contemporary world dishes. Evidence presented to achieve **2D.D2** should show that learners are able to justify suggestions based on the review of their performance and strengths and areas for improvement identified. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the justification of suggestions made with learners.

For 1D.5: learners need to review own performance in the preparation, cooking and presenting of contemporary world dishes. Evidence could be presented in a written format.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Equipment, Ingredients and Methods for Contemporary World Food	<p>You are working in the hospitality industry as a trainee chef in a bistro serving European fusion food.</p> <p>You have been given the task by the head chef to investigate contemporary world food. To do this you will need to find out about dishes from contrasting types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes and current developments in contemporary world food.</p>	<p>Handout for new staff in a hospitality business, to include guidance on the characteristics of dishes from contrasting types of contemporary world food and equipment, ingredients and methods used to prepare and cook associated dishes, taking into account current developments in contemporary world food.</p> <p>This needs to be followed by an evaluation of the influences of current developments in contemporary world food on the characteristics of dishes and equipment, ingredients and methods used to prepare and cook associated dishes.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2	Preparing Contemporary World Dishes	<p>You continue in the same role of trainee chef.</p> <p>You need to develop your skills to demonstrate safe and hygienic working practices independently when preparing ingredients for three complex contemporary world dishes from different regions of the world, not repeating the main ingredients in the dishes. You will be observed demonstrating your skills to meet given requirements and specifications.</p>	Work experience or role play supported with personal statement and observation record.
1C.4, 2C.P4, 2C.M3	Cooking and Preparing Contemporary World Dishes	<p>You continue in the same role of trainee chef.</p> <p>You need to develop your skills to demonstrate safe and hygienic working practices when using appropriate methods to cook and present three complex contemporary world dishes from different regions of the world, not repeating the main ingredients in the dishes. You will be observed demonstrating your skills. When demonstrating your skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/ manager) or your supervisor/manager from either a part-time job or work placement.</p>	Work experience or role play supported with personal statement and observation record.

Criteria covered	Assignment	Scenario	Assessment evidence
1D.5, 2D.P5, 2D.M4, 2D.D2	Reviewing Preparation, Cooking and Presenting Skills	You continue in the same role of trainee chef. You need to review own performance in the preparation, cooking and presenting of contemporary world dishes, identifying strengths and areas for improvement.	Report making suggestions regarding future development in the preparation, cooking and presenting of contemporary world dishes, based on identified strengths and areas for improvement. This should also include a justification of suggestions made regarding future development in the preparation, cooking and presenting of contemporary world dishes.

Unit 14: Teamwork in Hospitality

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Working in the hospitality industry usually means working as part of a team. A team is a group of people who share a common goal and work together to achieve that goal. In the hospitality industry, the team names may vary but the team's aim will usually be to satisfy a customer's needs. Team members will help you to deal with the day-to-day activities in a particular situation. The role may involve dealing with other team members and customers. Teamwork is essential to the successful running of all hospitality businesses.

This unit gives you the opportunity to discover and apply your knowledge of teamworking skills within the hospitality industry. Your understanding of the importance of teams and teamworking will be explored through practical activities. You will learn how to work in a team and demonstrate effective teamworking skills in planning and carrying out hospitality team activities to required standards. Finally, you will reflect on your performance during the hospitality team activities to improve your performance.

Learning aims

In this unit you will:

- A understand teamwork, team leadership and team interaction in the hospitality industry
- B plan hospitality team activities to an agreed standard
- C work in a team to perform hospitality activities to a required standard
- D review own performance of activities within a hospitality team.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand teamwork, team leadership and team interaction in the hospitality industry

Topic A.1 Teamwork

- Characteristics of effective teams and team members, including:
 - having clearly defined team roles
 - respecting, understanding and being aware of differences within a team, e.g. male, female, cultural, special needs
 - showing fairness and consideration to others
 - dealing with and managing change
 - having contingency measures in place in case things do not go according to plan
 - agreeing, setting and monitoring achievement of required standards, e.g. communication skills to be used, expected behaviour towards others, quality of work procedures, consistency of customer service, consistency of product or brand standard, health and safety standards, hygiene standards, punctuality, personal presentation standards
 - working to an agreed common goal, even in teams of people with different views.
- Consequences of poor teamworking skills.

Topic A.2 Team leadership

- Characteristics of effective team leadership, including:
 - operating effectively in any team
 - taking the initiative
 - maintaining required self-presentation
 - being supportive to others, e.g. listening skills, respecting others' opinions, recognising contributions of team members, encouraging team spirit, willingness to be held accountable and taking responsibility
 - managing stress and anger
 - flexibility to respond to unexpected situations
 - using delegation appropriately
 - dealing with conflict, e.g. resolving differences, keeping calm, empathising, offering solutions, conflict handling styles, prioritisation of activities, working to defined team standards
 - monitoring achievement of required standards
 - setting up structures to support the team and keeping it motivated
 - briefing.

Topic A.3 Team interaction

- Characteristics of team interaction, including:
 - expected communication methods, responses and interaction
 - managing information
 - holding meetings to work out how the team members can work better together
 - enjoying other team members' company
 - importance of interaction between teams in different hospitality departments, e.g. restaurant and kitchen, reception and housekeeping.

What needs to be learnt**Learning aim B: Plan hospitality team activities to an agreed standard****Topic B.1 Planning performance of team activities**

- Planning performance of hospitality team activities to an agreed standard, including:
 - team structure, e.g. lines of authority, responsibilities, specific activities/responsibilities assigned to a team member, skills mix within the team
 - building required standards for team activities into the plan, e.g. communication skills to be used, expected behaviour towards others, wearing clean uniform, washing hands, maintaining health and safety standards, being punctual, maintaining health and safety standards, work procedures related to the activity
 - quality, standards and timescales for teamwork activities to be achieved.

Topic B.2 Evaluating the plan for performance of hospitality team activities

- In relation to the required standards.
- In relation to the timescales set.
- Areas for improvement, e.g. decision making, planning, timing, methods, skills.

Learning aim C: Work in a team to perform hospitality activities to a required standard**Topic C.1 Teamworking and communication skills needed to perform hospitality team activities**

- Teamworking skills, including:
 - working to required standards, e.g. during preparation of a dish or meal, service of food or beverages, working on an event, project or presentation, laying tables, stocking the bar area, preparing tea and coffee cups, servicing a guest room, coordinating a menu for the day, receiving and checking supplies
 - knowing individual roles and responsibilities within the team in front of house and back of house, e.g. leader, team member, observer
 - cooperating with team members
 - offering/seeking help and assistance, e.g. helping/requesting help to solve problems
 - use of expected communication methods and skills
 - responding appropriately when given instructions, guidance or direction
 - selecting and providing accurate information
 - relaying messages
 - dealing with and managing change
 - steps taken in case things do not go according to plan
 - interacting effectively with other teams and individuals in the hospitality businesses.

continued

What needs to be learnt

- Team leadership skills, including:
 - allocation of tasks to team members, monitoring and achievement of required standards, motivating team members
 - debriefing.
- Effective communication methods, including:
 - verbal, articulation, volume, tone, face-to-face
 - non-verbal
 - body language, e.g. facial expression, gestures, posture, maintaining personal space
 - written, letter
 - use of media, e.g. telephone, email, text, internet, intranet, intercom
 - identification of customer needs, e.g. asking for feedback, active listening, recognition of non-verbal communication.

Learning aim D: Review own performance of activities within a hospitality team

Topic D.1 Reviewing own performance

- Review, e.g. self-analysis, completion of check-list, use of video evidence, staff team meetings.
- Strengths and areas for improvement, e.g. skills, decision-making, timing.

Topic D.2 Reviewing hospitality team activities

- Reviewing techniques, including:
 - collecting information, e.g. comments cards, questionnaires, staff debrief.
- Reviewing hospitality team activities and own performance as a team member and team leader, including:
 - against plan, set timescales
 - whether the standards were met
 - deviation from plans
 - appropriateness of skills
 - teamworking methods
 - attitude and behaviour
 - health and safety considerations
 - dealing with special requirements and requests
 - recommendations for improvement.
- Recommendations, e.g. attending training, use of different equipment or technology, where to seek help and advice.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand teamwork, team leadership and team interaction in the hospitality industry			
1A.1 Identify characteristics of effective hospitality teams, using examples from two hospitality businesses.	2A.P1 Describe the importance of having effective teamworking and leadership skills in the hospitality industry, using examples from two contrasting hospitality businesses. #	2A.M1 Explain the benefits for the business, its customers and staff of having appropriate teamworking and leadership skills, using examples from two contrasting hospitality businesses. #	2A.D1 Evaluate the consequences of poor teamworking and leadership skills on a selected hospitality business, including the effect on its staff and customers. #
1A.2 Identify team roles and interactions that contribute to consistent reliable service provision in the hospitality industry.	2A.P2 Describe how team roles and interactions contribute to consistent and reliable service provision in the hospitality industry, using examples. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Plan hospitality team activities to an agreed standard			
1B.3 Identify standards to be met for a selected hospitality team activity.	2B.P3 Describe required standards to be met for a selected hospitality team activity, using examples. #	2B.M2 Explain how the plan would meet the requirements for standards for a selected hospitality team activity. # 2B.M3 Agree timescales with team members, following the plan, to meet the required standards. *#	2B.D2 Evaluate the plan for achievement of hospitality team activities in terms of meeting the required standards and timescales set, making recommendations for improvement. #
1B.4 Identify individual and team roles and responsibilities for the hospitality team activities.	2B.P4 Plan hospitality team activities with team members by agreeing individual and team roles and responsibilities to a required standard. *#		
1B.5 Identify timescales for the hospitality team activities. *	2B.P5 Set timescales with team members for the hospitality team activities to a required standard. *#		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Work in a team to perform hospitality activities to a required standard			
1C.6 Demonstrate teamworking skills in one hospitality team activity to required standards using verbal and non-verbal communication skills. #	2C.P6 Demonstrate two hospitality team activities to required standards, using appropriate teamworking and verbal and non-verbal communication skills in a given team member role. #	2C.M4 Effectively demonstrate two hospitality team activities to required standards, cooperating with others, providing support, responding when given instructions and using communication skills appropriate to the situation in a given team member role. #	2C.D3 Confidently demonstrate two hospitality team activities to required standards, showing appropriate skills and methods, adapting behaviour to suit different situations in a given team member role. #
Learning aim D: Review own performance of activities within a hospitality team			
1D.7 Review own performance in the hospitality team activities. #	2D.P7 Review own performance in the hospitality team activities as a team member against required standards, identifying strengths and areas for improvement. *#	2D.M5 Explain own contribution to the hospitality team activities throughout the process and strengths and areas for improvement. #	2D.D4 Evaluate own contribution to the hospitality team activities and make recommendations for future development, based on identified strengths and areas for improvement. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are access to environments for food, drinks and guest and accommodation services. The environments must be realistic. To help learners work effectively, they should wear a set of standard clothing worn by members of a business while participating in a business activity. This could be a centre uniform or a hospitality business' uniform. The uniform can be decided on by the teacher or in conjunction with the work experience/placement provider.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of teamworking, team leadership and team interaction skills needed to work in a team in the hospitality industry. Learners must show their awareness of team members' roles and the interactions that can take place in different hospitality situations. Learners must also show they have planned hospitality team activities to an agreed standard. The standard must be agreed between the assessor and learners. Learners must also show they have demonstrated two hospitality team activities to required standards using appropriate teamworking and communications skills. The activities might be completed in the same session.

To achieve all the assessment criteria, learners should research two different hospitality businesses. Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events, etc.

Learning aim A

For 2A.P1: learners need to describe the importance of having effective teamworking and leadership skills in the hospitality industry, using examples from two contrasting hospitality businesses. The businesses that are used need to be sufficiently different to demonstrate differing teamworking skills and activities, for example the crew in a fast food business, the brigade in a kitchen and the front-of-house staff in a large hotel.

For 2A.P2: learners need to describe how team roles and interactions contribute to consistent and reliable service provision in the hospitality industry, using examples. Examples could be drawn from job descriptions from real businesses that are used in conjunction with evidence from interviews with representatives from hospitality businesses. Case studies could be used as the basis for this work.

For 2A.M1: learners need to explain the benefits for the business, its customers and staff of having appropriate teamworking and leadership skills, using examples from two contrasting hospitality businesses. Learners could use the findings from the interviews that they may have undertaken with representatives from two contrasting hospitality businesses for **2A.P2** to obtain their views.

For 2A.D1: learners need to evaluate the consequences of poor teamworking and leadership skills on a selected hospitality business, including the effect on its staff and customers. It is recommended that learners use one of the businesses researched for **2A.P1**, **2A.P2** and **2A.M1** as the basis for the evidence. Discussion with business representatives or the learner's own work experience may inform evidence for this criterion.

For 1A.1: learners need to identify characteristics of effective hospitality teams, using examples from two hospitality businesses. This activity should involve demonstrating knowledge of the characteristics of successful teams working in the hospitality industry. The activity could involve the development of a poster showing the characteristics of effective teams. The generic teamworking skills could be drawn from any area of the industry and be advised by job descriptions and organisation charts and company literature.

For 1A.2: learners need to identify team roles and interactions that contribute to consistent reliable service provision in the hospitality industry. This information could be drawn from observations undertaken in different businesses and discussions with representatives from hospitality businesses. Diagrams or a leaflet could be used to describe team members and explore their methods of communication and other interactions. Copies of forms or messages could form part of the evidence for this criterion.

Learning aim B

For 2B.P3: learners need to describe required standards to be met for a selected hospitality team activity, using examples. The information gained from the observation of people at work, in the hospitality industry, could form the basis for evidence of this criterion. Health and safety guidelines could be used as the basis for the monitoring of some standards.

For 2B.P4: learners need to plan hospitality team activities with team members by agreeing individual and team roles and responsibilities to a required standard. Learners need to use their communication and organisational skills to plan at least two hospitality team activities. A case study could provide the basis for initial discussions.

For 2B.P5: learners need to set timescales with team members for the hospitality team activities to a required standard. Learners need to use their communication and organisational skills to negotiate, agree and set realistic timescales for at least two hospitality team activities. A case study could provide the basis for initial discussions.

2B.P3 can be developed for **2B.M2**, where learners need to explain how the plan would meet the requirements for standards for a selected hospitality team activity. The explanation could be based on an activity involving a small number of people in a local setting, for example their centre or a large event in a location other than their centre.

For 2B.M3: learners need to agree timescales with team members, following the plan, to meet the required standards. Learners need to use their communication and organisational skills to negotiate realistic timescales for at least two hospitality team activities. Learners should explain the particulars of their plan, and include notes and/or minutes of meetings with colleagues.

For 2B.D2: learners need to evaluate the plan for achievement of hospitality team activities in terms of meeting the required standards and timescales set, making recommendations for improvement. Evidence presented to achieve **2B.D2** should show that learners understand the role of the planning process in achieving the required standards for the activities. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

For 1B.3: learners need to identify standards to be met for a selected hospitality team activity. The standards used as evidence for this criterion could be included in a staff leaflet.

For 1B.4: learners need to identify individual and team roles and responsibilities for the hospitality team activities. This information could be included in the staff leaflet created for **1B.3**.

For 1B.5: learners need to identify timescales for the hospitality team activities. This information could be included in the staff leaflet created for **1B.3**.

Learning aim C

For 2C.P6: learners need to demonstrate two hospitality team activities to required standards, using appropriate teamworking and verbal and non-verbal communication skills in a given team member role. Centres will need to set up some situations where learners can use and develop their teamworking skills. This could be a small buffet lunch or afternoon tea, or a meeting where light refreshments are to be served before the meeting.

For 2C.M4: learners need to effectively demonstrate two hospitality team activities to required standards, cooperating with others, providing support, responding when given instructions and using communication skills appropriate to the situation in a given team member role. The ability to show 'effective' skills in a given role will result in producing the intended outcome, i.e. completing the activities to the required standards. Evidence will be through records of how these skills have been applied (through realistic working environment, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2C.D3: learners need to confidently demonstrate two hospitality team activities to required standards, showing appropriate skills and methods, adapting behaviour to suit different situations in a given team member role. The ability to show 'confident' use of skills in a given role by adapting behaviour as required will convey positivity to team members and the assurance that the activities will be completed to the required standards. Evidence will be through records of how these skills have been applied (through realistic working environment, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1C.6: learners need to demonstrate teamworking skills in one hospitality team activity to required standards using verbal and non-verbal communication skills. Evidence will be through records of how these skills have been applied (through realistic working environment, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Learning aim D

For 2D.P7: learners need to review own performance in the hospitality team activities as a team member against required standards, identifying strengths and areas for improvement. Learners should use feedback obtained from colleagues and supervisor(s), considering the skills needed to be successful in the role.

For 2D.M5: learners need to explain own contribution to the hospitality team activities throughout the process and strengths and areas for improvement. Learners should use feedback obtained from colleagues and supervisor(s). Learners also need to provide details and give reasons/evidence to support their explanation.

For 2D.D4: learners need to evaluate own contribution to the hospitality team activities and make recommendations for future development, based on identified strengths and areas for improvement. Learners should use feedback obtained from colleagues and supervisor(s). Learners also need to give reasons or evidence to support their opinions and show how they arrived at their conclusions.

For 1D.7: learners need to review own performance in the hospitality team activities. Their review will be limited and perhaps only identifies their strengths.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Teamwork in the Hospitality Industry	<p>You are investigating how teams work together in contrasting hospitality businesses before planning a team activity. You have reviewed different businesses such as hotels, restaurants, canteens, cafes and bars in various areas of the hospitality industry.</p> <p>You have been given the task of assisting in the development of training material for year 12 students who are about to undertake a work placement in a hospitality situation.</p> <p>You will develop a training pack that describes the importance of having effective teamworking and leadership skills in the hospitality industry and how team roles and interactions contribute to consistent and reliable service provision in the hospitality industry.</p>	<p>Training pack for students undertaking a hospitality work placement.</p> <p>The pack needs to include an explanation of the benefits for the business, its customers and staff of having appropriate teamworking and leadership skills, using examples from two contrasting hospitality businesses, and an evaluation of the consequences of poor teamworking and leadership skills on a selected hospitality business, including the effect on its staff and customers.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2	Planning Hospitality Team Activities	<p>You are working for a hospitality business as the assistant to the manager at one of the business' hotels. You have been given the task of assisting the hotel manager in preparing training materials for new staff. To do this, you will need to investigate required standards to be met for a selected hospitality team activity.</p> <p>You will then use your research to learn to develop your skills to work in a hospitality team. You will be observed planning hospitality team activities with team members by agreeing individual and team roles and responsibilities and setting timescales with team members for the hospitality team activities. When demonstrating your planning skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.</p>	<p>Leaflet or handbook explaining how the plan would meet the requirements for standards for a selected hospitality team activity.</p> <p>Work experience or realistic working environment to demonstrate the application of planning skills in hospitality to agree timescales with team members, following the plan to meet the required standards, supported with a personal statement and observation record, and that evaluates the plan for achievement of hospitality team activities in terms of meeting the required standards and timescales set, making recommendations for improvement.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M4, 2C.D3	Working in a Hospitality Team	You continue in the same role of assistant to the hotel manager. You need to develop your skills in working in a team to perform hospitality team activities to required standards. You will be observed demonstrating two hospitality team activities to required standards, using appropriate teamworking and verbal and non-verbal communication skills in a given team member role. When demonstrating teamworking skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	<p>Work experience or realistic working environment supported with personal statement and observation record.</p> <p>Learners will also need to effectively and confidently demonstrate two hospitality team activities to required standards, cooperating with others, providing support, responding when given instructions, using communication skills appropriate to the situation, adapting behaviour to suit different situations in a given team member role.</p>
1D.7, 2D.P7, 2D.M5, 2D.D4	Reviewing Own Performance of Hospitality Team Activities	You continue in the same role of assistant to the hotel manager. You need to review own performance in the hospitality team activities as a team member against required standards, identifying strengths and areas for improvement.	Report explaining own contribution to the hospitality team activities throughout the process and strengths and areas for improvement. This should also include an evaluation of own contribution to the hospitality team activities and make recommendations for future development, based on identified strengths and areas for improvement.

Unit 15: Menu Planning

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

What are the special considerations to be made when planning a menu? Having meals that will be enjoyed by customers while taking into account any allergies or health requirements is an important point to consider. There are many other factors to consider when planning a menu and it can be a time-consuming activity, particularly if you are doing it for the first time. On the other hand a well-planned menu can attract new customers, increase the average spend and sales, and allow you to achieve competitor advantage.

In this unit you will explore food and beverages included in the menus of businesses within the UK hospitality industry. You will learn about styles of food from different regions of the world and characteristics associated with the food. You will also take into account that people's dietary choices are often affected by factors, including ethical and religious beliefs, clinical need, or a wish to control weight.

You will have the opportunity to compile a menu with healthy dishes and beverages to meet customer requirements. You will look at factors to consider when planning a menu using a range of ingredients, ensuring that it meets Trading Standards requirements.

Learning aims

In this unit you will:

- A explore food and beverages included in UK hospitality businesses' menus
- B compile a nutritionally balanced menu to meet customer requirements
- C review a menu against given criteria.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Explore food and beverages included in UK hospitality businesses' menus</p>
<p>Topic A.1 Food and beverages included in UK hospitality businesses' menus</p> <ul style="list-style-type: none"> • Menu items, e.g. canapés and other appetisers/starters, hors d'oeuvres, soups, egg dishes, pasta and rice dishes, vegetarian dishes, fish dishes, meat dishes, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury. • Beverages, e.g. coffee, hot chocolate, teas, tisanes, steamed milk beverages, iced beverages, wines, beers, spirits. • Hospitality industry businesses, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events. <p>Topic A.2 Styles of food from different regions of the world and associated characteristics</p> <ul style="list-style-type: none"> • Styles of food from different regions of the world, e.g. European, Asian, North American, South American, African/Caribbean, Indian. • Influences of styles of food and beverages from different regions of the world, e.g. religious, geographical, location. • Characteristics of styles of food and beverages from different regions of the world, e.g. ingredients used/avoided, ways of cooking, range of dishes/beverages. • Main ingredients used in food from different regions of the world, e.g. meat, poultry, fish and shellfish, dairy, eggs, cereals, grains, legumes/pulses, vegetables, vegetarian substitutes, fruits, nuts and seeds, spices and herbs. <p>Topic A.3 Specific types of diet</p> <p>Understand that people's dietary choices are often affected by factors, including ethical and religious beliefs, clinical need, or a wish to control weight.</p> <ul style="list-style-type: none"> • Ethical diets, e.g. food available locally, fair trade. • Religions, e.g. Christianity, Judaism, Muslim, Hinduism, Buddhism. • Belief-based diets, e.g. halal, kosher, lacto-vegetarian. • Vegetarian and semi-vegetarian diets, e.g. lacto-ovo, vegan, pescetarian, flexitarianism, vegetarianism. • Diets followed for medical reasons, e.g. diabetic, gluten-free, elimination – avoidance of foods that may trigger allergies or cause adverse effects. • Weight control diets, e.g. low-calorie, low-carbohydrate, low-fat. • Other diets, e.g. high-protein, low-sodium, macrobiotic. • Nutritional balance. • Appropriateness of menus in meeting customer dietary requirements.

What needs to be learnt

Learning aim B: Compile a nutritionally balanced menu to meet customer requirements

Topic B.1 Factors to consider when planning a menu

- Type of hospitality business.
- Types of customer, e.g. people following specific types of diet, children, older adults.
- Customer requirements, e.g. allergies, medical conditions, vegetarians, adapting recipes to meet dietary requirements and provide healthy choices for customers, accommodating ethical and religious beliefs.
- Equipment available, storage facilities and stock capacity.
- Time of year seasonality, e.g. for availability of produce.
- Type of menu, e.g. table d'hôte, à la carte, barbecue, banquet.
- Occasion of the meal/event, e.g. birthdays, weddings, conferences, fine dining events.
- Staff skills and customer expectations.
- Duration of the menu, e.g.:
 - static, only changing a couple of times a year
 - cyclic, with only a small number of dishes featured at any one time
 - seasonal, using products found in abundance at particular times in the year.
- Dishes to include in each course.
- Up-selling profitable dishes.
- Providing a nutritional balance taking into account healthy eating principles, e.g. government initiatives and guidelines, portion sizes, range of ingredients, styles of dishes and meals, contribution to five-a-day initiative, Eatwell plate, preparation methods, cooking methods, calorie content of food.
- Using local produce.
- Information that must be included in a menu – dish composition, cooking methods, prices, allergies, style, special offers and promotions, accompaniments.
- Meeting Trading Standards requirements.

Topic B.2 Planning a menu using a range of ingredients

- Selecting recipes for courses and ingredients for taste, colour, texture, e.g. starter, main course, dessert, style of food from different regions of the world – European, Asian, North American, South American, African/Caribbean, Indian.
- Selecting beverages to complement menu dishes, e.g. fruit juices, wines, beers.
- Type of meal required, e.g. breakfast, lunch, dinner, afternoon tea, snack, functions/special events.
- Calculating dish costs, identifying direct and indirect costs involved in operating the menu, including:
 - direct costs
 - indirect costs
 - gross profit and gross profit percentage
 - calculating gross profit
 - calculating gross profit percentage.

continued

What needs to be learnt

- Menu presentation, e.g. use of appropriate language and terminology, creating descriptions of dishes that will attract sales, design styles, colour, pictures, size.
- Benefits of well-planned menus to hospitality businesses, e.g. attracting new customers, increasing average spend, increasing sales and keeping ahead of the competition, customer satisfaction.

Learning aim C: Review a menu against given criteria**Topic C.1 Reviewing menu against requirements**

- Reviewing techniques, including:
 - collecting information, e.g. comments cards, questionnaires
 - sources of information, e.g. customers, colleagues.
- Reviewing appropriateness of menu, including:
 - against customer requirements, including dietary requirements, occasion of the meal, time of year, price, customer satisfaction
 - nutritional content of dishes
 - use of local produce
 - appropriateness of beverages to complement the meal
 - menu presentation
 - recommendations for improvement.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore food and beverages included in UK hospitality businesses' menus			
1A.1 Identify food and beverages included in UK hospitality industry businesses.	2A.P1 Describe the food and beverages included in two contrasting UK hospitality businesses' menus, using examples. #	2A.M1 Explain the characteristics of food and beverages from different regions of the world and types of diet included in two contrasting UK hospitality businesses' menus, taking into account the influences from the regions they originate from. #	2A.D1 Evaluate the appropriateness of two contrasting UK hospitality businesses' menus in meeting customer needs in terms of diet and in achieving nutritional balance. #
1A.2 Identify characteristics of styles of food from one region of the world and one type of diet.	2A.P2 Describe characteristics of the styles of food from two contrasting regions of the world and two contrasting types of diet, using examples. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Compile a nutritionally balanced menu to meet customer requirements			
1B.3 Select dishes for a three-course menu with a choice of three dishes in each course following recipes.	2B.P3 Plan a nutritionally balanced three-course menu with a choice of three dishes in each course to suit the dietary requirements of given customers and occasion of the meal, using local produce. #	2B.M2 Explain the nutritional balance of the three-course menu choices and its suitability for the dietary requirements of given customers and occasion of the meal. #	2B.D2 Evaluate how the nutritional balance of the three-course menu choices could be maintained when adapting recipes to suit the dietary requirements of given customers and occasion of the meal. #
1B.4 Identify beverages that can be served with the menu.	2B.P4 Describe beverages that can be served to complement the menu. #		
1B.5 Calculate the cost for each menu item, with guidance, using given information. *	2B.P5 Calculate an appropriate selling price for each menu item, using given information. *		
Learning aim C: Review a menu against given criteria			
1C.6 Review the dishes in a menu against given customer requirements and occasion of the meal, with guidance. #	2C.P6 Review the dishes in two menus against given customer requirements and occasion of the meal, using examples. #	2C.M3 Explain appropriateness of two menus and choice of ingredients against given customer requirements and occasion of the meal, using examples. #	2C.D3 Evaluate suitability of two menus and choice of ingredients against given customer requirements and occasion of the meal, making recommendations for improvement of nutritional content of dishes. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are access to examples of different forms of menus and beverage price lists from a range of different hospitality sources.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the food and beverages included in UK hospitality industry businesses menus. They must also show their ability to compile a nutritionally balanced menu to meet customer requirements and review menus against given criteria.

To achieve all the assessment criteria, learners should show understanding of the food and beverages included in different UK hospitality businesses menus and the characteristics of styles of food from different regions of the world and different types of diet. They must also show their ability to plan a nutritionally balanced three-course menu with a choice of dishes to suit given dietary requirements, using local produce, describe beverages that can be served with the menu and calculate a selling price for dishes. Learners must then review the menu. Examples of different businesses within the UK hospitality industry could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events, etc. Recipes for dishes that learners might use in their menu can be their own creation or provided to them by teachers or relatives.

Learning aim A

For 2A.P1: learners need to describe the food and beverages, included in two contrasting UK hospitality businesses' menus, using examples. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example an English gastro pub and a Japanese restaurant. Learners could visit and interview representatives from each business to obtain relevant information and the representatives' views.

For 2A.P2: learners need to describe characteristics of the styles of food from two contrasting regions of the world and two contrasting types of diet, using examples. Examples from menus and recipes used in real businesses could be used in conjunction with evidence from interviews with representatives of the businesses, or this information could be simulated in a case study.

For 2A.M1: learners need to explain the characteristics of food and beverages from different regions of the world and types of diet included in two contrasting UK hospitality businesses' menus, taking into account the influences from the regions they originate from. The food and beverages should be significantly different so that they would not normally contain the same ingredients. For example, one style of food could be European where specialty beers are the main type of beverage served, another could be a vegetarian Asian style of food, where only soft beverages are served. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses to link their explanation to the

influences from the regions the food and beverages originate from. It is recommended that learners use the research produced for **2A.P1** and **2A.P2** to achieve this criterion.

For 2A.D1: learners need to evaluate the appropriateness of two contrasting UK hospitality businesses' menus in meeting customer needs in terms of diet and in achieving nutritional balance. It is recommended that learners use the research produced for **2A.P1** and **2A.P2** to achieve this criterion. This criterion lends itself to a report or learner presentation, which could include for example, recipes from a European hospitality business' menu and recipes from an Asian hospitality business' menu, how the menus meet the needs of customers following two types of diet, for example gluten-free and halal, and the nutritional balance of the menus.

For 1A.1: learners need to identify food and beverages included in UK hospitality industry businesses. Learners will only identify one or two items of food and beverage from two hospitality businesses, which might be of the same type, e.g. two cafes. Evidence could be provided in the form of a menu and a beverages list for each business.

For 1A.2: learners need to identify characteristics of styles of food from one region of the world and one type of diet. Learners will only identify characteristics of one or two styles of food of a region and a diet type. This information could be included in the menus and beverages list created for **1A.1**.

Learning aim B

For 2B.P3: learners need to plan a nutritionally balanced three-course menu with a choice of three dishes in each course to suit the dietary requirements of given customers and occasion of the meal, using local produce. Teachers must give learners the requirements of at least four customers for whom they are planning the menu. For the assessment, a range of different customer requirements needs to be given, for example customers who are unable to eat a particular food or who are unable to eat particular ingredients because of certain beliefs. For example, two of the customers could be vegetarian, one of the other customers could have a specific requirement, due to an illness or religious belief and the other may eat a normal diet. Their three courses may be starters, main courses and desserts or appetisers, main courses and desserts. The main ingredients should not be repeated in each course. For example, learners should not include a salmon starter as well as a salmon main course. It could be for example a different type of fish, such as squid, as long as it is significantly different in type. The occasion for the meal could be a special event, for example a birthday lunch/dinner party or just a group of friends meeting for their monthly outing. The evidence should include a list of the ingredients needed and where they are sourced from. The plan should also show how the meal will contribute to a balanced diet.

For 2B.P4: learners need to describe beverages that can be served to complement the menu. They should match each food course with a beverage to complement it.

For 2B.P5: learners need to calculate an appropriate selling price for each menu item, using given information. Teachers must provide the costs for the ingredients for learners to use in their calculations. It is important that learners understand the consequences of altering the assumptions on which decisions are made.

For 2B.M2: learners need to explain the nutritional balance of the three-course menu choices and its suitability for the dietary requirements of given customers and occasion of the meal. Learners need to provide details of accurate nutritional guidelines to support their explanation.

For 2B.D2: learners need to evaluate how the nutritional balance of the three-course menu choices could be maintained when adapting recipes to suit the dietary requirements of given customers and occasion of the meal. Learners need to provide details of accurate nutritional guidelines to support their evaluation along with evidence of how alternative ingredients could be used in recipes and still meet customer requirements.

For 1B.3: learners need to select dishes for a three-course menu with a choice of three dishes in each course, following recipes. The evidence should include a list of the correct ingredients needed for the three-course menu they have selected.

For 1B.4: learners need to identify beverages that can be served with the menu. Evidence could be in the form of a leaflet or poster.

For 1B.5: learners need to calculate the cost for each menu item, with guidance, using given information. Evidence can be presented in written format.

Learning aim C

Teachers must provide the menus to be reviewed and the different customer requirements for each meal. The menus reviewed for learning aim C must be different from the one compiled for learning aim B. Learners must include a copy of the menus with their assignment.

For 2C.P6: learners need to review the dishes in two menus against given customer requirements and occasion of the meal, using examples. Learners will provide a review that shows understanding of the appropriateness of the menus for customers and the occasion. They will support their review with suitable examples.

For 2C.M3: learners need to explain appropriateness of two menus and choice of ingredients against given customer requirements and occasion of the meal, using examples. Learners need to provide details of accurate nutritional guidelines of ingredients used to support their explanation.

For 2C.D3: learners need to evaluate suitability of two menus and choice of ingredients against given customer requirements and occasion of the meal, making recommendations for improvement of nutritional content of dishes. Evidence presented to achieve **2C.D3** should show that learners are able to determine the nutritional value of ingredients included in the menus and establish the nutritional benefits of, for example, using different ingredients. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

For 1C.6: learners need to review the dishes in a menu against given customer requirements and occasion of the meal. The learners' review will only include a few elements and will show basic understanding of customer requirements and the occasion of the meal.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Food and Beverages Included in UK Hospitality Businesses' Menus	You are working in the hospitality industry with the senior chef to research new menu ideas. You have been tasked with preparing materials for new staff. To do this, you will need to investigate the food and beverages, including those from different regions of the world, included in the menus of two contrasting UK hospitality businesses and characteristics of the styles of food from two contrasting regions of the world and two contrasting types of diet, using examples. You will use the results of your research to create training materials that new staff can use to gain an awareness of the food and beverages included in UK hospitality businesses' menus.	<p>Written account/IT-produced report/presentation slides that:</p> <ul style="list-style-type: none"> describes the food and beverages included in the menus of UK hospitality businesses, characteristics of styles of food from contrasting regions of the world and characteristics of contrasting types of diet explains the characteristics of food and beverages from different regions of the world and types of diet included in two contrasting UK hospitality businesses' menus, taking into account the influences from the regions they originate from and evaluates the appropriateness of two contrasting UK hospitality businesses' menus in meeting customer needs in terms of diet and in achieving nutritional balance.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Compiling a Three-course Menu	You continue in the same role of assisting the senior chef. You have been given the task to plan a nutritionally balanced three-course menu with a choice of three dishes in each course to suit the dietary requirements of given customers and occasion of the meal, using local produce. You will also need to describe beverages that can be served to complement the menu and calculate an appropriate selling price for each menu item, using given information.	Menu plan for kitchen staff. This needs to include an explanation of the nutritional balance of the three-course menu choices and its suitability for the dietary requirements of given customers and occasion of the meal and an evaluation of how the nutritional balance of the three-course menu choices could be maintained when adapting recipes to suit the dietary requirements of given customers and occasion of the meal.
1C.6, 2C.P6, 2C.M3, 2C.D3	Reviewing a Menu Against Given Criteria	You continue in the same role of assisting the senior chef. You have been given the task to research what other businesses are including in their menus. To do this, you will need to review the dishes in two menus against given customer requirements and occasion of the meal, using examples.	Written account/IT-produced report/ presentation slides. This needs to include an explanation of the appropriateness of two menus and choice of ingredients against given customer requirements and occasion of the meal, using examples and an evaluation of the suitability of two menus and choice of ingredients against given customer requirements and occasion of the meal, making recommendations for improvement of nutritional content of dishes.

Unit 16: Managing Finance in Hospitality

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Why is it so important to manage finance well within a hospitality business? If hospitality businesses do not manage their finances effectively, they will lose money. In order to stay ahead of the competition, hospitality businesses need to maximise revenue and minimise costs, while still providing quality of service for customers.

This unit introduces you to the purpose and format of different financial documents and the way they are used to record transactions in businesses within the hospitality industry.

You will investigate the importance of the system of financial internal control in the prevention and detection of theft and fraud in hospitality businesses.

You will learn about the steps involved in completing financial documents for hospitality businesses. You will produce an income statement (profit and loss account) and a balance sheet (statement of financial position) using given templates. The information in the financial documents will help you understand how hospitality businesses can be more successful.

Unit 4: Costing and Controlling Finances in the Hospitality Industry is a compulsory prerequisite of this unit and should be completed first.

Learning aims

In this unit you will:

- A understand how hospitality businesses use financial documents to record transactions
- B understand the importance of financial internal control in the prevention and detection of theft and fraud in hospitality businesses
- C complete an income statement (profit and loss account) and a balance sheet (statement of financial position) for a hospitality business.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how hospitality businesses use financial documents to record transactions</p>
<p>Topic A.1 Use of financial documents in hospitality businesses</p> <ul style="list-style-type: none"> ● Types of business documents, to include income statements (profit and loss accounts), balance sheets (statements of financial position), purchase orders, order forms, delivery notes, invoices, credit notes, cash receipts, payments, petty cash vouchers. ● Formats, to include handwritten, electronic, word-processed. ● Importance of accuracy when recording financial transactions, e.g. sales, purchases, income, receipts and payments by an individual or business, double entry, balancing accounts, day books, ledgers, cash book and petty cash, bank reconciliation. ● The influence of external stakeholders and customers on the use of different financial documents, e.g. requirements of suppliers. ● Selecting appropriate financial documents to meet the requirements of different hospitality businesses. ● Impact of effective and ineffective communication and recording of financial transactions on hospitality businesses. ● Hospitality industry businesses, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.
<p>Learning aim B: Understand the importance of financial internal control in the prevention and detection of theft and fraud in hospitality businesses</p>
<p>Topic B.1 Internal control in hospitality businesses</p> <ul style="list-style-type: none"> ● Internal control is the process to help businesses achieve goals or objectives relating to the reliability of financial recording and a way to manage risk. ● Internal control system, e.g. control environment, identification and evaluation of risks and control objectives, control procedures, information and communication processes, monitoring and corrective action. ● Importance of effective internal control system. <p>Topic B.2 Theft and fraud in hospitality businesses</p> <ul style="list-style-type: none"> ● Common ways in which theft or fraud can occur in hospitality businesses, e.g.: <ul style="list-style-type: none"> ○ data theft, e.g. remote access, network security, password management, wireless security, incident response plan ○ suppliers or delivery drivers, e.g. invoicing for high-quality products when poor quality products have been delivered, delivery of short quantity ○ food and beverages servers or cashiers, e.g. obtaining food and beverages for personal consumption without recording items on sales check ○ theft of food or cash. ● Impact of internal control issues on hospitality businesses. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Preventing and detecting theft and fraud in hospitality businesses**

- Ways of reducing theft and fraud.
- Reducing data theft, e.g. changing vendor-supplier default settings.
- Improving and monitoring internal control systems regularly.
- Separating record keeping from control of assets responsibilities.

Learning aim C: Complete an income statement (profit and loss account) and a balance sheet (statement of financial position) for a hospitality business**Topic C.1 Completing income statements (profit and loss accounts)**

- Trading account (top section of the income statement (profit and loss account)) – includes figures for revenue (turnover) and cost of sales and calculates the amount of gross profit.
- Expenses/overheads (bottom section of the income statement (profit and loss account)).
- Calculating depreciation using straight line method.
- Calculating net profit.

Topic C.2 Completing balance sheets (statements of financial position)

- Understanding the format of a balance sheet (statement of financial position).
- Completing a balance sheet (statement of financial position) with given figures for a small hospitality business (such as a sole trader or partnership), identifying:
 - net assets – what the business owns, or is owed (debtors/trade receivables), including fixed assets and short-term assets
 - liabilities – what the business owes to others (creditors/trade payables), including current liabilities and long-term liabilities
 - capital – how the business is funded (money invested in the business to generate revenue) from
 - internal sources – money from shareholders (share capital) or retained profits
 - external sources – bank loans or other forms of finance that have to be repaid
 - working capital – the amount of capital used to run day-to-day activities (current assets minus current liabilities): if this figure is negative, the business may have problems financing its day-to-day activities.

Topic C.3 Understand how hospitality businesses can be more successful

- Identifying ways in which a business can increase profits and reduce costs.
- Analysing financial statements for a small hospitality business (such as a sole trader or partnership) and recommending appropriate actions the business can take to improve.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how hospitality businesses use financial documents to record transactions			
1A.1 Identify documents used to record financial transactions in hospitality businesses.	2A.P1 Describe how documents are used to record financial transactions in two contrasting hospitality businesses. #	2A.M1 Explain the importance of accuracy of documents used to record financial transactions in two contrasting hospitality businesses. #	2A.D1 Analyse the impact to two contrasting hospitality businesses of using effective and ineffective recording of financial transactions. #
Learning aim B: Understand the importance of financial internal control in the prevention and detection of theft and fraud in hospitality businesses			
1B.2 Identify internal control systems that help prevent and detect theft and fraud in a hospitality business.	2B.P2 Describe how internal control of financial transactions recording helps prevent and detect theft and fraud in a hospitality business, using examples. #	2B.M2 Explain the importance of effective internal control of financial transactions recording in helping to prevent and detect theft and fraud in a hospitality business, using examples. #	2B.D2 Analyse the impact of internal control issues on a hospitality business, recommending improvements to the methods used for recording financial transactions to help prevent and detect theft and fraud. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Complete an income statement (profit and loss account) and a balance sheet (statement of financial position) for a hospitality business			
	2C.P3 Describe how hospitality businesses use income statements (profit and loss accounts) and balance sheets (statements of financial position). #		
1C.3 Complete an income statement (profit and loss account) from a given set of data for a hospitality business, with guidance. *#	2C.P4 Complete an accurate income statement (profit and loss account) from a given set of data for a hospitality business. *#	2C.M3 Explain the financial performance of the business using the income statement (profit and loss account). *#	2C.D3 Analyse the financial performance and current financial position of the business using the income statement (profit and loss account) and balance sheet (statement of financial position), making recommendations for improvement to the finances of the hospitality business. *#
1C.4 Complete a balance sheet (statement of financial position) from a given set of data for a hospitality business, with guidance. *#	2C.P5 Complete a balance sheet (statement of financial position) from a given set of data for a hospitality business. *#	2C.M4 Explain the current financial position of the business using the balance sheet (statement of financial position). *#	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are financial information from businesses' annual reports and websites to enable learners to complete investigative assignments and case studies. If learners find no real businesses are willing to share this information, teachers should provide learners with sample documentation. Learners must be given access to data needed to complete the income statement (profit and loss account) and the balance sheet (statement of financial position).

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of how hospitality businesses use financial documents to record transactions and the importance of financial internal control in the prevention and detection of theft and fraud in hospitality businesses. They must also complete an income statement (profit and loss account) and a balance sheet (statement of financial position) for a hospitality business.

To achieve learning aim A, learners should research two contrasting hospitality businesses. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, or events.

Learning aim A

For 2A.P1: learners need to describe how documents are used to record financial transactions in two contrasting hospitality businesses. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example a small cafe and a hotel chain. Learners could interview representatives from each business to obtain their requirements and views in terms of financial documentation use.

For 2A.M1: learners need to explain the importance of accuracy of documents used to record financial transactions in two contrasting hospitality businesses. The research completed for **2A.P1** could be used to help achieve this criterion.

For 2A.D1: learners need to analyse the impact to two contrasting hospitality businesses of using effective and ineffective recording of financial transactions. These could be the two businesses selected for **2A.P1**. Learners need to use examples from their research to supplement their analysis. This could be, for example, a small business where no electronic documents are used versus a big business where electronic documents are used to record most financial transactions.

For 1A.1: learners need to identify documents used to record financial transactions in hospitality businesses. Evidence can be presented in written format.

Learning aim B

For 2B.P2: learners need to describe how internal control of financial transactions recording helps to prevent and detect theft and fraud in a hospitality business, using examples. Learners need to understand the common types of theft and fraudulent activities that could take place in hospitality businesses and how the likelihood of this happening could be reduced. Learners need to use specific examples of ways of recording financial transactions used by a hospitality business. They need to describe how each, combined with internal control, can be used to help prevent and detect theft and fraudulent activity.

For 2B.M2: learners need to expand on **2B.P2** and explain the importance of effective internal control of financial transactions recording in helping to prevent and detect theft and fraud in a hospitality business, using examples. Learners should use examples from their research to supplement their explanation.

For 2B.D2: learners need to analyse the impact of internal control issues on a hospitality business, recommending improvements to the methods used for recording financial transactions to help prevent and detect theft and fraud. Evidence presented to achieve **2B.D2** should show that learners are able to recommend improvements based on the analysis of the impact of internal control issues on a hospitality business. If data from real hospitality businesses is not available, this could be provided by the teacher as part of a simulated case study or scenario in the assignment brief.

For 1B.2: learners need to identify internal control systems that help prevent and detect theft and fraud in a hospitality business. Evidence can be presented in written format.

Learning aim C

For 2C.P3: learners need to describe how hospitality businesses use income statements (profit and loss accounts) and balance sheets (statements of financial position). Evidence must show learners understand the process for completing these documents and their purpose.

For 2C.P4: learners need to complete an accurate income statement (profit and loss account) from a given set of data for a hospitality business. The income statement (profit and loss account) must include a trading account and accurately identify gross profit. At this level learners need to be given the templates for an income statement (profit and loss account). The teacher must supply sets of data to allow learners to provide evidence for this criterion.

For 2C.P5: learners need to complete a balance sheet (statement of financial position) from a given set of data for a hospitality business. The balance sheet (statement of financial position) must include net assets, liabilities, capital and working capital. At this level learners need to be given the templates for a balance sheet (statement of financial position). The teacher must supply sets of data to allow learners to provide evidence for this criterion.

For 2C.M3: learners need to explain the financial performance of the business using the income statement (profit and loss account). Learners must base their explanation on the information included in the income statement (profit and loss account) that they have completed for **2C.P3**, accurately identifying net profit and comparing the business' performance over time.

For 2C.M4: learners need to explain the current financial position of the business using the balance sheet (statement of financial position). Learners must base their explanation on the information included in the balance sheet (statement of financial position) that they have completed for **2C.P4**, showing the business' financial position at a point in time.

For 2C.D3: learners need to analyse the financial performance and current financial position of the business using the income statement (profit and loss account) and balance sheet (statement of financial position), making recommendations for improvement to the finances of the hospitality business. The recommendations should be realistic and relevant to the information generated in the income statement (profit and loss account) and balance sheet (statement of financial position).

For 1C.3: learners need to complete an income statement (profit and loss account) from a given set of data for a hospitality business. The income statement must include a trading account. At this level learners need to be given the templates for an income statement (profit and loss account). The teacher must supply sets of data to allow learners to provide evidence for this criterion. At Level 1, this will provide a structured approach to completing an income statement.

For 1C.4: learners need to complete a balance sheet (statement of financial position) from a given set of data for a hospitality business. The balance sheet (statement of financial position) must include net assets, liabilities and capital. At this level learners need to be given the templates for a balance sheet (statement of financial position). The teacher must supply sets of data to allow learners to provide evidence for this criterion. At Level 1, this will provide structured approach to completing a balance sheet (statement of financial position).

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	How Hospitality Businesses Use Financial Documents to Record Transactions	You are working in the hospitality industry as assistant to the financial controller in a medium-sized hotel. The financial controller would like to update the financial documents that the hotel uses to record transactions. You have been given the task by the financial controller to investigate documents used to record financial transactions. To do this you will need to investigate how documents are used to record financial transactions in two contrasting hospitality businesses.	A presentation about financial documents used to record transactions in the hospitality industry. The presentation needs to include an explanation of the importance of accuracy of documents used to record financial transactions in two contrasting hospitality businesses, and an analysis of the impact to two contrasting hospitality businesses of using effective and ineffective recording of financial transactions.
1B.2, 2B.P2, 2B.M2, 2B.D2	Financial Internal Control in Preventing and Detecting Theft and Fraud in Hospitality Businesses	You continue in the same role of assistant to the financial controller. You have been asked to contribute to a report reviewing the importance of financial internal control in the prevention and detection of theft and fraud in hospitality businesses. To do this you will need to investigate how internal control of financial transactions recording helps to prevent and detect theft and fraud in a hospitality business, using examples.	A written report, using real examples of industry practice that describes how internal control of financial transactions recording helps prevent and detect theft and fraud in a hospitality business, explains the importance of effective internal control of financial transactions recording in helping to prevent and detect theft and fraud in a hospitality business, and analyses the impact of internal control issues on a hospitality business, recommending improvements to the methods used for recording financial transactions to help prevent and detect theft and fraud.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.3, 1C.4, 2C.P3, 2C.P4, 2C.P5, 2C.M3, 2C.M4, 2C.D3	Completing Income Statements and Balance Sheets	You continue in the same role of assistant to the financial controller. You have been given the task of completing an accurate income statement and a balance sheet for a hospitality business. You will also need to provide a description of how hospitality businesses use income statements (profit and loss accounts) and balance sheets (statements of financial position).	<p>A written report, describing how hospitality businesses use income statements (profit and loss accounts) and balance sheets (statements of financial position).</p> <p>Income statement (profit and loss account) and balance sheet (statement of financial position).</p> <p>This needs to include an explanation of the financial performance of the business using the income statement (profit and loss account) and an explanation of the current financial position of the business using the balance sheet (statement of financial position).</p> <p>The financial performance and current financial position of the business need to be analysed using the income statement (profit and loss account) and balance sheet (statement of financial position), with recommendations for improvement to the finances of the hospitality business.</p>

Unit 17: Alcohol Awareness in Hospitality

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Do you know what selling alcoholic beverages within the hospitality industry involves? Selling alcoholic beverages requires complying with guidelines and legislation. The promotion and advertising of alcoholic beverages is highly regulated and even banned in certain countries. There have been various campaigns to help prevent alcoholism, under-age drinking and drink driving. These campaigns are intended to educate customers on how to drink sensibly and avoid binge drinking.

This unit introduces you to different types of alcoholic beverage and the strengths of alcohol by volume (abv) and unit. It explores the origins of different types of alcoholic beverage, what they are made of and how they are produced. Knowledge of what sensible drinking limits are is vital. You will learn about the law with regards to labelling of alcoholic beverages and how this helps customers, who want to enjoy an alcoholic beverage and stay safe, stick to the daily alcoholic beverage unit intake guidelines.

It is important for businesses within the hospitality industry, and in particular licensed retail businesses to have the correct approach to selling alcoholic beverages. In this unit you will investigate the licensed retail industry, the types of business it consists of, its size and importance. You will learn about issues related to the sale of alcoholic beverages in licensed retail industry businesses and the importance of considering these issues, including the guidelines on irresponsible beverages promotions. Licensed retail businesses aim to tackle these issues and support their local communities by adhering to legislation relating to the sale of alcoholic beverages.

Learning aims

In this unit you will:

- A know about types of alcoholic beverage and the strengths of alcohol by volume (abv) and unit
- B understand the licensed retail industry and the issues related to the sale of alcoholic beverages.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about types of alcoholic beverage and the strengths of alcohol by volume (abv) and unit

Topic A.1 Types of alcoholic beverage

- Types, including:
 - wines and fortified wines, e.g. red, white, rosé, sparkling, port, sherry
 - distilled beverages –
 - spirits, e.g. whisky, gin, vodka, rum, brandy
 - alcopops
 - fermented beverages –
 - traditional beers, e.g. cask, keg, ale (top fermentation)
 - bottled beers, e.g. lagers (bottom fermentation)
 - speciality beers, e.g. wheat beer, fruit beer
 - ciders, perrys.
- Origin, e.g. country, region, new world, old world.
- Ingredients, e.g. grapes, potato, barley, apples.
- How different types of beverage are produced, including:
 - wines
 - spirits
 - beers.
- Effect of production methods on alcohol content of beverages.

continued

What needs to be learnt**Topic A.2 Strengths of alcohol by volume, units and calories**

- Meaning of alcohol by volume (abv) – one unit is equal to 10ml by volume of pure alcohol, e.g. half a standard (175ml) glass of red wine (12% abv), one 25ml single measure of spirit (40% abv), a third of a pint of beer (5% abv).
- Recommended maximum consumption of alcohol by unit – no more than three or four units a day for men, no more than two or three units a day for women.
- Calories, e.g. 134 calories in a standard (175ml) glass of red wine, 61 calories in one 25ml single measure of whisky, approximately 80 calories in a third of a pint of beer.
- Strengths of alcoholic beverages by abv, including:
 - wine 9–16%, fortified wine 14–25%
 - spirits, e.g. vodka 35–50%, brandy 35–60%, absinthe 45–89.9%
 - low-alcohol beer 0.0–1.2%
 - beer 2–12%.
- Law with regard to labelling of alcoholic beverages as current at time of delivery, e.g. list of ingredients for beverages with an abv of 1.2% or less, indication of durability for beverages with an abv of less than 10%, storage conditions or use, name or business name and address or registered office of manufacturer, place of origin, indication of abv, indication of the net quantity of the contents.

Learning aim B: Understand the licensed retail industry and the issues related to the sale of alcoholic beverages**Topic B.1 Licensed retail industry**

- Definition of licensed retail – businesses selling alcoholic beverages and/or food and/or accommodation, e.g. restaurants, pubs, bars and nightclubs.
- Importance of the licensed retail industry, e.g. economic value, employment opportunities.
- Size – including number of businesses, turnover (locally or nationally).

Personal and premises are the types of license that are required for all premises:

- A personal licence is required for anyone involved in the supplying alcohol or authorising the supply of alcohol from establishments that hold a premises licence to supply alcohol.
- A premises licence is required for:
 - sale of alcohol
 - provision of regulated entertainment
 - provision of hot food or hot drinks from a premises or vehicle between 11.00pm and 5.00am.
This will include pubs, leisure facilities, restaurants, nightclubs, community centres and late night take-aways centres and late night takeaways.
 - off-licence, e.g. convenience shops, supermarkets.

continued

What needs to be learnt

Topic B.2 Issues related to the sale of alcoholic beverages in licensed retail industry businesses

- Legal, including:
 - relevant legislation – licensing acts, personal licence and premises licence required, effects of non-compliance, e.g. fines, loss of personal licence, closure of business, loss of employment, negative publicity
 - legal age – 18 where the child is 16 or 17 years old and accompanied by an adult, it is legal for them to drink, but not buy, beer, wine and cider with a table meal
 - licensing – licensed hours and 24-hour opening
 - trade descriptions and sale of goods
 - weights and measures – spirits served in 25ml or 35ml measures, wine served in 125ml 175ml or 250ml measures (unless in bottle), 'beers' served in half-pint and pint measures (unless in bottle)
 - industry guidelines on irresponsible beverages promotions, e.g. inappropriate marketing, marketing to minors, drinking competitions, happy hours, loyalty cards.
- Government campaigns, e.g. Drinkaware.
- Health, including:
 - negative and positive effects of alcohol
 - negative, e.g. drunkenness, binge drinking, city centre violence, accidents (driving, at work)
 - positive, e.g. social occasions, traditional celebrations, drinking in moderation
 - potential effects of high alcohol intake on health, e.g. depression, disrupted sleep patterns, high blood pressure (leading to heart disease and strokes), liver disease, cancers (breast, oral, bowel), short-term memory failure.
- Socio-cultural and moral, including:
 - religious issues – religions which do not tolerate the use of alcohol
 - sale of alcopops – designed to appeal to young drinkers
 - alcohol and violence – many crimes and disruptive behaviour can be attributed to alcohol misuse
 - spiking beverages – dangerous effect on unsuspecting drinkers
 - anti-social behaviour – street violence and noise, low-grade vandalism
 - drink-related crime – high-grade vandalism and destruction of property.
- Importance for licensed retail industry businesses of considering legal, health, socio-cultural and moral issues when selling alcoholic beverages, e.g.:
 - avoiding prosecution, enforcement notices, fines, loss of licence, accidents
 - ensuring customer and staff health and safety, fair trading, social responsibility.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about types of alcoholic beverage and the strengths of alcohol by volume (abv) and unit			
1A.1 Identify different types of alcoholic beverage including how they are produced, their origin and ingredients.	2A.P1 Describe how different types of alcoholic beverage are produced, including their origin and main ingredient, using examples. #	2A.M1 Explain how the production methods of different types of wine, spirits and beer affect their alcohol content, using two examples of each. #	2A.D1 Analyse the influences of production methods, origins and ingredients of different types of wine, spirits and beer on their alcohol content, using two examples of each. #
1A.2 Identify alcohol by volume (abv) of different types of alcoholic beverages.	2A.P2 Compare alcohol by volume (abv) of wine, spirits and beer, using two examples of each. #		
1A.3 Identify main labelling requirements that apply to alcoholic beverages.	2A.P3 Describe the law with regard to the labelling of alcoholic beverages. #	2A.M2 Explain how alcoholic beverages labelling law enables customers to make an informed decision about consumption. #	2A.D2 Evaluate the importance of alcoholic beverages labelling law to customers in making an informed decision about consumption. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand the licensed retail industry and the issues related to the sale of alcoholic beverages			
1B.4 List types of licensed retail industry businesses within the UK.	2B.P4 Describe the licensed retail industry in the UK, using examples. #	2B.M3 Explain the importance of the licensed retail industry in the UK. #	2B.D3 Evaluate the importance to licensed retail industry businesses of considering legal, health, socio-cultural and moral issues affecting the sale of alcoholic beverages. #
1B.5 Identify legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages.	2B.P5 Describe legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages, using examples. #	2B.M4 Explain how legal, health, socio-cultural and moral issues affect the sale of alcoholic beverages in licensed retail industry businesses. #	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are access to appropriate beverage labels, lists and menus containing information on the origin, ingredients, production methods and alcohol content of beverages. Learners will also need access to licensing legislation.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have knowledge of different types of alcoholic beverage and the strengths of alcohol by volume (abv) and unit, and an understanding of the licensed retail industry and the issues related to the sale of alcoholic beverages.

To achieve all the assessment criteria, learners should research how different types of alcoholic beverage are produced, including their origin, ingredients and abv, and the law with regard to the labelling of alcoholic beverages. They should investigate the licensed retail industry in the UK, including legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages. Examples of licensed retail could be from hotels, restaurants, pubs, bars and nightclubs, etc.

Learning aim A

For 2A.P1: learners need to describe how different types of alcoholic beverage are produced, including their origin and main ingredient, using examples. Learners must cover two types of beverage from each of the categories in the unit content from different regions of the world, e.g. a red wine from Chile, a fortified wine from Portugal, a whisky from India, an alcopop from Canada, an ale from England and a lager from Belgium. This may be carried out following the investigation of, or visit to, a licensed retail business selling alcoholic beverages. Evidence could be provided in the form of a beverages menu.

For 2A.P2: learners need to expand on **2A.P1** and compare alcohol by volume (abv) of wine, spirits and beer, using two examples of each. Learners must cover two types of beverage from each of the categories in the unit content from different regions of the world, e.g. a red wine from Chile, a fortified wine from Spain, a whisky from India, an alcopop from Canada, a low-alcohol beer from Australia and a high-alcohol beer from Germany. This information could be included in the beverages menu created for **2A.P1**.

For 2A.P3: learners need to describe the law with regards to the labelling of alcoholic beverages. A report detailing labelling law for alcoholic beverages would demonstrate a full understanding of this criterion.

For 2A.M1: learners need to expand on **2A.P1** and **2A.P2** and explain how the production methods of different types of wine, spirits and beer affect their alcohol content, using two examples of each. Learners must cover two types of beverage from each of the categories in the unit content from different regions of the world, e.g. a red wine from Chile, a fortified wine from Spain, a whisky from India, an alcopop from Canada, a low-alcohol beer from Australia and a high-alcohol beer from Germany.

For 2A.M2: learners need to explain how alcoholic beverages labelling law enables customers to make an informed decision about consumption. Learners could, while visiting the licensed retail businesses, interview representatives from the businesses to obtain their views.

For 2A.D1: learners need to analyse the influences of production methods, origins and ingredients of different types of wine, spirits and beer on their alcohol content, using two examples of each. Learners must cover two types of beverage from each of the categories in the unit content from different regions of the world, e.g. a red wine from Chile, a fortified wine from Spain, a whisky from India, an alcopop from Canada, a low-alcohol beer from Australia and a high-alcohol beer from Germany.

For 2A.D2: learners need to expand on **2A.M2** and evaluate the importance of alcoholic beverages labelling law to customers in making an informed decision about consumption. Evidence could be provided in the form of a handout for the local community to create awareness of the law with regard to labelling of alcoholic beverages and how labels enable informed decisions to be made on sensible drinking limits. The handout should include the meaning of abv, examples of the abv, unit and calorie content for two types of beverage from each of the categories, and the recommended maximum consumption of alcohol by unit.

For 1A.1: learners need to identify different types of alcoholic beverage, including how they are produced, their origin and ingredients. Learners must identify two types of beverage from each of the categories, e.g. red wine, white wine, whisky, alcopops, ale and lager. Evidence could be provided in the form of a leaflet.

For 1A.2: learners need to identify abv of different types of alcoholic beverages. Learners must identify abv for two types of beverage from each of the categories, e.g. red wine, white wine, whisky, alcopops, ale and lager. This information could be included in the leaflet created for **1A.1**.

For 1A.3: learners need to identify main labelling requirements that apply to alcoholic beverages. This information could be included in the leaflet created for **1A.1**.

Learning aim B

For 2B.P4: learners need to describe the licensed retail industry in the UK, using examples. This should include at least three types of businesses retailing alcohol, the importance of the licensed retail industry and its size in terms of numbers of businesses and turnover. Learners could interview representatives from each business to find out their view.

For 2B.P5: learners need to describe legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages, using examples. Learners could use the businesses researched for **2B.P4** to achieve this criterion.

For 2B.M3: learners need to expand on **2B.P4** and explain the importance of the licensed retail industry in the UK in terms of, for example economic value, employment opportunities, and so on.

For 2B.M4: learners need to explain how legal, health, socio-cultural and moral issues affect the sale of alcoholic beverages in licensed retail industry businesses. Learners must explain what the issues are and their implications for licensed retail industry businesses.

For 2B.D3: learners need to expand on **2B.M3** and **2B.M4** and evaluate the importance to licensed retail industry businesses of considering legal, health, socio-cultural and moral issues affecting the sale of alcoholic beverages. Learners must evaluate the importance of taking these issues into account and the implications of not doing so.

For 1B.4: learners need to list types of licensed retail industry businesses within the UK. This should include at least one type of off-licence and two types of on-licence businesses.

For 1B.5: learners need to identify legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages. Learners should identify at least two legal, two health, and two socio-cultural and moral issues.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1, 2A.D2	Types of Alcoholic Beverage and the Strengths of Alcohol by Volume (abv) and Unit	You are working in the hospitality industry as bar staff. You have been tasked with preparing training materials for new staff. You decide to create an alcohol awareness campaign with posters and leaflets. To do this, you will need to investigate how different types of alcoholic beverage are produced, including their origin and ingredients, the abv of different types of alcoholic beverages and the law with regard to the labelling of alcoholic beverages.	<p>Alcohol awareness campaign with posters and leaflets for new staff describing how different types of alcoholic beverage are produced, including their origin and main ingredient, the law with regard to the labelling of alcoholic beverages and comparing alcohol by volume (abv) of wine, spirits and beer.</p> <p>This needs to include an explanation of how the production methods of different types of wine, spirits and beer affect their alcohol content, using two examples of each, and an analysis of the influences of production methods, origins and ingredients of different types of wine, spirits and beer on their alcohol content, using two examples of each. This should also include an explanation of how alcoholic beverages labelling law enables customers to make an informed decision about consumption, and an evaluation of the importance of alcoholic beverages labelling law to customers in making an informed decision about consumption.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M3, 2B.M4, 2B.D3	The Licensed Retail Industry and the Issues Related to the Sale of Alcoholic Beverages	You continue in the same role of bar staff. You have been asked to create a presentation to new staff about the licensed retail industry and the issues related to the sale of alcoholic beverages. To do this, you will need to investigate the licensed retail industry in the UK and legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages.	Presentation slides describing the licensed retail industry in the UK, legal, health, socio-cultural and moral issues related to the sale of alcoholic beverages, explaining the importance of the licensed retail industry in the UK, and how legal, health, socio-cultural and moral issues affect the sale of alcoholic beverages in licensed retail industry businesses, and evaluating the importance to licensed retail industry businesses of considering legal, health, socio-cultural and moral issues affecting the sale of alcoholic beverages.

Unit 18: Delivering the Hospitality Customer Experience

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

What makes a great hospitality business? How do you make sure that customers have a great experience and will want to come back? Excellent customer service is particularly important. Making customers welcome, relaxed and giving them what they want is vital for a successful hospitality business.

In this unit you will investigate the importance of providing excellent customer service in businesses within the hospitality industry. Excellent customer service is the essence of hospitality and the expectation of customers. The hospitality industry is reliant on its customers for its income and it must therefore ensure they receive excellent customer service. You will look at the benefits of excellent customer service and the impact that it can have on the customers, the staff and the business.

If the success of hospitality businesses relies on providing excellent customer service, monitoring service provision is essential. You will examine how customer service in hospitality businesses can be monitored and evaluated. Information resulting from the monitoring and evaluation of customer service can then be used to create customer profiling, which in turn can be used to enhance customer service.

You will have the opportunity to explore how customer service can be improved within hospitality businesses. You will investigate potential types of improvements to customer service provision in hospitality businesses and ways to achieve these improvements. You will find out how selected hospitality businesses recognise improvements to customer service and the implications to the customer, the business and the staff of putting these improvements into practice.

Learning aims

In this unit you will:

- A explore customer service aims and customer needs in the hospitality industry
- B demonstrate customer service skills and techniques in different hospitality situations
- C examine how customer service can be monitored and evaluated in the hospitality industry
- D explore how improvements to the customer experience in hospitality can be made.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore customer service aims and customer needs in the hospitality industry

Topic A.1 What is 'customer service'?

- Definition: customer service is the provision of service to customers before, during and after a purchase/service.

Topic A.2 Customer service aims

- Customer service aims, to include:
 - meeting customer needs
 - meeting business targets, e.g. customer numbers, bookings, sales
 - increasing profits
 - creating new business
 - encouraging repeat business.
- The size and type of business may have an effect on customer service aims:
 - size of business
 - small – fewer than 50 employees
 - medium – fewer than 250 employees
 - large – more than 250 employees
 - type of hospitality industry businesses, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.
- A business' customer service aims are informed by the impact of excellent and poor customer service on the business, e.g.:
 - increased/decreased sales
 - number of complaints
 - number of compliments
 - brand loyalty
 - staff turnover
 - referred business
 - job satisfaction.

Topic A.3 Customer types

- Internal customers, to include:
 - colleagues and staff within own team
 - supervisors and managers
 - owners
 - staff at other branches
 - suppliers.

continued

What needs to be learnt

- External customers, to include:
 - existing or new
 - individuals
 - groups, which may be organised groups
 - families
 - couples
 - business people
 - different age groups
 - different cultures/ethnicity
 - those with special requirements.

Topic A.4 Needs of different types of customer

- Accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.
- Health, safety and security.
- Assistance, e.g. with language translation, for customers with young children or babies, elderly customers.
- Advice may be needed, e.g. the suitability of a type of dish for a customer with a particular allergy, changing hotel room booking, solving problems or issues.
- Products and services, e.g. provided as booked, meeting a specific need.
- Specific needs, e.g. induction loop, access for people with disabilities.

Topic A.5 Responding to customer needs

- Written requests in the form of, e.g. an email for information, a completed booking form or a letter.
- Verbal requests, either face-to-face or over the telephone.
- Recognising unstated needs (the ability to recognise needs that have not been specified by the customer), e.g. a customer with a baby may need a highchair to sit at a table, a customer with mobility problems may need ground-floor accommodation at a hotel and access for a wheelchair.

Learning aim B: Demonstrate customer service skills and techniques in different hospitality situations

Topic B.1 Communication methods

- Formal communication, e.g. handling complaints, following standard procedures, using company templates/protocols.
- Informal communication, e.g. using non-standard communication channels, networking.
- Written communication, e.g. emails, text, complaint forms, accident reports, information leaflets, social media.
- Verbal communication, e.g. face-to-face communication, telephone calls.
- Non-verbal communication, e.g. body language, personal presentation.

continued

What needs to be learnt

Topic B.2 Communication skills and techniques appropriate to the situation and customer

- Verbal skills, e.g. pronunciation, dialects, accents, choice of language.
- Listening skills, e.g. actively listening, confirming understanding, indicating agreement/disagreement.
- Producing written documentation, all of which must be legible, have correct spelling and grammar, be accurate and fully complete, e.g. booking forms, receipts, complaint reports.
- Non-verbal, e.g. positive body language.

Topic B.3 Customer service skills and techniques specifically required for the hospitality industry

- Providing up-to-date and accurate information on products and services.
- Time management.
- Being welcoming and approachable.
- Recognising and responding appropriately to different customer needs.

Topic B.4 Selling skills and techniques

- Skills and techniques required to sell a product or a service, e.g.:
 - establishing a rapport
 - identifying needs
 - matching products and services to customer needs
 - other techniques, e.g. closing the sale, switch selling, features and benefits, objection handling
 - providing after-sales service.

Topic B.5 Customer types and disposition

- Recognising different types and dispositions of customers and communicating with each type in the most appropriate way.
- Different types and dispositions of customers, e.g.:
 - aggressive
 - complaining
 - distressed
 - non-English speaking.

Topic B.6 Hospitality situations

- Face-to-face, written, telephone.
- Complaints, e.g. wrong accommodation booked.
- Selling, e.g. an afternoon tea in a tea shop, bedroom accommodation in a hotel, a takeaway order over the telephone.
- Providing advice, e.g. in a hotel reception desk about local visitor attractions and transport links, in a coffee shop about the ingredients in a cake.
- Dealing with problems, e.g. lost passport at a hotel, accident involving a child at wedding event, no booking for a large group at a night club.

What needs to be learnt**Learning aim C: Examine how customer service can be monitored and evaluated in the hospitality industry****Topic C.1 Customer expectations**

- Meeting expectations, including level of products, level and efficiency of service.
- Exceeding expectations, including over and above what is expected, pre-empting needs, e.g. offering discounts, offering additional products or services.

Topic C.2 Monitoring and evaluating customer service

- Monitoring customer service through:
 - comment cards, e.g. in hotel bedrooms, in restaurants, at events
 - informal customer feedback, e.g. comments made by customers to reception staff when leaving a hotel or restaurant
 - staff feedback, e.g. in team meetings, staff questionnaires
 - customer service questionnaires, e.g. sent out once a customer has returned from holiday in a hotel, given out to a group leader at a conference
 - mystery customers
 - customer reviews, e.g. business' own website, independent websites which rate accommodation, events and restaurants
 - social networking sites, e.g. twitter, local forums.
- Evaluating customer service by looking at:
 - statistics from customer service departments, e.g. number of complaints, number of compliment letters, level and types of complaints or compliments
 - levels of sales
 - number of repeat or new customers
 - staff turnover
 - existing benchmarks, e.g. customer service policies, complaint policies, business' mission statement, other business policies.

Learning aim D: Explore how improvements to the customer experience in hospitality can be made**Topic D.1 Improving customer service**

- Types of improvements, e.g.:
 - quality and reliability of service or product
 - value for money
 - offering new products or services better suited to customers
 - changing existing products or services in response to customer feedback
 - changing internal procedures/processes
 - more positive body language and improved tone of voice from staff
 - ensuring staff comply with legal, regulatory and organisational obligations
 - better resolution of customer complaints or queries
 - improving internal customer service.

continued

What needs to be learnt

- Ways of improving customer service, to include:
 - identifying poor customer service and addressing areas for improvement, including identifying priorities
 - better communication with customers, e.g. in writing, by telephone, text message, email, face-to-face
 - providing better staff training, e.g. to ensure professional behaviour, courtesy and consideration towards customers, to anticipate customer needs
 - providing opportunities for staff to suggest improvements and innovative ideas to improve the customer experience
 - better and more efficient procedures, e.g. customer focused, less referral of queries to manager or supervisor, less paperwork, more accurate provision of information
 - reviewing availability of resources, e.g. sufficient numbers of staff employed, abilities and disposition of staff, previous experience and qualifications of staff.
- Recognising improvements to customer service, e.g.:
 - compliments from customers
 - positive media coverage
 - increased customer loyalty, repeat business.
- Implications of improving customer service, to include the impact on:
 - the customer, e.g. satisfaction (products and services)
 - the hospitality business, e.g. costs (time and resources), benefits (sales and profitability)
 - the employee, e.g. more training, development of new skills, job satisfaction, greater scrutiny of performance.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore customer service aims and customer needs in the hospitality industry			
1A.1 Outline the main customer service aims for two hospitality businesses. #	2A.P1 Describe the customer service aims for two contrasting hospitality businesses. #	2A.M1 Compare the main customer service aims for two contrasting hospitality businesses and how these aims relate to customer needs using relevant examples. #	2A.D1 Evaluate the main customer service aims for two contrasting hospitality businesses and how these aims relate to customer needs using relevant examples. #
1A.2 Outline the needs of one internal and one external customer type in hospitality. #	2A.P2 Explain the needs of three customer types in hospitality and how they are met. #		
Learning aim B: Demonstrate customer service skills and techniques in different hospitality situations			
1B.3 Identify the methods, skills and techniques required to deliver excellent customer service in hospitality.	2B.P3 Describe the methods, skills and techniques required to deliver excellent customer service in hospitality. #	2B.M2 Demonstrate appropriate and effective skills and techniques when responding to customers in three different hospitality situations. #	2B.D2 Demonstrate appropriate and effective skills and techniques and project a confident image when dealing with customers in three different hospitality situations. #
1B.4 Demonstrate, with support, skills and techniques when providing customer service in three hospitality situations. #	2B.P4 Demonstrate appropriate skills and techniques when providing customer service in three different hospitality situations. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Examine how customer service can be monitored and evaluated in the hospitality industry			
1C.5 Identify ways a selected hospitality business monitors and evaluates its customer service provision.	2C.P5 Explain how a selected hospitality business monitors and evaluates its customer service provision. #	2C.M3 Compare how two contrasting hospitality businesses monitor and evaluate their customer service provision. #	2C.D3 Evaluate the methods used by a selected hospitality business to monitor and evaluate their customer service provision. #
Learning aim D: Explore how improvements to the customer experience in hospitality can be made			
1D.6 Identify types of improvements hospitality businesses could make to their customer service provision.	2D.P6 Describe types of improvements hospitality businesses could make to their customer service provision using relevant examples. #	2D.M4 Assess the changes that a selected hospitality business could make to improve its customer service provision. #	2D.D4 Evaluate the impact of potential improvements to customer service provision on a selected hospitality business. #
1D.7 Outline the implications of improving customer service in a hospitality context. #	2D.P7 Explain the implications of improving customer service in a hospitality context using relevant examples. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Customer experience in the context of this unit could be related to UK and worldwide examples or a mixture of the two. It is essential that examples selected can provide sufficient source material to ensure achievement of the assessment criteria.

Practical activities should always be supported by witness statements, or observation records completed by the assessor. Observation records should be accompanied by supporting documents such as screen shots and brochure pages. Photographs, video recording, peer and self-assessment reviews are also effective forms of evidence.

Learning aim A

For 2A.P1: learners need to describe the customer service aims for two contrasting hospitality businesses. These must be the main aims of customer service as indicated in the unit content.

For 2A.P2: learners need to explain the needs of three customer types in hospitality and how they are met. Examples must cover both internal and external customers. Learners must cover all six categories of need across each of the three customer types. Learners must explain how a business responds to meet these customer needs. In doing so, learners must cover customer requests: in writing, verbally (face-to-face or by telephone) and recognition of unstated needs. Examples of recognition of unstated needs could be: a hotel receptionist notices from the booking form that there is an elderly customer with walking difficulties and ensures that the room allocated is on the ground floor and in an appropriate position within the hotel. A food and beverage server at a restaurant notices that amongst the groups of people arriving for a meal there is a toddler and asks whether they would like a highchair.

For 2A.M1: learners need to compare the main customer service aims for two contrasting hospitality businesses and how these aims relate to customer needs using relevant examples. Learners must show clear understanding of how the businesses have used the specific needs of their customers to inform the development of the customer service aims. Learners must select businesses that are different in size and type; examples can be used from **2A.P1**.

For 2A.D1: learners need to evaluate the main customer service aims for two contrasting hospitality businesses and how these aims relate to customer needs using relevant examples. These businesses will normally be those that have been used for **2A.M1**. This criterion lends itself to a report or learner presentation.

For 1A.1: learners need to outline the main customer service aims for two hospitality businesses, as outlined in the unit content.

For 1A.2: learners need to outline the needs of one internal and one external customer type in hospitality. Examples given by learners must cover the outlined content.

Learning aim B

For 2B.P3: learners need to describe the methods, skills and techniques required to deliver excellent customer service in hospitality. Learners must provide descriptions in their own words, including all elements of the content. Learners must include relevant examples from within the hospitality industry. This could be done as a written report or a verbal presentation using PowerPoint®. If learners are presenting their work as a verbal presentation, observation records should be used to support assessment of the presentation.

For 2B.P4: learners need to demonstrate appropriate skills and techniques when providing customer service in three different hospitality situations. This must include written, telephone and face-to-face situations. They will be demonstrating the appropriate skills and techniques required when providing customer service. One of the situations must cover a complaint. The second situation should cover either providing advice or dealing with a problem. For example, a hotel may provide a customer with advice on local attractions or over the telephone a conference centre may provide advice on facilities at the centre. Learners should be given an outline of the scenario in order to prepare for the situation and should be encouraged to practise their skills and techniques with their peers. In the third situation, learners must respond to a given scenario where they are expected to use their selling skills, for example, a hotel manager selling a wedding event or a contract food service provider selling catering for an exhibition. This situation will require learners to complete written paperwork such as a booking form or receipt. Evidence is likely to be in the form of observation records and/or witness statements.

For 2B.M2: learners need to demonstrate appropriate and effective skills and techniques when responding to customers in three different hospitality situations.

To meet this criterion learners should have practised their situations with peers; their responses should be professional and appropriate to the situation, for example when handling a complaint, the correct tone of voice should be used, empathy shown and a suitable choice of language would demonstrate if a learner has been effective in dealing with the complaint. The assessor feedback should clearly reflect how learners demonstrated effective skills and techniques and why the customer service was better than that provided to achieve **2B.P4**. Evidence is likely to be in the form of observation records and/or witness statements.

For 2B.D2: learners need to demonstrate appropriate and effective skills and techniques and project a confident image when dealing with customers in three different hospitality situations, including dealing with a complex complaint requiring an investigation to be undertaken, providing advice or dealing with a problem and selling a product/service. The assessor feedback should clearly reflect how learners demonstrated appropriate and effective skills and techniques and why the customer service was better than that provided to achieve **2B.M2**. Evidence is likely to be in the form of observation records and/or witness statements.

For 1B.3: learners need to identify the methods, skills and techniques required to deliver excellent customer service in hospitality. It is expected that learners will cover all of the applicable content with relevant examples from the hospitality industry.

For 1B.4: learners need to demonstrate, skills and techniques when providing customer service in three hospitality situations. This must include dealing with a complaint, providing advice and a sales situation. At Level 1 learners may be given a scenario which can be used to help demonstrate the skills and techniques which may be needed when selling a product or service to a specific type of customer in the given situation.

Learning aim C

For 2C.P5: learners need to explain how a selected hospitality business monitors and evaluates its customer service provision. Their explanation should include reasons why the hospitality business monitors and evaluates its customer service provision. Learners should use the internet and teacher input to consider the methods used by hospitality businesses to measure and monitor customer service. It is essential for learners to use relevant examples within their work. For example, some hotels have customer comment cards in bedrooms, reception and restaurants where staff can have their service rated. If the comment card is handed in to staff, the customer is entered into a prize draw to win a free weekend stay at the hotel. This helps the business to gain customer feedback, return business and also motivates staff to provide an excellent service to the customer.

For 2C.M3: learners need to compare how two contrasting hospitality businesses monitor and evaluate their customer service provision. Learners' comparisons should show how customer type and customer expectations have an influence on the methods which a business uses to monitor and evaluate its customer service provision.

For 2C.D3: learners need to evaluate the methods used by a selected hospitality business to monitor and evaluate their customer service provision. Evidence produced for **2C.M3** can be developed into an evaluation for **2C.D3** through a focus on the effectiveness of customer service monitoring and evaluation in the businesses selected for **2C.M3**.

For 1C.5: learners need to identify ways a selected hospitality business monitors and evaluates its customer service provision. Learners should give at least two examples of how a hospitality business monitors and evaluates its customer service provision.

Learning aim D

For 2D.P6: learners need to describe types of improvements hospitality businesses could make to their customer service provision using relevant examples. Examples could be drawn from research, either using the same businesses investigated in learning aims A and B, or choosing different ones. Descriptions of improvements to customer service provision could include components such as policies, processes and resources.

For 2D.P7: learners need to explain the implications of improving customer service in a hospitality context using relevant examples. The benefits of these improvements to the customer, the business and the staff should be explained, using at least one example for each.

For 2D.M4: learners need to assess the changes that a selected hospitality business could make to improve its customer service provision, such as a change to internal procedures and assess whether or not this has improved customer service provision.

For 2D.D4: learners need to evaluate the impact of potential improvements to customer service provision on a selected hospitality business. This should include the impact of changes to customer service provision for the customer, business and staff in terms of cost, time and resources.

For 1D.6: learners need to identify types of improvements hospitality businesses could make to their customer service provision. Learners should give at least three examples of improvements that businesses could make to improve service.

For 1D.7: learners need to outline the implications of improving customer service in a hospitality context. This should include one example each for the hospitality business, the customer and the staff.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Customer Service Aims	<p>You are to take on the role of assisting the customer services manager of a hospitality business and you are tasked with preparing training materials for new staff.</p> <p>The training materials you produce should refer to examples of customer service aims for different types of hospitality businesses and how these are linked to meeting the needs of different types of customers.</p>	<p>Report on customer service aims and how these are influenced by customer needs.</p> <p>Multimedia presentation could be used as an alternative to a report.</p>
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2	Customer Service Skills and Techniques	<p>Before you can take part in any practical role plays, it is important that you are aware of the skills and techniques used to deliver excellent customer service in hospitality.</p> <p>You have been given three different situations to prepare for tomorrow, including handling a complaint over the telephone, selling a weekend stay at a hotel to a family with two young children and providing advice to a customer travelling to a conference centre.</p>	<p>PowerPoint®/multimedia presentation to show the methods, skills and techniques used to deliver good customer service.</p> <p>Work experience or realistic working environment supported with personal statement and observation record could be used.</p> <p>Learners will also need to demonstrate appropriate and effective skills and techniques and project a confident image when dealing with customers in three different hospitality situations.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M3, 2C.D3	Customer Service Monitoring and Evaluation	You will continue in the role of assisting the customer services manager of a hospitality business and prepare more materials on further investigations into customer service provision. This will cover how the provision is monitored and evaluated. In order to meet the assessment criteria, the materials you produce need to refer to specific examples of hospitality businesses.	Written report or guidance booklet for use with new or existing staff. This needs to include a comparison and evaluation of the methods used by two contrasting hospitality businesses to monitor and evaluate the effectiveness of their customer service provision.
1D.6, 1D.7, 2D.P6, 2D.P7, 2D.M4, 2D.D4	Improving Customer Service in Hospitality Businesses	You will continue in the role of assisting the customer services manager of a hospitality business. Your manager has asked you to undertake some more research on how improvements to customer service in hospitality businesses can be made. The materials you produce will need to: <ul style="list-style-type: none"> • describe types of improvements hospitality businesses could make to their customer service provision using relevant examples • explain the implications of improving customer service in a hospitality context using relevant examples. In order to meet the assessment criteria, the materials you produce need to refer to specific examples of hospitality businesses.	Written report or guidance booklet for use with new or existing staff. This needs to include an assessment of the changes that a selected hospitality business could make to improve its customer service provision and an evaluation of the impact of potential changes to customer service provision on a selected hospitality business.

Unit 19: Hospitality Research Project

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Being able to explore ideas, plan activities, collect data and reach conclusions are important study and life skills. This unit gives you the opportunity to use your knowledge and skills to explore hospitality topics which are of interest to you. For example, have you ever wondered what links the customer service experience and hospitality provision, and why sales are increased? What activities do successful hospitality teams undertake and how could the success of a team be improved in a hospitality business? Or, how could healthy lifestyles be promoted by the hospitality industry? These are some questions that have been explored through hospitality-related projects.

The hospitality industry uses research techniques and methods to explore ideas and to solve problems. There are different types of project, for example a practical investigation into a hospitality issue based on observation, questionnaires and feedback, or a research-based study into a hospitality problem which uses pre-published data. You can choose the type of project you want to undertake.

You will need to plan, carry out and present a research project on a hospitality-related issue. Carrying out this project will give you the opportunity to fine tune your research and organisational skills as well as improve your confidence and communication skills. It is important to consider carefully an issue or area that motivates you.

Having the skills to research a hospitality-related topic and gain a detailed knowledge of a subject will benefit you when looking for a career or if you move to a higher-level qualification. The self-directed nature of this unit will also give you a sense of independence in your learning whilst encouraging you to explore a subject area of your own choice in-depth.

Learning aims

In this unit you will:

- A understand how to plan a research project in hospitality
- B produce a proposal for a research project in hospitality
- C carry out a research project in hospitality
- D review the outcomes of the hospitality research project.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how to plan a research project in hospitality</p> <ul style="list-style-type: none"> • Types of hospitality research projects, e.g. promotion of healthy lifestyles, planning a coffee shop, planning a hotel upgrade, planning catering provision to a hospital, planning hospitality services for a leisure venue, planning a membership club, planning an exhibition or an event. <p>Topic A.1 Planning a research project in hospitality</p> <p>Factors which have to be considered when planning the various stages of a research project.</p> <ul style="list-style-type: none"> • Selection of a suitable, realistic and appropriate research topic, e.g. from teacher-provided project options, own suggestions, a work-placement. • Appropriate issues/areas and how they have impacted on the hospitality industry, e.g. economic climate, industry trends, local/national context, seasonal. • The impact of time constraints in relation to the depth and breadth of the research topic. • Reasons for choice of research project, e.g. area of current or future interest, area of current or future research, complements main learning programme, supports development. • Aims and expected outcomes of the research project, e.g. determining the success of a hospitality event, hospitality teamwork performance review, training activities review, increased sales review. • Timescales, deadlines and clear goals, e.g. Specific, Measurable, Achievable, Realistic, Time-related (SMART) targets. • Time and organisation management. • Effective research methodology, e.g. primary and secondary methods, qualitative and quantitative approaches. • Availability of sufficient and reliable resources, e.g. access to internet/IT facilities, books, periodicals, interviews with industry professionals. • Identification of problems or possible problems, e.g. lack of access to data (primary and secondary sources), confidentiality issues, lack of resources. • The impact of identified constraints, e.g. resources, deadlines, availability of resources, time. • Outside influences on those undertaking the research, e.g. other subject deadlines, extracurricular activities, part-time employment.

What needs to be learnt**Learning aim B: Produce a proposal for a research project in hospitality****Topic B.1 Research proposal**

- The final research proposal should address the following areas:
 - the choice of topic, including its suitability and how practical and realistic it is
 - the research methods that will be used
 - where information will be found
 - how material from a variety of formats will be collated, e.g. written, audio, video, diagram, notation, blog, website
 - deadlines, both interim and final
 - possible constraints and limitations
 - expected outcomes
 - how the results of the investigation will be presented.

What needs to be learnt**Learning aim C: Carry out a research project in hospitality****Topic C.1 Carrying out research**

In carrying out the research activities identified in their proposal, it is advisable to use secondary sources. Research skills should be used to gather information which will answer the research proposal for the project, to include:

- following the outlined plan, e.g. monitoring, updating and recording changes
- using relevant research methods and resources
- presenting research information in an appropriate format, e.g. a research log that provides details of sources of information and research methods used
- showing how the issue or area selected for the research project (and related events) may have impacted on the industry
- analysis of data/information collected/used
- group working skills, e.g. collaboration, flexibility, listening, working with others.

Topic C.2 Relevance of resources used in research

- Robust research considers the quality of the information being collected, including:
 - the reliability of the sources used
 - selection of the most relevant information
 - the use of a variety of sources wherever appropriate or possible
 - judging the appropriateness and importance of selected information
 - discarding inappropriate or duplicate material.

Topic C.3 Presenting findings of the research project

Understanding of the chosen topic is shown by the presentation of the results of the research project in a suitable format.

- Formats, e.g.:
 - written report
 - magazine article
 - podcast
 - web material
 - recorded presentation.
- Requirements for the presentation of the results of the research project, including:
 - presenting accurate information
 - showing an understanding of the chosen topic
 - supporting any conclusions drawn through reference to the materials gathered
 - considering the structure of what is presented, e.g. introduction, sections of each sub-topic, conclusion.

What needs to be learnt**Learning aim D: Review the outcomes of the hospitality research project****Topic D.1 Review the project's outcomes**

Every project needs to be reviewed once it has been completed.

- Areas of project performance to include:
 - aims and objectives achieved – SMART targets met
 - whether questions posed by the research project have been answered
 - project deadlines met and other aspects of time management
 - organisational skills and planning
 - topic successfully researched and information presented appropriately
 - limitations of research project and resources
 - validity and quality of research project and resources
 - areas for improvements
 - recommendations for future projects.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how to plan a research project in hospitality			
1A.1 Outline factors that must be considered when planning a research project in hospitality. #	2A.P1 Describe the factors that must be considered when planning a research project in hospitality, based on personal experience. #	2A.M1 Explain the factors that must be considered when planning a research project in hospitality, based on personal experience. #	2A.D1 Assess the importance of the factors that must be considered when planning a research project in hospitality, based on personal experience. #
Learning aim B: Produce a proposal for a research project in hospitality			
1B.2 Outline specific reasons for carrying out a research project in hospitality through a research proposal, with support. #	2B.P2 Describe specific reasons for own choice of research project in hospitality through a research proposal. #	2B.M2 Explain specific reasons for own choice of research project in hospitality through a research proposal. #	2B.D2 Justify the reasons for own choice of research project in hospitality through a research proposal. #
1B.3 Plan a research project in hospitality, with support. #	2B.P3 Plan a research project in hospitality, clarifying activities, research methodology, deadlines and expected outcomes. #	2B.M3 Explain how the plan for the research project in hospitality will meet the expected outcomes. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Carry out a research project in hospitality			
1C.4 With support, demonstrate appropriate skills and use of resources when undertaking work on a research project in hospitality, including presentation of the research findings. *#	2C.P4 Demonstrate appropriate skills and use of resources to undertake and complete a research project in hospitality, including presentation of the research findings. *#	2C.M4 Demonstrate appropriate, effective skills and use of relevant resources to undertake and complete a research project in hospitality, including presentation of the research findings. *#	2C.D3 Demonstrate appropriate, effective skills and use of relevant resources to undertake and complete a research project in hospitality, justifying the skills and resources used. *#
Learning aim D: Review the outcomes of the hospitality research project			
1D.5 Outline whether the hospitality research project was successful. #	2D.P5 Review the success of the hospitality research project against the project's aims and expected outcomes. #	2D.M5 Explain the success of the hospitality research project against the project's aims and expected outcomes. #	2D.D4 Evaluate the success of the hospitality research project against expected outcomes, recommending improvements. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are opportunities to carry out a hospitality-based project on any relevant related topic or area. Therefore the resources required for this unit will depend on the choice and format of the chosen hospitality-related project that learners are carrying out. When planning their projects, learners need to take into account the resources available to them.

This unit could be delivered towards the end of the programme. This would enable learners to bring together themes and skills, gained from earlier units, in a final project.

If group work is undertaken, learners should ensure that they have their own individual evidence as well as the group's collected and collaborative evidence.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Learning aim A

For 2A.P1, 2A.M1 and 2A.D1 learners must explore the factors which need to be addressed in planning for the success of their chosen project and for planning of hospitality projects in general. Teachers may wish to choose certain issues or areas on which learners can focus their investigations. Learners should ensure that their choice of topic and the proposal which will form the base of their research for the project is current, accessible and relevant.

For 2A.P1: learners need to show they have investigated the factors that need to be addressed in the planning of their own research project, while for **2A.M1**, learners should fully explain these factors in the context of their chosen project. For **2A.D1** learners should show depth, detail and sound judgement in their exploration and consideration of the extent to which the different factors can affect a successful outcome for their chosen project.

For 1A.1: learners need to outline three factors which must be considered when planning their chosen project and projects in general. This could be demonstrated as a mind map, in a table or as a presentation. Teachers may wish to give the learners suggestions for suitable topics from which they can select one on which to base their project. Learners' evidence may be lacking in detail but will show basic understanding of the three planning factors.

If learners are presenting their work as a multimedia or a verbal presentation, then witness or observation records would be needed to support the decisions being made.

Learning aim B

For 2B.P2: learners need to produce a research proposal which gives relevant reasons for their choice of topic, issue or area for their hospitality-related project. Learners need to consider all aspects of their topic before deciding how they are going to investigate the issue or area.

For 2B.P3: learners need to plan a research project in hospitality, clarifying activities to be carried out, research methodology, deadlines and expected outcomes. Learners need to consider difficulties that might arise in undertaking the project.

Before learners begin planning their projects, teachers should ensure that the proposed topics, issues, areas to be investigated are current, valid and feasible.

For 2B.M2: learners need to consider all aspects of their topic before deciding how they are going to investigate the issue or area. Learners need to explain specific reasons for choosing their particular topic. The project plan should contain detailed comments to show a clear thought process and reasons for decisions made.

For 2B.M3: learners should focus on their project planning and explain how their plan will help them to successfully investigate their chosen topic and meet the expected outcomes. In their explanations, learners should refer to specific aspects of their project plan, including activities to be carried out, research methods, deadlines and expected outcomes.

For 2B.D2: learners need to consolidate their reasoning skills to show that they can justify the reasons for their own choice of research topic whilst also evaluating whether their planning will have a positive and successful outcome, any possible constraints and reasons for their evaluations.

For 1B.2: learners may receive teacher support and guidance in outlining their reasons for carrying out a research proposal. The reasons given in the research proposal may be limited in detail, coherence or relevance.

For 1B.3: learners may receive teacher support and guidance in planning their research project. Teachers may wish to give learners a template to plan how they intend to carry out the project. Learners' project plans may be limited in detail, relevance or have aspects that are basic or incomplete.

If learners are presenting their work for **1B.2** and **1B.3** as a multimedia or a verbal presentation, witness or observation records would be needed to support the decisions being made.

Learning aim C

For 2C.P4: learners will need to use a range of skills to undertake the project, from time management skills to research skills. Learners will be expected to know how to conduct their own research. Learners will undertake their research using several relevant sources of information, for example from books written on the subject and trusted websites, as well as from their own interviews with industry professionals. Learners will present their findings appropriately to meet their initial proposal.

For 2C.M4: learners will need to consolidate a range of appropriate skills and show the effectiveness of their skills and use of resources in completing a research project. The ability to show 'effectiveness' of skills will result in producing the intended outcome, i.e. undertaking, completing and presenting the research project findings. Their presentation of the research findings must provide a detailed, valid description of the outcomes.

For 2C.D3: learners should build on the evidence produced for **2C.P4** and **2C.M4**. Additionally, learners are required to show a high degree of effectiveness in completing their research project and presenting the findings. They will also need to justify specific skills and resources used in the resource project, providing valid reasons for the way in which skills and resources were used.

For 1C.4: learners must demonstrate appropriate skills to use information gathered to carry out their project plan. Learners may receive teacher direction and guidance, prior to final assessment, in achieving **1C.4**. Learners can plan and carry out projects in small groups but they must provide sufficient evidence to meet the unit assessment criteria on an individual basis. Learners must include in their evidence a list of resources used. The resources may be limited in number or lacking in reliability. Learners' presentations of the research findings may contain unstructured information that may not have a logical flow. Gaps in learners' knowledge may be apparent from the presentation or from questioning.

If learners are presenting their work as a multimedia or a verbal presentation, witness or observation records would be needed to support the decisions being made.

Learning aim D

For 2D.P5: learners need to review whether their project was completed successfully and whether it achieved its set aims and objectives. Learners need to be able to comment on their own performance when undertaking and completing the project. The work may be descriptive in places rather than evaluative throughout.

For 2D.M5: learners need to explain how successfully the project was completed and whether aims and objectives were met. Learners must reflect on their own performance when completing the project and consider what they have learned from it. To achieve **2D.M5**, learners should give at least two reasons in their explanation which show how the expected outcomes were achieved. Learners should explain how difficulties were overcome and how these difficulties could have affected the outcome of their project. Self-review and reflection should be clearly evident in the work.

For 2D.D4: learners need to evaluate whether their project was completed successfully and whether it achieved its expected aims and objectives. Learners need to be able to evaluate their own performance in undertaking and completing the project. They should be able to consolidate skills and knowledge used previously and justify actions taken during the course of the project. These justifications will allow learners to formulate recommendations for improvement for future projects which can be drawn from their conclusions and self-review.

For 1D.5: learners must show a general understanding of whether or not the hospitality-related project met its aims. They should show some awareness of their own performance in undertaking the project. The outline may take the form of a basic question and answer session with the teacher. Witness statements should be kept to record this evidence to show the assessment criteria has been met.

If learners are presenting their work as a multimedia or a verbal presentation, witness or observation records would be needed to support the decisions being made.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	What is a Research Project in Hospitality?	Create an article for your school/college's website where you will give tips on how to approach a hospitality research project and what planning factors can affect the successful outcome of the project.	Article, blog, multimedia presentation. Diagrams/tables/images should be included. Supporting evidence to show explanatory and assessment comments.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.M3, 2B.D2	Plan a Hospitality Research Project	Choose a hospitality issue/area for your project. Produce a corresponding proposal for the research project. Set aims, objectives and deadlines and show how you are going to achieve your research proposal.	Written plan/Gantt chart, including a timeline, research sources to be used, issue/area and associated events to be investigated and projected outcomes. This should include specific reasons for own choice of research project in hospitality through a research proposal.
1C.4, 2C.P4, 2C.M4, 2C.D3	Carry Out the Hospitality Research Project	You have six weeks to carry out and produce your findings for your hospitality project. Research and carry out your hospitality project. You may be asked to present your findings at a school/college open evening to prospective hospitality students.	Written report, article, verbal or multimedia presentation. Statistical data should be included. Presentations would need teacher observation reports.
1D.5, 2D.P5, 2D.M5, 2D.D4	Review Your Hospitality Project	Review your hospitality project against your original aims and objectives. Review how you addressed the project, how you went about completing the project and what you have learned from undertaking a hospitality project.	Verbal or multimedia presentation. Supporting evidence to show explanatory comments. Presentations would need teacher observation reports.

Unit 20: Work Experience in Hospitality

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

One sector of the economy that is still growing is the hospitality industry. As a result of this growth, there is an ever-increasing requirement to improve the skills of the current and future workforce.

Undertaking a work experience in hospitality is an excellent way for you to gain an idea of what happens in the workplace, giving you the opportunity to develop your knowledge, skills and understanding first-hand within hospitality environments. You can use the skills that you develop when you start looking for a job in the hospitality industry and these will add value to your job applications.

This unit enables you to undertake work experience in hospitality, which will give you the opportunity to gain first-hand experience of some of the demands of the industry. This will also help you to decide whether hospitality is the right industry and type of work for you. You will prepare for your work experience in hospitality by learning how to find and apply for a suitable vacancy. You will participate in the interview process, gaining experience of using interview skills. You will also discuss and agree the personal targets and goals to be achieved during your work experience placement.

You will undertake work experience in hospitality, working towards personal and professional development goals. You will look at work-based health and safety issues, and learn more about the workplace, gaining knowledge, skills and understanding to help you to progress in a career in the hospitality industry.

Your work experience should be approximately 30 hours, this could be over five consecutive working days, or spread over a wider period of time. Through your work experience you will investigate and use the skills that are needed in the workplace and you will gain first-hand experience of the hospitality industry in action. You will have the opportunity to consider the personal contribution you have made to the business and your future career aims.

On completion of your work experience in hospitality, you will reflect on the benefits of undertaking the work experience, and the next steps that you will need to take to get into a career in hospitality.

This unit is a forbidden combination with *Unit 21: Hospitality Community Volunteering*.

Learning aims

In this unit you will:

- A prepare for a work experience in the hospitality industry
- B work towards personal and professional development goals during a work experience in hospitality
- C reflect on the benefits of undertaking a work experience in the hospitality industry.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Prepare for a work experience in the hospitality industry</p> <ul style="list-style-type: none"> ● Work experience, e.g. placement, part-time employment, full-time employment. ● Job opportunities, e.g. bar person/manager, chef, cleaner, concierge, conference and banqueting assistant/manager, hotel porter, hotel receptionist, receptionist, waiter/waitress. <p>Topic A.1 Job-searching techniques</p> <ul style="list-style-type: none"> ● Different career paths available to hospitality learners, e.g. chef/kitchen work, food and beverage service, accommodation service, front of house/reception, sales and marketing, back-office support services, customer service. ● Using criteria for job searches, including type of hospitality-based placement, type of placement, role. ● Matching own skills and interests of areas of hospitality to specific jobs. ● Setting criteria for job search. ● Recognising suitable opportunities, including those where required skills could be developed on the job. ● Places to search for vacancies, e.g. industry websites, job databases, local and national newspapers, job-hunting and work experience websites, recruitment agencies, trade journals, job centres, local community noticeboards, word-of-mouth. <p>Topic A.2 Applying for jobs in the hospitality industry</p> <ul style="list-style-type: none"> ● Application methods, e.g. CV and cover letter, application form, recruitment event, online. ● Tailoring application documents to fit the requirements of a specific employer, e.g. using research into a business to contribute towards the development of a CV and covering letter, using business website, contact with personnel at a specific business for guidance. ● Relevant education, skills, qualifications, experience and interests. ● How gaps could be addressed, e.g. on-the-job training, work-shadowing, further reading, completing a course. ● Detailing achievements to date, e.g. school or college awards, food hygiene qualifications, hospitality-linked qualifications, voluntary work. ● Presentation of application, e.g. form filled out correctly, spelling, format, appropriate language and structure suitable for vacancy. ● Checking accuracy of application, e.g. no embellishments, facts are correct. ● Own suitability for job roles in the hospitality industry, in terms of education, interests, possession of skills and knowledge/qualifications to be successful in role, Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Topic A.3 Interview skills

- Using communication skills, including verbal (listening, speaking) and non-verbal (body language, facial expressions).
- Presentation of self, appearance, clothing, cleanliness.
- Asking questions about workplace, e.g. uniform or dress code requirements, working hours, key contacts at workplace.
- Asking for clarification or further information when necessary.
- Preparing answers to common questions, e.g. reason(s) for applying for the role, skills and knowledge needed to carry out role(s) in the hospitality industry, current industry-specific issues.
- Competently using interview skills, including applying the necessary interview skills and/or knowledge to effectively manage self during the interview process, demonstrating professionalism.

Topic A.4 Target setting in preparation for work experience

- Setting appropriate SMARTER (specific, measurable, achievable, realistic, time-related, exciting, and recorded) targets, e.g. for the work experience, for longer-term career goals.
- Collecting evidence of achievement in the workplace, e.g. witness statements, observation records, digital images, audio and visual recordings, documents, artefacts.

Learning aim B: Work towards personal and professional development goals during a work experience in hospitality

Topic B.1 Health and safety considerations at work

- Measures to ensure personal health and safety, e.g. personal protective equipment (PPE), clothing, hygiene, appropriate footwear, safe manual handling procedures.
- Comply with current health and safety legislation, Health and Safety at Work Act, Food Safety, Consumer Protection, Weights and Measures, Control of Substances Hazardous to Health (COSHH) Regulations, Reporting of Diseases and Dangerous Occurrences Regulations (RIDDOR), local bye-laws.
- Measures to ensure safety of others, e.g. working in a safe manner individually, keeping fire exits clear, safe storage of products and equipment, safe storage of chemicals, safe disposal of waste products, safe operation of equipment, safe moving and storage of furniture.
- Possible health and safety risks, e.g. breach of food hygiene regulations, cuts, scalds, repetitive strain injury (RSI), back problems arising from incorrect handling of equipment, misuse of chemicals.
- Measures to reduce risk, e.g. risk assessment, risk controls, contingency planning, training, protective measures, clothing, guards, signage, labelling.

continued

What needs to be learnt**Topic B.2 Use work-related skills to carry out work-related activities**

- Work-related activities in hospitality: related to work experience undertaken, e.g. assisting with hospitality activities/events (equipment set-up, service, equipment set-down), undertaking promotional activities, taking enquiries/bookings, undertaking cleaning, undertaking maintenance, general administrative tasks (record keeping), food preparation, cooking and service.
- Maintaining a personal log/diary (documenting skills used, tasks completed and experiences).
- Basic work-related skills including:
 - communicating with others, e.g. manager, supervisor, colleagues, customers/clients
 - teamworking, completing tasks within agreed timescales, following instructions, following health and safety practices, asking for help and guidance when necessary
 - administrative tasks, e.g. maintaining/updating records, using internal communication systems
 - providing customer service for internal/external customers, adapting communication methods and skills for different activities, and people.
- Advanced work-related skills including: demonstrating leadership skills (when working with others), problem-solving, e.g. finding a new way to complete activities, using technology to complete activities more efficiently, organising resources.
- Competently demonstrating basic and advanced work-related skills: applying the necessary skills and/or knowledge to effectively complete work-related activities/tasks in hospitality.

Topic B.3 Development within and beyond the workplace

- Gathering 360 degree feedback:
 - from colleagues, supervisor(s), customers, assessor(s)
 - for example verbal, use of comment cards, questionnaires, video diaries.
- Relevance of feedback to personal career goals.
- Reviews and appraisals, target setting, assessing the progress toward goals, technical skills, interpersonal skills.
- Evaluating own contribution to business targets, e.g. key performance indicators (KPIs), SMARTER targets, operational and strategic objectives, departmental objectives.
- Reviewing personal contribution to the business, reflecting on:
 - key achievements, work-related activities and tasks completed
 - feedback obtained, e.g. from colleagues, supervisor, customers
 - areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques, what was found to be challenging and why
 - the skills and knowledge needed to be successful in the role.
- Recommendations for future career development, e.g. further education, relevant part-time or voluntary work, future work experience placement or shadowing opportunities, researching other industries, speaking to careers adviser, identifying potential future job roles of interest, including qualifications required (e.g. mathematics, English, ICT, hospitality-related), skills and training needed.
- Planning short-term and long-term objectives for career development, e.g. within next six months, a year, two years.

continued

What needs to be learnt**Topic B.4 Maintaining a reflective journal**

- Keeping a daily record of significant events during a work experience.
- Documenting experiences.
- Reflecting on personal and professional development.
- Monitoring the completion of SMARTER targets.

Learning aim C: Reflect on the benefits of undertaking a work experience in the hospitality industry**Topic C.1 Benefits of undertaking work experience in the hospitality industry**

- Using a personal log/diary to review skills gained and developed, and work-related activities completed, e.g. customer service, teamwork, administration, leadership, communication.
- Collecting feedback:
 - from colleagues, supervisor(s), customers, assessor(s)
 - e.g. verbal, use of comment cards, questionnaires, video diaries.
- Considering benefits of work experience (where aims and objectives have been achieved):
 - hospitality-specific skills gained and developed, e.g. interpersonal skills, customer service, teamwork, administration, communication skills, work skills
 - personal development benefits, e.g. improved self-confidence, development of communication skills, development of interpersonal skills, better insight into working life, learning new skills and techniques, increasing own knowledge of the hospitality industry, transferability of skills developed, reference from employer
 - reviewing interest in the hospitality industry, e.g. strengthened by experience, decreased due to experience, created interest in another related industry/area.
- Short-term benefits, including reference from employer, improvement of CV, ability to highlight experiences and achievements in job interviews.
- Long-term benefits, including transferability of skills developed.
- Identifying potential future job roles of interest, including qualifications, skills and training needed.
- Identifying next steps, e.g. further education, relevant part-time or voluntary work, work experience placement or shadowing, researching other industries, speaking to careers adviser, impact on career plans, professional development opportunities.
- Key achievements and examples, e.g. contributions to projects, experience of specific tasks, opportunities to participate in and observe a range of specialist activities.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Prepare for a work experience in the hospitality industry			
1A.1 Use job-searching techniques to find a work experience in hospitality from given sources of information, with support. #	2A.P1 Use job-searching techniques to find three suitable opportunities for a work experience in hospitality from researched sources of information. #	2A.M1 Compare the suitability for self of three selected work experience opportunities in hospitality, recommending the most suitable option. #	2A.D1 Justify own suitability for a selected work experience in hospitality based on research into a specific career path. #
1A.2 Use job application methods to apply for a suitable work experience in hospitality, selecting essential personal information, with support. #	2A.P2 Use job application methods to apply for a suitable work experience in hospitality, selecting relevant personal information that supports the application. #	2A.M2 Apply research into a selected hospitality-related career path to tailor application documents. #	
1A.3 Use interview skills during an interview for a work experience in hospitality, with support. #	2A.P3 Competently use interview skills during an interview for a work experience in hospitality. #		
1A.4 Set simple targets to be achieved during a work experience in hospitality, with support. #	2A.P4 Negotiate SMARTER targets with an employer to be achieved during a work experience in hospitality, in support of personal career goals. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Work towards personal and professional development goals during a work experience in hospitality			
1B.5 Identify health and safety considerations to ensure personal safety during the work experience in hospitality, with support. #	2B.P5 Describe health and safety considerations that ensure the safety of self and others during the work experience in hospitality. #	2B.M3 Discuss three potential health and safety risks that could occur during the work experience in hospitality, and appropriate measures to reduce these risks. #	
1B.6 Demonstrate basic work-related skills to complete a given work-related task in hospitality, with support. #	2B.P6 Competently demonstrate work-related skills to complete work-related tasks in hospitality. #	2B.M4 Competently demonstrate relevant work-related skills to complete work-related tasks in hospitality. 2B.M5 Explain own contribution to the business of having undertaken a work experience in hospitality and recommendations for future career development. #	2B.D2 Justify own contribution to the business of having undertaken a work experience in hospitality and recommendations for future career development. #
1B.7 Gather feedback on own performance during a work experience in hospitality, with support. *#	2B.P7 Gather 360 degree feedback on own performance while undertaking a work experience in hospitality. *#		
1B.8 Outline own contribution to the business, with support. #	2B.P8 Describe own contribution to the business and recommendations for future career development. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Reflect on the benefits of undertaking a work experience in the hospitality industry			
1C.9 Identify benefits to self of undertaking a work experience in hospitality, with support.	2C.P9 Describe benefits to self of undertaking a work experience in hospitality in relation to skills developed. #	2C.M6 Explain the benefits of undertaking a work experience in hospitality in relation to self and to the business. #	2C.D3 Analyse the short- and long-term benefits to self and to the business of completing a work experience in hospitality. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

This unit focuses on learners gaining a work experience of approximately 30 hours in hospitality. Learners should be given the background knowledge and understanding of the job market and the skills required when applying for work, and working, in a competitive vocational environment.

Centres are encouraged to develop links with a wide cross-section of hospitality businesses with diverse roles. Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events, etc.

Visits by staff from potential work experience placements would add context and realism to the preparation process (for example, using interview skills).

Links could be made with the careers service/local job centres that could provide advice on the hospitality job market as well as the skills needed when applying for a job in this industry.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

It is recommended that teachers create one holistic assignment (comprising three tasks) to assess all the criteria for this unit.

Learners should be clear about the practical tasks they are expected to perform. They should also be responsive to broader issues such as customer service, timekeeping and health and safety during their work experience.

Centres must take responsibility in ensuring that all aspects of safeguarding learners on work experience have been covered. This includes risk assessments and the use of personal protective clothing.

It is recommended that learners complete approximately 30 hours' work experience in hospitality. This could be over five consecutive working days, or spread over a wider period of time. This work experience cannot contribute evidence towards any part of *Unit 21: Hospitality Community Volunteering*. Evidence from a simulated work experience is not acceptable.

Learners cannot gain evidence from working in customer service in a general retail outlet. However, evidence generated from learners working in specialist hospitality industry areas, where, for example, food products are sold, may be acceptable. Work shadowing, if undertaken during the hospitality work experience, is acceptable.

Learning aim A

For 2A.P1: learners need to use job-searching techniques to find three suitable opportunities for a work experience in hospitality from researched sources of information. Learners need to carry out independent research, using job-searching techniques, to search for three appropriate work experience opportunities in hospitality; they will not rely on vacancies supplied by teachers and will undertake their work independently using appropriate source material.

For 2A.P2: learners need to use job application methods to apply for a suitable work experience in hospitality, selecting relevant personal information that supports the application. Learners must complete their own application forms, ensuring relevant personal information is selected to support the application. Evidence should include real documents from the application process.

For 2A.P3: learners need to competently use interview skills during an interview for a work experience in hospitality. This means they will apply the necessary interview skills and/or knowledge to effectively manage themselves during the interview process, demonstrating professionalism and motivation.

The interview for the position must be witnessed and ideally recorded. Witness statements/observation records must be completed to support assessment decisions. Interviews may be simulated if there is no employer available, but learners should be encouraged to consider this process as a realistic preparation for their work experience.

For 2A.P4: learners need to negotiate specific, measurable, achievable, realistic, time-related, exciting and recorded (SMARTER) targets with an employer, to be achieved during a work experience in hospitality, in support of personal career goals. The negotiation and agreement of targets could be conducted via a face-to-face meeting or telephone discussion with the employer, which should ideally be recorded and must be supported with a witness statement or observation record.

For 2A.M1: learners need to compare the suitability for self of three selected work experience opportunities in hospitality, recommending the most suitable option. Level 2 learners need to work independently, looking at their own skills and knowledge.

For 2A.M2: learners need to apply research into a selected hospitality-related career path to tailor application documents to the requirements of a specific employer, for example matching their CV and covering letter to meet selected hospitality business requirements that learners have determined through research.

For 2A.D1: learners need to justify own suitability for a selected work experience in hospitality based on research into a specific career path. By researching and reviewing their reasons for selecting the work experience in hospitality, learners will be in a position to justify a chosen career path and provide evidence to support their chosen option.

For 1A.1: learners need to use job-searching techniques to find a work experience in hospitality from given sources of information. Teachers will need to give learners a list of suitable sources of information, from which learners can find an appropriate work experience in hospitality.

For 1A.2: learners need to use job application methods to apply for a suitable work experience in hospitality, selecting essential personal information. The learner could be given a pro forma of an application form to complete.

For 1A.3: learners need to use interview skills during an interview for a work experience in hospitality, however they will not demonstrate competent use of skills. The interview for the position must be witnessed and ideally recorded. Witness statements/observation records must be completed to support assessment decisions. Interviews may be simulated if there is no employer available, but learners should be encouraged to consider this process as a realistic preparation for their work experience.

For 1A.4: learners need to set simple targets to be achieved during a work experience in hospitality, learners can use a simple template to assist with this task. The targets will not be subject to prior negotiation and agreement with an employer.

Learning aim B

For 2B.P5: learners need to describe health and safety considerations that ensure the safety of self and others during the work experience in hospitality. The workplace will determine the specific requirements, considerations and descriptions.

For 2B.P6: learners need to competently demonstrate work-related skills to complete work-related tasks in hospitality. Competent demonstration means learners will demonstrate application of the necessary skills and/or knowledge to effectively complete work-related tasks in hospitality. Teachers may develop simulated tasks, prior to the learner undertaking their work-experience, in order to develop specific skills and/or knowledge. A record should be made of the skills and tasks which are undertaken at work.

Hospitality work-related tasks could be assisting with running hospitality activities or events, undertaking promotional activities, taking bookings, undertaking maintenance or cleaning, carrying out general administrative tasks, and carrying out food preparation, cooking and service. It is recommended that at least ten different work-related tasks are completed during the work experience in order to achieve SMARTER targets negotiated with employer: the tasks selected should give learners a broad taster experience of the hospitality industry. Learners must keep clear records of work-related tasks completed in their personal log/diary, together with supporting witness statements/observation records.

For 2B.P7: learners need to gather 360 degree feedback on own performance while undertaking a work experience in hospitality from colleagues, supervisor(s), customers and assessor(s). Learners can design their own feedback questionnaire form or customise a pre-designed questionnaire to meet their needs.

For 2B.P8: learners need to describe own contribution to the business and recommendations for future career development. In describing their personal contribution to the business, learners need to consider their key achievements, the skills and knowledge needed to be successful in the role, and areas for improvement. Learners can use information from their 360 degree feedback report as evidence.

For 2B.M3: learners need to discuss three potential health and safety risks that could occur during the work experience in hospitality, and appropriate measures to reduce these risks. Learners need to consider how the risks and measures interrelate and the extent to which they contribute to overall health and safety.

For 2B.M4: learners need to competently demonstrate relevant work-related skills to complete work-related tasks in hospitality. 'Competent demonstration' means learners will demonstrate application of the necessary advanced skills and/or knowledge to effectively complete work-related tasks in hospitality. Teachers may develop simulated tasks, prior to the learner undertaking their work-experience, in order for learners to develop specific skills and/or knowledge. A record should be made of the skills and tasks that are undertaken at work.

Hospitality work-related tasks could be assisting with running hospitality activities or events, undertaking promotional activities, taking bookings, undertaking maintenance or cleaning, carrying out general administrative tasks, and carrying out food preparation, cooking and service. It is recommended that at least ten different work-related tasks are completed during the work experience in order to achieve SMARTER targets negotiated with employer: the tasks selected should give learners a broad taster experience of the hospitality industry. Learners must keep clear records of work-related tasks completed in their personal log/diary, together with supporting witness statements/observation records.

For 2B.M5: learners need to explain own contribution to the business of having undertaken a work experience in hospitality and recommendations for future career development, providing details and giving reasons and/or evidence to support their explanation. Learners can use information from their 360 degree feedback report to support their responses. Their report results should enable learners to plan and map specific paths in their development.

For 2B.D2: learners need to justify their own contribution to the business of having undertaken a work experience in hospitality and recommendations for future career development. Learners need to give reasons or evidence to support how they arrived at their conclusions. Learners can use information from their 360 degree feedback report to support their responses.

For 1B.5: learners need to identify health and safety considerations to ensure personal safety during the work experience in hospitality. Teachers could use discussion relating to varying hospitality settings as the basis for the work. Learners could spot the hazards on pre-prepared illustrations or in case studies.

For 1B.6: learners need to demonstrate basic work-related skills to complete a given work-related task in hospitality set by employer. Evidence will be through records of how these skills have been applied (during the work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by a work supervisor.

For 1B.7: learners need to gather feedback on their performance during a work experience in hospitality, learners can use a simple template for gathering feedback. The feedback collected will only focus on two or three areas of skills performance.

For 1B.8: learners need to outline own contribution to the business, this can be completed by filling in a given form. Recommendations for future career development will not be considered.

Learners should use their personal log/diary to reflect on and review their experiences and what they have achieved and learned as a result. It is important for learners to focus on positive issues and to be constructive about the whole work experience.

Learning aim C

For 2C.P9: learners need to describe benefits to self of undertaking a work experience in hospitality in relation to skills developed. Learners need to include reference to the benefits of each skill developed and its importance to them.

For 2C.M6: learners need to explain the benefits of undertaking a work experience in hospitality in relation to self and to the business. Learners need to provide details and give reasons and/or evidence to support their explanation. Learners' personal log/diary and collected feedback will prove useful reflections in helping to shape the explanation.

For 2C.D3: learners need to analyse the short- and long-term benefits to self and to the business of completing a work experience in hospitality. In preparing their analysis, learners should use evidence from their personal log/diary together with collected feedback to identify each benefit, say how these are related and how each one contributes to their overall experience.

For 1C.9: learners need to identify benefits to self of undertaking a work experience in hospitality.

Learners could produce a presentation to deliver to the teacher and group reflecting on the benefits of their work experience in hospitality, giving them an opportunity to share their thoughts and experiences and the contributions they have made.

If presentations are the chosen assessment method, teachers must complete observation records confirming learner achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 1A.4, 2A.P1, 2A.P2, 2A.P3, 2A.P4, 2A.M1, 2A.M2, 2A.D1	Task 1 Preparation for My Work Experience in Hospitality	You need to prepare for employment by searching for suitable work experience opportunities in hospitality, completing job applications, using interview skills and researching health and safety considerations. Following a successful application, you undertake an interview showing competent use of interview skills.	Portfolio of evidence, including: <ul style="list-style-type: none"> ● details of selected vacancies ● job application(s) ● signed observation record of interview skills demonstrated ● SMARTER targets negotiated and accompanying witness statement.
1B.5, 1B.6, 1B.7, 1B.8, 2B.P5, 2B.P6, 2B.P7, 2B.P8, 2B.M3, 2B.M4, 2B.D2	Task 2 My Work Experience Log and Review	During your work experience in hospitality, you demonstrate work-related skills in context to address work-related tasks. Keep a personal log/diary of the skills used and developed and the work-related tasks that you carried out. Your work should include details of how things went, your own contribution to the business, what you learned from the experience, and recommendations for your future career development in hospitality.	Short report detailing health and safety considerations. Personal log/diary (written or electronic). Signed witness statement(s) from a business representative. A presentation reviewing the work experience, with supporting notes. Observation record(s).
1C.9, 2C.P9, 2C.M5, 2C.D3	Task 3 Benefits of a Work Experience in Hospitality	What benefits did you gain from undertaking a work experience in hospitality? What benefits did the business gain? Use evidence from your personal log/diary, together with collected feedback, to reflect on the benefits of your work experience in hospitality.	Personal log/diary (written or electronic). Signed witness statement(s) from business representative. A presentation reflecting on the work experience, with supporting notes. Observation record(s).

Unit 21: Hospitality Community Volunteering

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Why do people contribute time and energy to volunteering in hospitality? What opportunities exist to volunteer in your local community? What are the benefits of volunteering in hospitality to the local community, the business and the volunteer? Working as a hospitality community volunteer can be rewarding and fun, and enables you to 'give something back' to the local community. It can be a good way for you to meet people of different ages, cultures and nationalities who have the same interests as you. It is also a great way for you to learn new skills and contribute to a good cause.

Hospitality community volunteers are a diverse workforce, with a wide range of experience, and they bring different skills to the role. Examples of hospitality community volunteering include helping to support hospitality teams at events, a local youth centre, Scouting and Guiding, a kitchen for the homeless, assisting with the making and the preparation and distribution of refreshments at events or designing promotional materials and websites. Without these volunteers, hospitality in the community would effectively cease to exist. Volunteers also play a valuable role in helping to stage major events in the UK.

You will explore the importance of volunteering in hospitality to the businesses and your local community. You will look at the advantages and disadvantages of being a volunteer, and the advantages and disadvantages to businesses of using volunteers.

You will investigate opportunities available locally and nationally for hospitality community volunteering, looking at different businesses and the roles available.

You will undertake a hospitality community voluntary placement. Your placement will be for a total of 20 hours, which may be accumulated over a number of weeks. This will enable you to be fully involved in the placement, develop the skills needed and demonstrate your ability to work in the industry.

At the end of the unit, you will review your voluntary placement. You might discover that you have developed skills that can be used in other situations. This will help to give you an idea of the hospitality-related career you might like to follow, or which course you would like to progress to.

This unit is a forbidden combination with *Unit 20: Work Experience in Hospitality*.

Learning aims

In this unit you will:

- A explore the importance of hospitality community volunteering
- B investigate opportunities for hospitality community volunteering and the organisations involved
- C undertake a hospitality community voluntary placement
- D review own experience of a hospitality community voluntary placement.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore the importance of hospitality community volunteering

- Volunteer opportunities, e.g. preparing, cooking and serving food and beverages, provision of accommodation for clubs, community groups or at hospitality events, contributing to running hospitality events, contributing to running hospitality clubs, customer service activities.

Topic A.1 Benefits of hospitality community volunteering

- Reasons why people volunteer and the benefits of volunteering, including:
 - to 'give something back' to their local community
 - to gain experience and develop skills
 - to support a particular cause
 - having an interest in a particular industry/business
 - to meet new people and make friends
 - to meet course/training requirements
 - to gain hospitality-related experience, qualifications/awards, e.g. food hygiene
 - to improve and enhance their CV.

Topic A.2 Disadvantages of hospitality community volunteering

- Potential disadvantages of volunteering for the volunteer, including:
 - difficulties in balancing other commitments with volunteering
 - loss of opportunity to carry out paid employment
 - lack of recognition for voluntary work, e.g. financial, verbal, written
 - lack of training and support
 - high/low expectations of volunteers by organisations and service users.

Topic A.3 Benefits of using volunteers

- Benefits of, and reasons why, organisations use volunteers, including:
 - to save on staffing costs
 - to utilise the experience and skills of others
 - to involve the wider community in the business/hospitality activity raising its profile
 - to set an ideological example, e.g. charitable organisations that are fully staffed by volunteers (or heavily dependent on volunteers)
 - to enable organisations to provide basic human needs, e.g. food, warmth and shelter.

Topic A.4 Disadvantages of using volunteers

- Potential disadvantages of using volunteers within the business, including:
 - cost of training, e.g. provision of basic training, uniform, protective clothing, personal equipment
 - unreliability or lack of commitment from volunteers
 - high turnover of volunteers, lack of consistency
 - recruiting volunteers.

What needs to be learnt
<p>Learning aim B: Investigate opportunities for hospitality community volunteering and the organisations involved</p>
<p>Topic B.1 Hospitality community volunteering opportunities and organisations involved</p> <ul style="list-style-type: none"> ● Aim and purpose of organisations involved. ● Volunteer roles, e.g. hospitality specialist roles in food/beverage preparation and service, accommodation service, front of house, back office support functions, serving customers. ● Importance of voluntary roles in relation to organisational aims. ● The role of schools/colleges in hospitality community volunteering. ● Purpose of activities carried out by volunteers, e.g. provision of skills, raising funds, provision and service of food and beverages for clubs, camps and at community-based events. ● National organisations involved in community volunteering, e.g. local churches running food kitchens and hostels, Women's Royal Voluntary Service (WRVS) serving food and beverages in hospitals, groups providing residential camps. ● Hospitality events involving hospitality community volunteering, e.g. local, regional, and national events, competitions, garden parties, exhibitions, conferences, fund raising linked to charities.
<p>Learning aim C: Undertake a hospitality community voluntary placement</p>
<p>Topic C.1 Identifying and developing the required skills</p> <ul style="list-style-type: none"> ● Work skills, e.g. positive work attitude, punctuality, reliability, organisational skills, teamwork, confidentiality, till work, customer service skills, manual handling, taking customer enquiries, responding to enquiries, verbal and written communication skills, receiving and giving instructions, listening, non-verbal communication, using problem-solving skills to address and resolve issues. ● Competently demonstrating work skills: appropriately applying the necessary skills and/or knowledge to effectively undertake a hospitality community voluntary placement. <p>Topic C.2 Undertaking a hospitality community volunteering placement</p> <ul style="list-style-type: none"> ● Personal aims and objectives. ● Reflective log/diary of own performance during the placement. ● Following health and safety practices applicable to placement. ● Using skills to complete tasks (transferable skills, hospitality-specific skills).

What needs to be learnt**Learning aim D: Review own experience of a hospitality community voluntary placement****Topic D.1 Reviewing own role as a volunteer**

- Collecting feedback:
 - from colleagues, supervisor(s) and assessor
 - for example, verbal, use of comment cards, questionnaires, video diaries.
- Strengths, e.g. own effectiveness in a volunteer role (what was learned, what was done well, achieving personal aims and objectives, skills used).
- Areas for improvement, e.g. what was found to be challenging and why, where outcomes do not meet planned goals.
- Considering the real benefits of own contribution to the organisation, reflecting on:
 - feedback obtained, e.g. from colleagues, supervisor(s)
 - the skills and knowledge needed to be successful in the role.
- Recommendations for future training and development to achieve personal hospitality community volunteering aims and objectives, e.g. training needs, use of different training courses/activities or strategies, new challenges and volunteering opportunities linked to personal development.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore the importance of hospitality community volunteering			
1A.1 Outline the benefits of hospitality community volunteering to the volunteer, with support. #	2A.P1 Describe the benefits and disadvantages of hospitality community volunteering to the volunteer. #	2A.M1 Assess the benefits and disadvantages of hospitality community volunteering to the volunteer. #	2A.D1 Evaluate, using locally relevant examples, the benefits to the volunteer and local community of hospitality community volunteering. #
1A.2 Outline the benefits to organisations of using volunteers, with support. #	2A.P2 Describe the benefits and disadvantages to organisations of using volunteers. #	2A.M2 Assess the benefits and disadvantages to organisations and service users of using volunteers. #	
Learning aim B: Investigate opportunities for hospitality community volunteering and the organisations involved			
1B.3 Identify the aims of two hospitality organisations where volunteers work in the local community, with support.	2B.P3 Describe the aims and purposes of two different local hospitality organisations and how they use volunteers within the local community. #		
1B.4 Outline roles in community hospitality, carried out by volunteers, with support. #	2B.P4 Describe roles in community hospitality carried out by volunteers, and two volunteering opportunities available locally. #	2B.M3 For a selected hospitality activity, compare local and national roles available for hospitality community volunteering. #	2B.D2 Evaluate own suitability for different voluntary roles in local hospitality organisations. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Undertake a hospitality community voluntary placement			
1C.5 Demonstrate work skills while undertaking a hospitality community voluntary placement, with support. #	2C.P5 Competently demonstrate relevant work skills while undertaking a hospitality community voluntary placement. #		
Learning aim D: Review own experience of a hospitality community voluntary placement			
1D.6 Review own experience of undertaking a hospitality community voluntary placement, identifying strengths, with support. #	2D.P6 Review own experience of undertaking a hospitality community voluntary placement, describing strengths, areas for improvement, and contribution to the organisation. #	2D.M4 Explain own contribution to the organisation as a hospitality community volunteer throughout the placement, and strengths and areas for improvement. #	2D.D3 Evaluate own contribution to the organisation as a hospitality community volunteer, and make recommendations for future training and development. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are many organisations and agencies that centres could contact for advice and guidance on volunteering opportunities in hospitality. These include National Governing Bodies, church groups, youth groups, youth hostels, the National Association for Voluntary and Community Action (NAVCA), Scouting and Guiding, etc.

Forming links with local youth centres, community-run clubs or groups and leisure centres could also prove useful.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

The emphasis in this unit is to enable learners to find and undertake hospitality community voluntary work that matches their skills set and interests. Learners will work towards reviewing how their voluntary work can contribute to their personal and career plans.

It is recommended that teachers create one holistic assignment (comprising two tasks) to assess all the criteria for this unit.

Assessment evidence for this unit could be presented in the form of a portfolio of evidence, including initial learner research into the benefits and disadvantages of hospitality community volunteering, the aim and purpose of organisations involved, and the different roles and opportunities available; reflective log/diary notes and annotated photographs from undertaking the hospitality community voluntary work placement; and, finally, learners' reflection on their experience.

Learning aim A

Learners will explore the importance of hospitality community volunteering.

For 2A.P1: learners need to describe the benefits and disadvantages of hospitality community volunteering to the volunteer. Evidence could be generated through group discussion leading to the development of a table.

For 2A.P2: learners need to describe the benefits and disadvantages to organisations of using volunteers. Learners need to include reference to volunteer recruitment being one of the most important challenges facing any organisation relying on voluntary effort, whether a community group or a large national charity or hospital trust. Evidence could be generated through group discussion to add to the table developed for **2A.P1**.

For 2A.M1: learners need to assess the benefits and disadvantages of hospitality community volunteering to the volunteer. Having developed evidence for **2A.P1**, learners could reflect on what they, and others, have written and determine the benefits and disadvantages of volunteering from a volunteer's perspective. Teachers could use a checklist to measure the evidence that each learner has provided.

For 2A.M2: learners need to assess the benefits and disadvantages to organisations and service users of using volunteers. Learners' assessment should provide precise and detailed information.

For 2A.D1: learners need to evaluate, using locally relevant examples, the benefits to the volunteer and local community of hospitality community volunteering. Learners should review the information they have gathered and then bring it together to form a conclusion, giving evidence for their views or statements.

For 1A.1: learners need to outline the benefits of hospitality community volunteering to the volunteer. Learners will provide a brief outline only of the benefits of hospitality community volunteering to the volunteer. Evidence could be provided in the form of a short presentation or a poster.

For 1A.2: learners need to outline the benefits to organisations of using volunteers. Learners will provide a brief outline only of the benefits to organisations of using volunteers. This information could be included in the presentation or poster produced for **1A.1**.

Learning aim B

Learners need to investigate opportunities for hospitality community volunteering and the organisations involved.

For 2B.P3: learners need to describe the aims and purposes of two different local hospitality organisations and how they use volunteers within the local community. Learners should carry out research on the two selected organisations and develop specific material which describes the rationale and volunteer use.

For 2B.P4: learners need to describe roles in community hospitality carried out by volunteers, and two volunteering opportunities available locally. Descriptions and opportunities could be evidenced as part of a discussion, which teachers can record using electronic or paper-based records.

For 2B.M3: learners need, for a selected hospitality activity, to compare local and national roles available for hospitality community volunteering, explaining the similarities/differences and advantages/disadvantages between the roles.

For 2B.D2: learners need to evaluate own suitability for different voluntary roles in local hospitality organisations, reviewing the information collected and then bringing it together to form a conclusion. Learners will provide evidence to support their views.

At Level 1, learners need to discuss the aims of hospitality organisations where volunteers work in the local community, prior to undertaking an assessment.

For 1B.3: learners need to identify the aims of two hospitality organisations where volunteers work in the local community. Evidence could be provided in the form of a short presentation or a poster and include the discussion learners had with hospitality organisations before undertaking the assessment.

For 1B.4: learners need to outline roles in community hospitality, carried out by volunteers. This information could be included in the presentation or poster produced for **1B.3**, bringing in the discussion learners had with hospitality organisations before undertaking the assessment.

Learning aim C

At Level 2, the hospitality community voluntary placement will be for a total of 20 hours, which may be accumulated over a number of weeks. This will enable learners to be fully involved in the placement, develop the skills needed and demonstrate their ability to work in the industry.

The voluntary placement cannot contribute evidence towards any part of *Unit 20: Work Experience in Hospitality*. Evidence or part-evidence gained from simulation is not acceptable.

At Level 1, there is no set amount of time for the voluntary work placement. However, it must be sufficient to allow learners to gain the knowledge and experience they need to meet the requirements of the assessment criteria.

Evidence of practical work should be recorded by making use of witness statements, observation records and annotated video/audio recordings. Learners could use annotated images or video clips as evidence, with the appropriate agreement from organisation(s).

Evidence should be gathered throughout the placement and should be authenticated by the teacher or a person in authority from the voluntary organisation. Centres are ultimately responsible for verifying evidence and should be confident that those who sign witness statements and observation records for a hospitality community voluntary placement are sufficiently competent to do so.

Observation records should clearly show learner achievement against the target assessment criteria. Signed witness statements and supporting learner evidence should be retained by the centre for quality assurance purposes.

For 2C.P5: learners need to competently demonstrate all relevant work skills while undertaking a hospitality community voluntary placement. This means that learners will appropriately apply the necessary skills and/or knowledge to effectively undertake their placement. This should include, for example positive work attitude, punctuality, reliability, organisational skills, teamwork, when contributing to running a hospitality event for the purpose of raising funds for a local charity. In addition to maintaining a reflective log/diary of their own performance during their placement and the skills used, learners need to collect relevant feedback from their colleagues, supervisor(s) and assessor. Witness statements/observation records must be completed to support assessment decisions.

For 1C.5: learners need to demonstrate work skills while undertaking a hospitality community voluntary placement. At Level 1, learners will not demonstrate competent use of skills during their placement, i.e. they will show limited knowledge, skills and experience.

Learning aim D

For 2D.P6: learners need to review own experience of undertaking a hospitality community voluntary placement, describing strengths, areas for improvement, and contribution to the organisation. In describing their contribution to the organisation, learners should use feedback obtained from colleagues and supervisor(s), considering the skills and knowledge needed to be successful in the role.

For 2D.M4: learners need to explain own contribution to the organisation as a hospitality community volunteer throughout the placement, and strengths and areas for improvement. Learners need to provide details and give reasons/evidence to support their explanation.

For 2D.D3: learners need to evaluate own contribution to the organisation as a hospitality community volunteer, and make recommendations for future training and development. Training and development recommendations should be based on strengths and areas for improvement which they identified in **2D.P6** and **2D.M4**. Learners need to give reasons or evidence to support their opinions and show how they arrived at their conclusions.

For 1D.6: learners need to review own experience of undertaking a hospitality community voluntary placement, identifying strengths. Their review will be limited and possibly only identify their strengths.

Centres must ensure that learners have obtained permission to make use of evidence including photos and videos of individuals in voluntary hospitality-related contexts.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1, 1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.D2	Task 1 Hospitality Community Volunteering	<p>You have seen a number of youth clubs in your local area and thought it might be fun to volunteer.</p> <p>You should carry out some research into the benefits and disadvantages of hospitality community volunteering, the aims and purpose of organisations involved and the roles in community hospitality carried out by volunteers. Find out about the opportunities available and include comments on how suitable the roles are for you.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • benefits and disadvantages of hospitality community volunteering • opportunities available • an assessment of own suitability for the different voluntary roles in hospitality organisations.
1C.5, 1D.6, 2C.P5, 2D.P6, 2D.M4, 2D.D3	Task 2 Being a Hospitality Community Volunteer	<p>Having been accepted as a volunteer, you need to consider the general work skills that you are going to use. You will then competently demonstrate the appropriate use of skills.</p> <p>On completion of your hospitality community voluntary placement, reflect on what you have learned about yourself and the contribution you have made to the organisation.</p> <p>You will also need to suggest appropriate future training and development that you could undertake to support work in this area.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • personal aims and objectives • reflective log/diary • witness statements/observation records • annotated photos of the activities carried out • annotated video recordings • written review or presentation and supporting notes.

Unit 22: Sales and Merchandising in Hospitality

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Have you ever noticed that in a fast food restaurant you are often asked if you would like to 'go large', or in a coffee shop if you would like a pastry with your drink, or in a restaurant if you would like to see the wine list? Are you just being offered a good service or is the business trying to get you to spend more money? A successful hospitality business is aiming to achieve both by meeting the needs and expectations of customers while meeting business objectives of increasing sales and making a profit.

In this unit you will learn how hospitality businesses use sales and merchandising to maximise income and you will learn the skills required to sell and merchandise hospitality products and services successfully.

Many staff working in the hospitality industry are involved in selling, including hotel receptionists, bar staff, baristas, event planners and food and beverage servers. These staff need to know about the products and services they are selling so they can give customers any relevant information that may influence the purchasing decision. The selling process attempts to inform customers and persuade them to purchase. Sales staff need a combination of excellent communication skills, interpersonal skills, customer service skills and product knowledge.

Merchandising is the activity of promoting the sale of goods using various techniques. It could be the display of cakes and pastries in a coffee shop to entice a customer to buy one with their coffee, or a display of menus and brochures in a hotel reception to promote future stays and restaurant meals.

You will have the opportunity to develop techniques to sell hospitality products and services successfully and you will put your selling skills into practice.

Learning aims

In this unit you will:

- A understand the selling process and skills required for selling hospitality products and services
- B know how hospitality businesses use merchandising techniques to increase sales
- C understand the importance of customer service within the selling environment of hospitality businesses
- D demonstrate hospitality selling skills and processes.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand the selling process and skills required for selling hospitality products and services

Topic A.1 The selling process for hospitality products and services

- Purpose of selling, e.g. to bring about or encourage the exchange or delivery of a product or service for money or its equivalent.
- Importance of sales to hospitality businesses, e.g. increased profits, gaining repeat business, increased market share, increased average spend, meeting business objectives.
- Stages of selling process, including:
 - making contact
 - determining customer needs
 - presenting the product or service
 - handling questions and objections
 - closing the sale
 - suggestion selling/up-selling
 - following up.
- Complying with the law, e.g. accuracy of information.
- Sales motivation, e.g. targets, commission, bonuses.
- Hospitality products and services, e.g. food, beverage, accommodation, information on products, food and beverage service provision to other industries, facilities management, events management, vending.

Topic A.2 Skills required in the selling process in hospitality businesses

- Interpersonal skills, e.g. positive attitude, appropriate behaviour, greeting customers positively, respect for customers (courtesy, interest).
- Customer service skills, e.g. positive attitude and behaviour, using positive language, active listening, motivation, confirming satisfaction.
- Personal presentation skills, including:
 - self-assurance, organisation, being relaxed, being in control, being convincing
 - personal appearance, e.g. personal hygiene, dress code, hair, make-up.
- Communication skills, including:
 - speaking, e.g. appropriate language, tone, pitch, pace, avoiding use of jargon
 - listening, e.g. asking customers appropriate questions, repeating back important information, looking attentive
 - body language, e.g. posture, facial expression, hand gestures, eye contact
 - styles of communication, e.g. face-to-face, on the telephone, in writing.
- Hospitality industry business types, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.

What needs to be learnt**Learning aim B: Know how hospitality businesses use merchandising techniques to increase sales****Topic B.1 Merchandising techniques used in the hospitality industry**

- Definition of merchandising, e.g. the activity of promoting the sale of products and services through their visual presentation, the display of products or services for sale in such a way that it stimulates interest and entices customers to make a purchase.
- Purpose of merchandising, e.g. increased sales, reduced stock levels, impulse buys, engaging the five senses (sight, touch, smell, taste, hearing).
- Types of merchandising techniques, including:
 - displays, e.g. window, hot spot, point of sale
 - product positioning
 - poster, chalkboard design
 - tasters and sampling
 - demonstrations
 - shelf-talkers, table-talkers
 - health and safety implications, e.g. risk assessment.

Learning aim C: Understand the importance of customer service within the selling environment of hospitality businesses**Topic C.1 Importance of customer service to hospitality businesses**

- Customer types, including:
 - internal, e.g. team colleagues, other teams, supervisors, managers
 - external, e.g. existing, new, individuals, groups, business people, non-English speaking, different ages, different cultures, gender, families with young children
 - customers with special needs, e.g. physical disability such as hearing or sight impairment, special dietary needs or preferences, accompanied by small children, with learning difficulties.
- Decision to purchase, e.g. price, quality, reputation, loyalty, recommendation.
- Customer service, e.g. information, support, communication, attitude, training.
- Target market, e.g. matching products and services to need.
- Meeting customer needs, including by:
 - customer type, e.g. business, pleasure, domestic, international
 - customer expectations, e.g. luxury, value for money, special offers
 - buyer behaviour, e.g. special occasion, experience, convenience.

Topic C.2 Selling environment of hospitality businesses

- Face-to-face, e.g. hotel reception, restaurant service, coffee shop counter, bars.
- Telephone, e.g. hotel/restaurant reception, restaurant takeaway service.
- Online, e.g. website, email, social media.

What needs to be learnt**Learning aim D: Demonstrate hospitality selling skills and processes****Topic D.1 Demonstrating customer service in selling skills in hospitality**

- Preparing for the sales process, e.g. producing a checklist of activities to complete, presenting the information, matching products and services to customers.
- Product knowledge, e.g. number of guestrooms, restaurant opening hours/capacity, meeting facilities, prices, distance of transportation to venue, local attractions.
- Maintaining an appropriate appearance, e.g. personal hygiene, dress code.
- Maintaining an appropriate attitude, e.g. polite manner, language, positivity.
- Communicating with customers, e.g. spoken, written, listening, answering routine questions/enquiries, non-verbal, face-to-face, eye contact, knowing limits of authority.
- Sales process, e.g. initiating, making, closing.

Topic D.2 Demonstrating customer service in selling processes in hospitality

- Special requirements and requests, e.g. room upgrades, food side orders, wine list, larger/smaller size meals, breakfast.
- 'In room' sales, e.g. mini-bar, in-house movies, room service.
- Sales situations – initiating, making, closing (greeting and introduction, attracting customers' attention and interest, presenting product information, persuading customers to buy).
- Recording information, e.g. sales, payments, customer information.
- Dealing with enquiries.
- Handling complaints or problems.
- Repeat sales.
- Upselling.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the selling process and skills required for selling hospitality products and services			
1A.1 Identify the stages of the selling process in hospitality.	2A.P1 Describe the selling process stages for hospitality products and services. #	2A.M1 Explain how the skills for selling hospitality products and services support the selling process in hospitality businesses. #	2A.D1 Evaluate how effective skills for selling hospitality products and services can improve the selling process in hospitality businesses. #
1A.2 List the skills required for selling hospitality products and services.	2A.P2 Describe the skills required for selling hospitality products and services. #		
Learning aim B: Know how hospitality businesses use merchandising techniques to increase sales			
1B.3 Identify merchandising techniques used in hospitality businesses.	2B.P3 Describe, using examples, merchandising techniques used by two contrasting hospitality businesses to increase sales. #	2B.M2 Explain how different merchandising techniques can be used effectively to increase sales in two contrasting hospitality businesses. #	2B.D2 Evaluate how effective different merchandising techniques could be in increasing sales in two contrasting hospitality businesses. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand the importance of customer service within the selling environment of hospitality businesses			
1C.4 Identify how customer service is used in hospitality businesses to meet the needs of customers in the selling process.	2C.P4 Describe how customer service is used within the selling process in two contrasting hospitality businesses to meet the needs of different customer types. #	2C.M3 Explain the importance of customer service in the selling process for hospitality businesses. #	2C.D3 Analyse the provision of customer service within the selling process in two contrasting hospitality businesses to meet the needs of different customer types. #
Learning aim D: Demonstrate hospitality selling skills and processes			
1D.5 Answer two routine customer enquiries in a given hospitality sales situation. #	2D.P5 Demonstrate customer service skills when handling two different types of customer requirements or requests in a given hospitality sales situation, showing appropriate preparation. #	2D.M4 Demonstrate effective customer service skills when handling two different types of special requirements or requests in a hospitality sales situation. #	2D.D4 Demonstrate confident use of customer service and selling skills when handling two different types of special requirements or requests in a hospitality sales situation. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

This unit requires learners to show evidence that they have an understanding of the importance of sales and merchandising to hospitality businesses and their customers. This will involve understanding the stages of the selling process, the skills required for selling and understanding merchandising techniques while meeting the needs of customers. Learners must be able to demonstrate selling skills and processes used in hospitality selling environments. This can be achieved in real working environments, such as training restaurants, through work experience or simulated activities and role play.

To achieve all the assessment criteria, learners should investigate contrasting hospitality businesses (for example, hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, memberships clubs, events, etc) which give a contrast in terms of size, area of the industry and an appropriate range of selling situations.

Learning aim A

For 2A.P1: learners need to describe the selling process stages for hospitality products and services. Examples of hospitality products and services should be identified to enable learners to understand why selling is important to hospitality businesses. Learners could visit hospitality businesses to find out about the stages of the selling process in each. Examples from staff handbooks from real businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study. Evidence could be in the form of an induction pack.

For 2A.P2: learners need to describe the skills required for selling hospitality products and services. For example, someone working in a hotel reception will use different methods to secure a sale when compared to someone who works in a restaurant, selling takeaway food. One scenario usually involves face-to-face contact with the customer, while the other does not. In the first situation, the sales person must consider the impact of their personal physical presentation, while the sales person in the second scenario must be aware of the impact of vocal presentation. This information could be included in the induction pack produced for **2A.P1**.

For 2A.M1: learners need to explain how the skills for selling hospitality products and services support the selling process in hospitality businesses. Learners will need to be able to give examples of how this is achieved in different types of selling situations in hospitality businesses. Learners could use evidence from their observations of sales staff in **2A.P2** to help them achieve this criterion. Evidence could be in the form of a case study to add to the induction pack produced for **2A.P1** and **2A.P2**.

For 2A.D1: learners need to evaluate how effective skills for selling hospitality products and services can improve the selling process in hospitality businesses. The evaluation should be based on the observation of skills and knowledge used by sales staff in the hospitality businesses they have selected to research. Evidence could supplement the case study done for **2A.M1** to add to the induction pack produced for **2A.P1**, **2A.P2** to illustrate the impact of different sales skills and knowledge in hospitality selling situations.

For 1A.1: learners need to identify the stages of the selling process in hospitality. Evidence could be provided in the form of a short presentation or a poster.

For 1A.2: learners need to list the skills required for selling hospitality products and services. This information could be included in the presentation or poster produced for **1A.1**.

Learning aim B

For 2B.P3: learners need to describe, using examples, merchandising techniques used by two contrasting hospitality businesses to increase sales. Learners could, while visiting the hospitality businesses, interview staff from each business to find out the merchandising techniques they use. This information could be included in the induction pack produced for **2A.P1**.

For 2B.M2: learners need to explain how different merchandising techniques can be used effectively to increase sales in two contrasting hospitality businesses they have researched. The businesses used need to be sufficiently contrasting to demonstrate learners' depth and breadth of knowledge of how different businesses use a variety of psychological techniques in their selling environment to influence customers' buying decisions, for example how displays are done in a hotel reception and in a restaurant. Learners can use the same two hospitality businesses used in **2A.P1**, or choose to research two different ones. They must use real examples to support their work in order to achieve the requirements of the assessment criteria, e.g. photographs of displays in hospitality businesses.

For 2B.D2: learners need to evaluate how effective different merchandising techniques could be in increasing sales in two contrasting hospitality businesses. Learners could use evidence from their observations of merchandising techniques in **2B.P3** to help them achieve this criterion. Evidence could be in the form of a case study to add to the induction pack produced for **2A.P1**.

For 1B.3: learners need to identify merchandising techniques used in hospitality businesses. This could involve producing a short presentation or poster.

Learning aim C

For 2C.P4: learners need to describe how customer service is used within the selling process in two contrasting hospitality businesses to meet the needs of different customer types. The businesses used need to be sufficiently contrasting to demonstrate learners' depth and breadth of knowledge of customer service provided in different areas of the industry, for example a hotel reception and a restaurant, selling takeaway food. Learners could visit the two businesses to find out how customer service is used to meet customer needs in each. Examples from staff handbooks from real businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

For 2C.M3: learners need to explain the importance of customer service in the selling process for hospitality businesses. Examples provided for this criterion could be from the businesses that learners have researched or from their own experiences. Learners need to include reference to the importance of customer service for each stage of the selling process.

For 2C.D3: learners need to analyse the provision of customer service within the selling process in two contrasting hospitality businesses to meet the needs of different customer types. Learners should understand that selling is about more than just meeting customer needs. Sales staff in hospitality are the public face of the business, so they have a role in promoting it. This involves being presentable, polite and friendly, and ensuring that the customer has a positive experience and would be happy to provide repeat business. Sales staff must be well informed and able to provide information to customers about hospitality products and services. Learners should know that, by providing good customer service, promoting hospitality products and services, selling product surround and gathering customer data, sales staff can increase sales, profitability and customer loyalty, thus contributing to business objectives. Evidence for **2C.M3** and **2C.D3** could be in the form of a case study to illustrate the impact of customer service in the selling process.

For 1C.4: learners need to identify how customer service is used in hospitality businesses to meet the needs of customers in the selling process. Evidence could be provided in the form of a short presentation or a poster.

Learning aim D

To achieve learning aim D, learners will need to demonstrate their own personal selling skills.

For 2D.P5: learners need to demonstrate customer service skills when handling two different types of customer requirements or requests in a given hospitality sales situation, showing appropriate preparation. This should include self-preparation and ensuring they have the necessary product or service knowledge to answer customer questions. They should have practised the techniques they will use to elicit information from customers and increase the likelihood of a successful sale. Learners should be prepared to deal with two different types of customer, including those with special requirements (e.g. customers for whom English is not a first language, customers with physical disabilities, families with young children). This could be in a training restaurant, whilst on work experience, or by means of a simulated activity or role play. Learners will need to show sales and communication skills that create a positive impression of the learner personally, of the products and services being sold, and of the business as a whole. Learners will show that they can sell products and services in ways that demonstrate good customer service. Although this should be a routine sales situation, there must be some objections that have to be overcome (e.g. price, features). Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2D.M4: learners need to demonstrate effective customer service skills when handling two different types of special requirements or requests in a hospitality sales situation. The ability to show 'effective' customer service skills will result in producing the intended outcome, i.e. a successful sale being made. In addition, learners should use all relevant procedures associated with making sales to ensure that customers receive a good service and that their requirements are fully met. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2D.D4: learners need to demonstrate confident use of customer service and selling skills when handling two different types of special requirements or requests in a hospitality sales situation. The ability to show 'confident' use of skills will convey positivity to customers and the assurance that their needs will be fulfilled. For example, learners should know how to prepare themselves for the sales process and should be fully informed about products and services. In addition, they should use all relevant procedures associated with making sales to ensure that customers receive a good service and that their requirements are fully met. Learners may role play different scenarios, and these role plays can be videoed to provide assessment evidence. Centres must ensure that learners record a personal statement from a log or diary explaining how they demonstrated their skills. In addition, teachers should provide a written observation record of each learner's performance.

For 1D.5: learners need to answer two routine customer enquiries in a given hospitality sales situation. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Hospitality Selling Process Stages and Skills	<p>You are working for a large hospitality company that owns a number of hospitality businesses in different areas of the industry, such as hotels, restaurants, bars. You are the assistant to the manager at one of the hotels. You have been given the task of assisting the hotel manager to prepare an induction pack for new staff. To do this, you will need to investigate how the stages of the selling process and skills required for selling hospitality products and services are applied in other hospitality industry businesses. You will then use your research to create the induction pack that new staff can use to learn about demonstrating the stages in the hospitality selling process and skills.</p> <p>The induction pack should include a description of the selling process stages for hospitality products and services and the skills required for selling hospitality products and services.</p>	<p>An induction pack for new staff in the business.</p> <p>The induction pack should use examples from contrasting hospitality businesses within the company to explain how the skills for selling hospitality products and services support the selling process in hospitality businesses, and to evaluate how effective skills for selling hospitality products and services can improve the selling process in hospitality businesses.</p>
1B.3, 2B.P3, 2B.M2, 2B.D2	Hospitality Merchandising Techniques	<p>You continue in the same role of assistant to the hotel manager. You have been asked to continue developing and adding to the induction pack to include a description, using examples, of merchandising techniques used by two contrasting hospitality businesses to increase sales.</p>	<p>An induction pack for new staff.</p> <p>The induction pack should include an explanation of how different merchandising techniques can be used effectively to increase sales in two contrasting hospitality businesses and an evaluation of how effective different merchandising techniques could be in increasing sales in two contrasting hospitality businesses.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M3, 2C.D3	Importance of Customer Service within the Hospitality Selling Environment	You continue in the same role of assistant to the hotel manager. You have been asked to continue developing and adding to the induction pack to include a description of how customer service is used in two contrasting hospitality businesses to meet the needs of different customer types in the selling process.	An induction pack for new staff. The induction pack should include an explanation of the importance of customer service in the selling process for hospitality businesses, and an analysis of the provision of customer service in two contrasting hospitality businesses to meet the needs of different customer types in the selling process.
1D.5, 2D.P5, 2D.M4, 2D.D4	Selling Skills and Processes in Hospitality	You continue in the same role of assistant to the hotel manager. You need to develop your skills to demonstrate hospitality selling skills and processes. You will be observed in a given hospitality sales situation to meet given business requirements. You will need to demonstrate customer service skills when handling two different types of customer requirements or requests in a given hospitality sales situation, showing appropriate preparation. When demonstrating your working skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	Work experience or role play to demonstrate effective customer service skills when handling two different types of special requirements or requests in a hospitality sales situation and confident use of customer service and selling skills when handling two different types of special requirements or requests in a hospitality sales situation.

Unit 23: Barista Skills in Hospitality

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever wondered what goes on behind the scene in a coffee bar? Over the past few years the number of high street businesses serving beverages, particularly coffee, has increased, and visiting coffee bars and cafes has become an important part of social life for the British public.

The aim of this unit is to prepare you for work as a barista.

You will investigate the products and ingredients needed to produce beverages, where they are sourced and the processes involved, including different types of coffee as well as teas and other beverages.

You will also study the equipment used to produce beverages and learn how to check and clean it to ensure safety as well as the quality of the beverages produced.

You will have the opportunity to produce a range of beverages to meet quality standards.

Learning aims

In this unit you will:

- A understand beverage products and ingredients
- B be able to clean and check beverage equipment
- C be able to produce beverages.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand beverage products and ingredients</p> <p>Topic A.1 Beverage products and ingredients</p> <ul style="list-style-type: none"> • Products and ingredients, to include coffee, tea, infusions, chocolate, milk, cream, syrups, soya milk and other non-dairy milk, toppings, juices, smoothies. • Characteristics of products, e.g. flavour and visual characteristics in coffee, tea and chocolate of different varieties, processing methods, flavour and performance characteristics of different milk varieties, shelf life, packaged and after first opening, potential food allergies. • Handling and storing products and ingredients correctly and safely, e.g. cool and dry place, stock rotation, sell-by/use-by dates, storage procedures. • Origin and flavour of products and ingredients, e.g. countries of origin, growing, picking, releasing, preparing for export, wet and dry process. <p>Topic A.2 Processes for bringing products and ingredients to market</p> <ul style="list-style-type: none"> • Processes involved in bringing the products and ingredients to the market, e.g. decaffeination, roasting, packaging. • Processes which may affect the quality of products and ingredients, e.g. wet processing, dry processing, blending, roasting, brewing.
<p>Learning aim B: Be able to clean and check beverage equipment</p> <p>Topic B.1 Cleaning and checking equipment before and after use</p> <ul style="list-style-type: none"> • Cleaning and checking equipment before use, to include safe handling of equipment, calibration, checking all equipment is in working order and clean, following manufacturers' instructions. • Cleaning and checking equipment after use, to include arranging areas and equipment for cleaning, turning off equipment, following manufacturers' instructions, general cleaning. • Cleaning effectively, e.g. backflushing, rinsing, wiping down, washing and drying cleaning group seals. • Frequency of checks required for each piece of equipment, e.g. daily, before service, after service, after each use. • Disposing of waste safely and hygienically, to include maintaining personal hygiene to prevent cross-contamination, following business and manufacturers' procedures, e.g. minimising accidents, using correct bins to avoid pest infestation and smells, wrapping broken glass in paper. • Beverages, e.g. coffee, tea, chocolate, milk, juices, smoothies. • Equipment available for each beverage, e.g. grinders, espresso machines, filter brewers, bean to cup machines, boilers, blenders, juicers, chocolate machines, filters, filter holders, juice machines, barista kits (including digital scales, latte jugs, bell jugs, shot glasses, tampers, shot timers, tamping mats, grinder brushes/paintbrushes, grouphead brushes, backflush tablets/powder, blanking disks/blind filters, milk jug thermometers), gas charged whipped cream dispensers. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- Brewing/production process relevant to equipment, e.g.:
 - filter coffee – making with filter papers and brew basket
 - cafetière coffee – type of grind, amount of coffee, brewing time
 - espresso coffee – temperature, grind, tamping and volume
 - tea – water temperature, brewing time
 - chocolate – product mixture requirements, whipping
 - juice – product temperature, dilution ratio, fresh versus ambient product
 - smoothies – product temperature, mixing
 - milk – product temperature.
- Common faults which might occur with each piece of equipment, e.g. blocked showers or steam wands, pressure problems, temperature/steam problems, leaks, filter, steamer arm, contamination/blockage.
- Actions to take for each common fault, e.g. cleaning, recalibration, informing supervisor, informing maintenance.
- Importance of leaving areas clean, tidy and safe, to include health and safety requirements, public image, product quality, professionalism, work efficiency, customer satisfaction.
- Main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act, to include:
 - employer responsibilities, e.g. carrying out risk assessments, duty of care, making the workplace safe and healthy
 - employee responsibilities, e.g. taking care of the health and safety of themselves and other persons who may be affected by their acts or omissions at work, cooperating with employers to enable duties or requirements to be performed or complied with, reporting duties.

Learning aim C: Be able to produce beverages**Topic C.1 Producing beverages**

- Equipment needed for producing beverages.
- Calibrating pieces of equipment, e.g. calibration of grinder to produce optimum espresso shot, calibration of espresso machine (water quantity and temperature), foaming and texturing milk, producing filter and cafetière coffee.
- Operating pieces of equipment to produce the beverage required, e.g. bar blenders and juicers, following manufacturers' instructions, complying with health and safety regulations, using measured quantities.
- Checking beverage meets quality standards, e.g. flavour, temperature, appearance (such as crema on espresso, foam on cappuccino or latte).
- Correcting beverages as necessary, e.g. if coffee tastes bad or is bitter, tea is too weak/strong.
- Drinking vessels and ancillaries required for beverages, e.g. cups and saucers, mugs, appropriate glasses for each drink, takeaway containers, spoons, jugs, thermometers, stirrers, tampers, knock-out boxes, brushes, cream whippers.
- Quality characteristics for beverages, e.g. body, aroma, acidity, sweetness/bitterness, finish/aftertaste, temperature, appearance, origins, processes, storage.

continued

What needs to be learnt

- Reasons for professional, methodical, organised and clean working practices, e.g. appearance, hygiene, professionalism, customer satisfaction, legislation compliance.
- Common presentation problems, e.g. poor crema on espresso, poor milk texture on cappuccino and cafe latte, inappropriate vessel and accompaniments, too weak, over-boiled, layers, incorrect production time.
- Correcting common presentation problems for beverages, e.g. stopping the brew if a white ring forms on top of the crema, changing the tip or positioning the steam wand correctly, using appropriate vessels and accompaniments for each type of drink, using the correct ratio of coffee grounds to water, ensuring correct water temperatures.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand beverage products and ingredients			
1A.1 Identify products and ingredients used to make beverages.	2A.P1 Describe the origin and flavours of products and ingredients used to make different beverages. #	2A.M1 Compare characteristics of different products and ingredients used to make beverages. # 2A.M2 Explain how processes involved in bringing the products and ingredients to the market may affect their quality. #	2A.D1 Evaluate how the origin, flavours, characteristics and the processes involved in bringing products and ingredients used to make beverages to the market may affect the quality of beverages. #
1A.2 Outline characteristics and storage procedures of products used to make beverages. #	2A.P2 Describe characteristics of different products used to make different beverages and how to handle and store them correctly and safely. #		
1A.3 Identify processes for bringing beverage products to the market.	2A.P3 Describe the processes involved in bringing the products and ingredients to the market. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Be able to clean and check beverage equipment			
1B.4 Identify the equipment available for each beverage.	2B.P4 Describe the beverage brewing and production process relevant to equipment. #		
1B.5 Demonstrate cleaning and checking of beverage equipment, with guidance.	2B.P5 Demonstrate cleaning and checking of beverage equipment.	2B.M3 Justify when asked about the actions to take for dealing with common faults with each piece of equipment, demonstrating effective cleaning and checking of beverage equipment. #	
1B.6 Identify common faults which might occur with equipment used to produce beverages.	2B.P6 Describe the actions to take for dealing with common faults with each piece of equipment used to produce beverages. #		
Learning aim C: Be able to produce beverages			
1C.7 Demonstrate production of beverages, with guidance. *	2C.P7 Demonstrate operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries. *	2C.M4 Demonstrate effective operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries, adjusting products as appropriate. *	2C.D2 Confidently demonstrate operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries, adjusting products as appropriate. *

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

Resources

The special resources required for this unit are sufficient equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities. Centres can use specially designated areas within a centre for the unit.

It is recommended that learners have access to an espresso machine and grinder, and other equipment as necessary, in order to practise beverage production skills in their own time.

The equipment must meet industrial standards and be capable of being used under normal working conditions, for example calibration and operation of equipment.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of beverage products and ingredients, and the skills needed to clean and check beverage equipment and produce beverages.

To achieve all the assessment criteria, learners should investigate businesses within the hospitality industry where coffee is served (for example, coffee bars, coffee houses, cafes, hotels and restaurants) which represent the full range of products used in producing beverages.

Learning aim A

For 2A.P1: learners need to describe the origin and flavours of products and ingredients used to make different beverages. This should include coffee, tea, infusions, juices, fruit and ingredients for smoothies, chocolate, milk, cream, syrups, soya milk and other non-dairy milk, and cinnamon. Learners could visit and interview representatives from a business to obtain relevant information and the representatives' views.

For 2A.P2: learners need to describe characteristics of different products used to make different beverages and how to handle and store them correctly and safely. This should include flavour and visual characteristics in coffee, tea and chocolate of different varieties, origin and processing methods, flavour and performance characteristics of different milk varieties, shelf life, packaged and after first opening, and potential food allergies. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses. Evidence could be provided in the form of an induction booklet for new staff.

For 2A.P3: learners need to describe the processes involved in bringing the products and ingredients to the market. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses. Evidence could be provided in the form of presentation for new staff.

For 2A.M1: learners need to compare characteristics of different products and ingredients used to make beverages. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses. Learners could use examples from their research to supplement their comparisons.

For 2A.M2: learners need to explain how processes involved in bringing the products and ingredients to the market may affect their quality. It is recommended that learners use the research produced for **2A.P1** to achieve this criterion.

For 2A.D1: learners need to evaluate how the origin, flavours, characteristics and the processes involved in bringing products and ingredients used to make beverages to the market may affect the quality of beverages. It is recommended that learners use the research produced for **2A.P1, 2A.P2, 2A.P3, 2A.M1** and **2A.M2** to achieve this criterion.

For 1A.1: learners need to identify products and ingredients used to make beverages. Evidence could be provided in the form of a short presentation or a poster.

For 1A.2: learners need to outline characteristics and storage procedures of products used to make beverages. This information could be included in the presentation or poster produced for **1A.1**.

For 1A.3: learners need to identify processes for bringing beverage products to the market. This information could be included in the presentation or poster produced for **1A.1**.

Learning aim B

For 2B.P4: learners need to describe the beverage brewing and production process relevant to equipment. This should include the brewing and production process for each beverage included in the unit content.

For 2B.P5: learners need to demonstrate cleaning and checking of beverage equipment. Learners should be prepared to clean and check the types of beverage equipment included in the unit content as relevant to the context of where they are working. This could be in a training coffee bar or restaurant, whilst on work experience or by means of a simulated activity. Evidence will be through records of how these skills have been applied (through part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2B.P6: learners need to describe the actions to take for dealing with common faults with each piece of equipment used to produce beverages. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses.

For 2B.M3: learners need to justify when asked about the actions to take for dealing with common faults with each piece of equipment, demonstrating effective cleaning and checking of beverage equipment. The ability to show 'effective' equipment cleaning and checking skills will result in producing the intended outcome, i.e. maintaining the equipment in good working order to prevent faults. In addition, learners should be prepared to clean and check all types of beverage equipment included in the unit content. This could be in a training coffee shop or restaurant, whilst on work experience or by means of a simulated activity. Evidence will be through records of how these skills have been applied (through part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the ways to deal with faults with learners.

For 1B.4: learners need to identify the equipment available for each beverage. Evidence could be provided in the form of a short presentation or a poster.

For 1B.5: learners need to demonstrate cleaning and checking of beverage equipment, safety supervision. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1B.6: learners need to identify common faults which might occur with equipment used to produce beverages. This information could be included in the presentation or poster produced for **1B.4**.

Learning aim C

For 2C.P7: learners need to demonstrate operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries. Learners should be prepared to operate the pieces of equipment, and calibrate as necessary, to produce the required beverages. These could be an espresso, a loose leaf tea, a hot chocolate and a smoothie. This could be in a training coffee bar or restaurant, whilst on work experience or by means of a simulated activity. Evidence will be through records of how these skills have been applied (through part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2C.M4: learners need to demonstrate effective operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries, adjusting products as appropriate. The ability to show 'effective' operation of pieces of equipment and calibration skills will result in achieving the intended outcome, i.e. producing four different beverages to meet quality standards, adjusting products as appropriate, for example if the milk texture to use in a cappuccino is poor. These could be an espresso, a loose leaf tea, a hot chocolate and a smoothie. This could be in a training coffee bar or restaurant, whilst on work experience or by means of a simulated activity. Evidence will be through records of how these skills have been applied (through part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 2C.D2: learners need to confidently demonstrate operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries, adjusting products as appropriate. The ability to show 'confident' operation of pieces of equipment, and calibration skills will result in achieving the intended outcome, i.e. producing four different beverages to meet quality standards, dealing with any faults with equipment and adjusting products as appropriate, for example if the milk texture to use in a cappuccino is poor, or substituting ingredients, such as semi-skimmed milk for soya milk. These could be an espresso, a loose leaf tea, a hot chocolate and a smoothie. This could be in a training coffee bar or restaurant, whilst on work experience or by means of a simulated activity. Evidence will be through records of how these skills have been applied (through part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

For 1C.7: learners need to demonstrate production of beverages, with safety supervision. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1	Beverage Products and Ingredients	<p>You are working in the hospitality industry as a trainee barista in a coffee house. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate beverage products and ingredients. You will use the results of your research to create training materials that describe to new staff:</p> <ul style="list-style-type: none"> • the origin and flavours of products and ingredients used to make different beverages • characteristics of different products used to make different beverages, and how to handle and store them correctly and safely • the processes involved in bringing the products and ingredients to the market. 	<p>Written account/IT-produced report/presentation slides describing the origin and flavours of products and ingredients used to make different beverages, characteristics of different products used to make different beverages and how to handle and store them correctly and safely, and the processes involved in bringing the products and ingredients to the market, comparing characteristics of different products and ingredients used to make beverages, explaining how the processes involved in bringing the products and ingredients to the market may affect their quality, and evaluating how the origin, flavours, characteristics and the processes involved in bringing products and ingredients used to make beverages to the market may affect the quality of beverages.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 1B.6, 2B.P4, 2B.P5, 2B.P6, 2B.M3	Cleaning and Checking Beverage Equipment	<p>You continue in the same role of trainee barista. You will be observed demonstrating cleaning and checking of beverage equipment. You will also need to describe the beverage brewing and production process relevant to equipment, and the actions to take for dealing with common faults with each piece of equipment used to produce beverages.</p> <p>When demonstrating cleaning and checking of beverage equipment, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.</p>	<p>Work experience or realistic working environment supported with personal statement and observation record.</p> <p>Learners will also need to justify when asked about the actions to take for dealing with common faults with each piece of equipment, demonstrating effective cleaning and checking of beverage equipment.</p>
1C.7, 2C.P7, 2C.M4, 2C.D2	Producing Beverages	<p>You continue in the same role of trainee barista. You need to develop your skills in producing beverages. You will be observed demonstrating operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries.</p> <p>When demonstrating beverage production skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.</p>	<p>Work experience or realistic working environment supported with personal statement and observation record.</p> <p>Learners will also need to demonstrate effectively and confidently operation of pieces of equipment, and calibration as necessary, to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries, adjusting products as appropriate.</p>

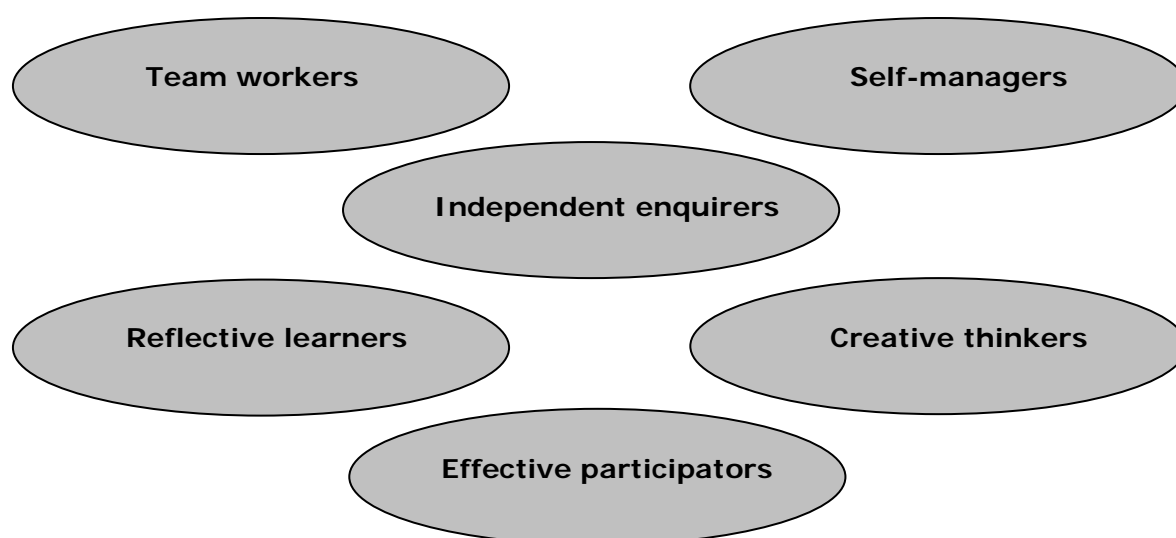
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that is indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓					
2				✓	✓	✓
3	✓		✓			
4	✓		✓			
5	✓	✓	✓		✓	✓
6		✓			✓	✓
7		✓		✓	✓	✓
8		✓		✓	✓	✓
9	✓					
10	✓	✓			✓	✓
11	✓				✓	✓
12	✓	✓	✓	✓	✓	✓
13	✓	✓	✓		✓	✓
14	✓	✓	✓	✓	✓	✓
15	✓	✓	✓			✓
16	✓	✓				✓
17	✓					✓
18	✓	✓	✓	✓	✓	✓
19	✓	✓	✓		✓	✓
20	✓	✓	✓	✓	✓	✓
21	✓	✓	✓	✓	✓	✓
22	✓	✓	✓	✓	✓	✓
23	✓	✓	✓		✓	✓

Annexe B

Level 2 Functional Skills

Functional Skills standards for English Level 2

Speaking, listening and communication
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations
Reading
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
Writing
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Functional Skills standards for mathematics Level 2

Representing
<ol style="list-style-type: none"> 1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations 2. Identify the situation or problems and identify the mathematical methods needed to solve them 3. Select a range of mathematics to find solutions
Analysing
<ol style="list-style-type: none"> 1. Apply a range of mathematics to find solutions Use appropriate checking procedures and evaluate their effectiveness at each stage
Interpreting
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations Draw conclusions and provide mathematical justifications

Functional Skills standards for ICT Level 2

Using ICT
<ol style="list-style-type: none"> 1. Plan solutions to complex tasks by analysing the necessary stages 2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts 3. Manage information storage to enable efficient retrieval
Finding and selecting information
<ol style="list-style-type: none"> 1. Use appropriate search techniques to locate and select relevant information 2. Select information from a variety of sources to meet requirements of a complex task
Developing, presenting and communicating information
<ol style="list-style-type: none"> 1. Enter, develop and refine information using appropriate software to meet requirements of a complex task 2. Use appropriate software to meet the requirements of a complex data-handling task 3. Use communications software to meet requirements of a complex task 4. Combine and present information in ways that are fit for purpose and audience 5. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information

Mapping to Level 2 Functional Skills

This table shows where a **learning aim** in a unit is of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. Centres may identify further opportunities arising in their own programmes in addition to those identified below, for example group work, research, employment-related activities and work experience.

Key: a letter, e.g. A, indicates the learning aim where there are opportunities for development; a blank space indicates no opportunities for development

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
1		A, B, C	A, B, C						
2	A, B	A	A					A	
3	B	B							
4	A	A	A	B, C	B, C		C		C
5	A, B, C	A	B, C	B	A		C	A, B	C
6	C		A	A, C	A		A		A, C
7	B						B		B
8	A, B			C					
9		A, B	A, B						
10	A, B, C	A	A, B, C	C			C		C
11	A, B	A, B							
12	A	A	B	B			B	A	B

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
13	A	A	D	B	B				
14	A	B	A, B	B			B	B	B
15	A	A	B	B			B		B
16	A, B	A, B	C	C	C		C	B	C
17	A, B	A, B	A, B						
18	A, B	A, B	D						
19	A, B	A, B	D	C					
20	A, B	A	A	B					
21	A, B	B	D						
22	D	B	B						
23	A, B	A, B	A, B	C					

Annexe C

Synoptic assessment

Synoptic assessment in these qualifications is embedded throughout the assessment criteria across the units of study. The mandatory units provide the essential knowledge, understanding and skills required in the hospitality sector and underpin the content of the optional specialist units.

In addition, there is a further mandatory unit in the Diploma, *Unit 20: Work Experience in Hospitality*, that is specifically designed to allow learners to draw together all the themes and skills gained from other units of study and apply them when working in the hospitality industry.

Learners studying these qualifications are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their knowledge of the hospitality sector
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another, and how each may contribute to different hospitality context or situations
- making and applying connections to particular hospitality contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence they have presented
- being able to suggest or apply different approaches to hospitality contexts or situations
- synthesising information gained from studying a number of different hospitality activities
- applying knowledge, skills and understanding from across different units to a particular hospitality situation, issue or case study
- using specialist hospitality terminology where appropriate
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

Annexe D

Summary of units in the BTEC Level 1/Level 2 First in Hospitality

The BTEC First suite in Hospitality contains four qualifications:

Award (120 GLH), Certificate (240 GLH), Extended Certificate (360 GLH) and Diploma (480 GLH).

The smaller qualifications are ‘nested’ within the larger qualifications, which means that learners may take a smaller-sized qualification, then top up to a larger size without repeating the units already achieved in the smaller size.

This table lists each unit in the suite and how it is used within individual qualifications, i.e. is the unit mandatory (Mand), optional specialist (Opt) or not included (—).

Key: Mand – Mandatory; Opt – Optional specialist; — indicates where the unit does not appear in the qualification

Unit	Unit title	GLH	Qualifications			
			Award	Certificate	Extended Certificate	Diploma
1	Introducing the Hospitality Industry (externally assessed)	30	Mand	Mand	Mand	Mand
2	Working in the Hospitality Industry	30	Mand	Mand	Mand	Mand
3	Food Safety and Health and Safety in Hospitality	30	Mand	Mand	Mand	Mand
4	Costing and Controlling Finances in the Hospitality Industry	30	Opt	Opt	Opt	Opt
5	Enterprise in the Hospitality Industry	30	Opt	Opt	Opt	Opt
6	Planning, Preparing, Cooking and Finishing Food	30	Opt	Opt	Opt	Opt
7	Food and Beverage Service in the Hospitality Industry	30	Opt	Opt	Opt	Opt
8	Front Office Services in the Hospitality Industry	30	Opt	Opt	Opt	Opt

Unit	Unit title	GLH	Qualifications			
			Award	Certificate	Extended Certificate	Diploma
9	How the Hospitality Industry Contributes to Healthy Lifestyles (externally assessed)	30	—	Mand	Mand	Mand
10	Marketing and Promotion in Hospitality	30	—	Opt	Opt	Opt
11	Accommodation Services in the Hospitality Industry	30	—	Opt	Opt	Opt
12	Planning and Running a Hospitality Event	60	—	Opt	Opt	Opt
13	Contemporary World Food Cooking Skills	60	—	Opt	Opt	Opt
14	Teamwork in Hospitality	60	—	—	Mand	Mand
15	Menu Planning	60	—	—	Opt	Opt
16	Managing Finance in Hospitality	60	—	—	Opt	Opt
17	Alcohol Awareness in Hospitality	30	—	—	Opt	Opt
18	Delivering the Hospitality Customer Experience	60	—	—	—	Mand
19	Hospitality Research Project	60	—	—	—	Opt
20	Work Experience in Hospitality	60	—	—	—	Opt
21	Hospitality Community Volunteering	60	—	—	—	Opt
22	Sales and Merchandising in Hospitality	60	—	—	—	Opt
23	Barista Skills in Hospitality	30	—	—	—	Opt

Annexe E

Structure: Pearson BTEC Level 1/Level 2 First Award in Hospitality

- The Pearson BTEC Level 1/Level 2 First Award in Hospitality is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.
- Learners must complete the three mandatory unit, plus one optional specialist unit to reach a total of 120 GLH.

This BTEC First Award has units that your centre assesses (internal) and a paper-based exam that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Hospitality			
Unit	Mandatory units	Assessment method	GLH
1	Introducing the Hospitality Industry	External	30
2	Working in the Hospitality Industry	Internal	30
3	Food Safety and Health and Safety in Hospitality	Internal	30
Optional specialist units			
4	Costing and Controlling Finances in the Hospitality Industry	Internal	30
5	Enterprise in the Hospitality Industry	Internal	30
6	Planning, Preparing, Cooking and Finishing Food	Internal	30
7	Food and Beverage Service in the Hospitality Industry	Internal	30
8	Front Office Services in the Hospitality Industry	Internal	30

Specification

BTEC FIRST HOSPITALITY

Certificate
Extended Certificate
Diploma

For more information about Edexcel, BTEC or LCCI qualifications
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Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121



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ISBN 978-1-4469-3627-6
9 781446 936276 >