

Pearson BTEC International Level 2 Hospitality

Specification

Pearson BTEC International Level 2 Certificate in Hospitality (19333)

Pearson BTEC International Level 2 Extended Certificate in Hospitality (19334)

Pearson BTEC International Level 2 Diploma in Hospitality (19335)

For first teaching in September 2014

Edexcel, BTEC and LCCI qualifications

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1 Purpose of this specification

Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Hospitality are designed for international schools and colleges. They are part of an international suite of BTEC Firsts qualifications offered by Pearson. These qualifications are not available to centres in the United Kingdom, the Channel Islands, the Isle of Man or British Armed Forces schools based overseas.

The purpose of this specification is to set out:

- the aim/objective of the qualifications
- the structure and rules of combination of these qualifications
- the resources required by the centre to offer these qualifications
- the knowledge, skills and understanding which will be assessed as part of these qualifications
- the method of assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (for example assessment criteria).

This specification must be available in your centres; it will be used by Pearson to externally verify and certificate the approved qualifications.

If you need guidance or support for Pearson BTEC International Level 2 qualifications please contact your Pearson representative.

Pearson BTEC International Level 2 qualification titles covered by this specification

The following qualifications have been approved by Pearson Education Limited as meeting the criteria for Pearson's Self-regulated Framework. These qualifications are not accredited or regulated by any UK regulatory body.

Pearson BTEC International Level 2 Certificate in Hospitality

Pearson BTEC International Level 2 Extended Certificate in Hospitality

Pearson BTEC International Level 2 Diploma in Hospitality

The qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This specification must be used for delivery and teaching in your centres. For international centres this replaces the following QCF qualifications:

Pearson BTEC Level 2 Certificate in Hospitality (QCF)	500/8305/3
Pearson BTEC Level 2 Extended Certificate in Hospitality (QCF)	500/8307/7
Pearson BTEC Level 2 Diploma in Hospitality (QCF)	500/8306/5

Pearson's international suite of BTEC First qualifications

Pearson BTEC International Level 2 qualifications make up our international suite of BTEC Firsts provision. These qualifications are designed in a range of sectors for learners who wish to explore a work-related vocational qualification or specific industry area. They offer learners the knowledge, understanding and skills that they need to prepare for employment.

On successful completion of a Pearson BTEC International Level 2 qualification, learners can progress to continued study in the same or related vocational area and/or within employment.

Pearson BTEC International Level 2 Certificate

The Pearson BTEC International Level 2 Certificate offers a work-related vocational qualification that focuses on particular aspects of employment in the appropriate vocational sector. The Pearson BTEC International Level 2 Certificate is a qualification that can be part of a learner's programme of study and provide a vocational learning experience. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

Pearson BTEC International Level 2 Extended Certificate

The Pearson BTEC International Level 2 Extended Certificate extends the work-related focus from the Pearson BTEC International Level 2 Certificate and covers the key knowledge and practical skills that are required in the appropriate vocational sector. The Pearson BTEC International Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units, providing an engaging programme for those who are clear about the vocational area they wish to explore through further study or who wish to enter employment. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

Pearson BTEC International Level 2 Diploma

The Pearson BTEC International Level 2 Diploma extends the work-related focus from the Pearson BTEC International Level 2 Extended Certificate, with broader coverage of knowledge and practical skills required for the vocational sector.

Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area or, for those who have decided that they wish to enter a particular area of work, for progression to employment in the appropriate vocational sector.

Other learners may want to use this qualification to extend the specialism they studied on the Pearson BTEC International Level 2 Certificate or the Pearson BTEC International Level 2 Extended Certificate programme.

2 Qualification summaries

Key information

Pearson BTEC International Level 2 Certificate in Hospitality	
Minimum total Notional Learning Hours (NLH)	150 (including 90 Guided Learning Hours (GLH))
Minimum qualification value (NLH/10)	15
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

Pearson BTEC International Level 2 Extended Certificate in Hospitality	
Minimum total Notional Learning Hours (NLH)	300 (including 180 Guided Learning Hours (GLH))
Minimum qualification value (NLH/10)	30
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

Pearson BTEC International Level 2 Diploma in Hospitality	
Minimum total Notional Learning Hours (NLH)	600 (including 360 Guided Learning Hours (GLH))
Minimum qualification value (NLH/10)	60
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

For further information about Notional Learning Hours and Guided Learning Hours please see *Section 8: Programme delivery* and *Section 10: Understanding the units*.

Aim of the Pearson BTEC International Level 2 qualifications in Hospitality

The Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Hospitality have been developed in the hospitality sector to:

- give full-time learners the opportunity to enter employment in the hospitality industry or to progress to Level 3 vocational qualifications
- provide education and training for hospitality employees
- give opportunities for hospitality employees to achieve a Level 2 vocationally specific qualification
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Skills gaps identified in the hospitality sector include customer service skills, culinary skills and employability or 'soft' skills. The Pearson BTEC International Level 2 qualifications in Hospitality seek to address these areas and have been structured to encourage the acquisition and development of these skills.

Delivery strategies can reflect the nature of work within the hospitality industry by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions when possible. Evidence for assessment may be generated through a range of diverse activities including workplace assessment, role play and presentations.

The Pearson BTEC International Level 2 qualifications in Hospitality are suitable for schools and colleges to give learners a vocational taster of hospitality. They act as an introduction to the hospitality industry as a whole, covering the core elements needed for all areas within the industry, for example customer service and safety. The qualifications are a suitable foundation for progression to further study in hospitality and enable learners to seek employment in a wide range of businesses within the hospitality industry.

3 Centre resource requirements

As part of the approval process, the centre must make sure that the resource requirements below are in place before offering Pearson BTEC International Level 2 qualifications.

- The centre must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualifications.
- The centre must have appropriate policies in place relating to the delivery of the qualification.
- The centre must deliver the qualifications in accordance with current equality legislation.
- The centre must have in place any specific unit resource requirements as listed in each unit under the heading Essential requirements.

4 Qualification structures

Pearson BTEC International Level 2 Certificate in Hospitality

The Pearson BTEC International Level 2 Certificate in Hospitality qualification has a minimum total of 150 Notional Learning Hours (NLH).

Learners must achieve both mandatory units **and** optional units that provide for a combined minimum total value of 15 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Working in the Hospitality Industry	2	100	10
2	Products, Services and Support in the Hospitality Industry	2	10	1

Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
3	Customer Service Skills in the Hospitality Industry	2	100	10
4	Providing Customer Service in Hospitality	2	40	4
5	Planning and Running a Hospitality Event	2	100	10
6	Healthy Lifestyles, Foods and Menu Choices	2	100	10
7	Hospitality Workplace Skills	2	100	10
8	Preparing, Cooking and Presenting Food	2	100	10
9	Contemporary World Food	2	100	10
10	Serving Food and Beverages	2	100	10
11	Accommodation Services in Hospitality	2	50	5
12	Hospitality Front Office Operations	2	50	5
13	Bookkeeping for Business	2	50	5
14	Consumer Rights	2	50	5
15	The UK Travel and Tourism Sector	2	50	5
16	Hospitality Operations in Travel and Tourism	3	50	5

Pearson BTEC International Level 2 Extended Certificate in Hospitality

The Pearson BTEC International Level 2 Extended Certificate in Hospitality qualification has a minimum total of 300 Notional Learning Hours (NLH).

Learners must achieve both mandatory units **and** optional units that provide for a combined minimum total value of 30 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Working in the Hospitality Industry	2	100	10
2	Products, Services and Support in the Hospitality Industry	2	10	1

Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
3	Customer Service Skills in the Hospitality Industry	2	100	10
4	Providing Customer Service in Hospitality	2	40	4
5	Planning and Running a Hospitality Event	2	100	10
6	Healthy Lifestyles, Foods and Menu Choices	2	100	10
7	Hospitality Workplace Skills	2	100	10
8	Preparing, Cooking and Presenting Food	2	100	10
9	Contemporary World Food	2	100	10
10	Serving Food and Beverages	2	100	10
11	Accommodation Services in Hospitality	2	50	5
12	Hospitality Front Office Operations	2	50	5
13	Bookkeeping for Business	2	50	5
14	Consumer Rights	2	50	5
15	The UK Travel and Tourism Sector	2	50	5
16	Hospitality Operations in Travel and Tourism	3	50	5

Pearson BTEC International Level 2 Diploma in Hospitality

The Pearson BTEC International Level 2 Diploma in Hospitality qualification has a minimum total of 600 Notional Learning Hours (NLH).

Learners must achieve all four mandatory units **and** optional units that provide for a combined minimum total value of 60 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Working in the Hospitality Industry	2	100	10
2	Products, Services and Support in the Hospitality Industry	2	10	1
3	Customer Service Skills in the Hospitality Industry	2	100	10
4	Providing Customer Service in Hospitality	2	40	4

Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
5	Planning and Running a Hospitality Event	2	100	10
6	Healthy Lifestyles, Foods and Menu Choices	2	100	10
7	Hospitality Workplace Skills	2	100	10
8	Preparing, Cooking and Presenting Food	2	100	10
9	Contemporary World Food	2	100	10
10	Serving Food and Beverages	2	100	10
11	Accommodation Services in Hospitality	2	50	5
12	Hospitality Front Office Operations	2	50	5
13	Bookkeeping for Business	2	50	5
14	Consumer Rights	2	50	5
15	The UK Travel and Tourism Sector	2	50	5
16	Hospitality Operations in Travel and Tourism	3	50	5

5 Assessment and grading

The assessment of Pearson BTEC International Level 2 qualifications is criterion-referenced and the centre is required to assess learners' evidence against published outcomes of learning and assessment criteria.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

A grading scale of pass, merit and distinction is applied to all units.

BTEC internal assessment

All units in the Pearson BTEC International Level 2 qualifications are assessed through internal assessment, which means that the centre can deliver the programme in a way that suits its learners and relates to local need. The way in which the centre delivers the programme must also ensure that assessment is fair and that standards are consistent over time. To achieve this, it is important that centres:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example assignments, projects or 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 Internal Verifier, when it will be used and assessed, 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 the implementation, delivery and assessment is consistent with BTEC quality standards.

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 BTEC quality standards 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. Internal Verifiers must make sure that assessment is fully validated within the 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 within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with BTEC quality standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within the 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 BTEC quality standards. Assessors may also draft or adapt internal assessment instruments. Centres 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

As Pearson BTEC International Level 2 qualifications are all internally assessed, it is important that learners are prepared for assessment. Learners:

- 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.

Centres will need to provide learners with 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 learners should use and reference source materials, including what would constitute plagiarism.

The centre must communicate assessment grading rules to all learners at the beginning of the programme.

For full guidance on all of the rules surrounding internal assessment for BTEC qualifications please see the *Guide to Internal Assessment for BTEC Firsts and Nationals* which can be located in the key documents section of our website: www.btec.co.uk/keydocuments

Final 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 outcomes of learning 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. Centres must devise an assessment plan that 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.

Centres' 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

Centres must 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 Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. Centres are not required to accept 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 a late completion by a learner is accepted, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate 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 Internal Verifier approves **one** opportunity to resubmit improved evidence. The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the teacher 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.

Centres will need to provide a specific re-submission opportunity that is authorised by the Internal Verifier. Any resubmission opportunity must have a deadline that is **within 10 days** of the assessment decision being given to the learner, and within the same academic year.

Centres 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. Centres must consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements. For example, the centre 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 centres provide opportunities to improve and resubmit evidence for assessments 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 is likely to want to include evidence that has been resubmitted as part of the sample they will review.

Retaking assessment

Pearson BTEC International Level 2 qualifications do not allow for compensation – this means that learners must achieve every pass criterion in order to successfully achieve the qualification.

Conditions for retaking a new assignment

If a learner has met all of the conditions set out above for *Resubmission of improved evidence*, but has still not achieved the targeted pass criteria following the resubmission of the assignment, the Internal Verifier may authorise **one** retake opportunity to meet the required pass criteria. The Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- the retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment – an assessor cannot award a merit or distinction grade for a retake
- the assessor must agree and record a clear deadline before the learner starts the retake
- the learner and assessor must sign declarations of authentication as they both did for previous submissions

Standards Verifiers will require the centre to include evidence of any retakes in sampling. Retakes should not be required as a matter of course. Centres should keep a record of the number of retakes required on any programme to support the centres' own quality monitoring.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible value specified by the rule of combination will achieve the qualification at pass grade (see *Section 4: Qualification structures*).

Qualification grades above pass grade

Learners will be awarded a merit, distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved and the value of the unit (as shown in the table below).

Points available per unit value at specified unit grades and levels

The table below shows the number of points scored per unit value at the unit level and grade.

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table overleaf will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
Pearson BTEC International Level 2 Certificate	85–94	95–99	100 and above
Pearson BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
Pearson BTEC International Level 2 Diploma	340–379	380–399	400 and above

Annexe A: Calculation of the qualification grade gives examples of how qualification grades above a pass are calculated.

6 Centre and qualification approval

The centre must be approved by Pearson before delivering and assessing Pearson BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. Centres that have not previously been approved will need to apply for, and be granted, centre recognition as part of the process for approval to offer these qualifications.

Before you offer these qualifications you must meet both centre and qualification approval requirements.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all requirements. If the centre does not comply with the agreement this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance

Quality assurance is at the heart of Pearson BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. The centre internally assesses these qualifications and is responsible for making sure that all assessors and Internal Verifiers adhere to their internal verification processes, to ensure consistency and validity of the assessment process.

Pearson uses quality assurance to check that all centres are working to the agreed standard. It gives us the opportunity to identify and provide support, if needed, to safeguard certification.

For guidance, please refer to the *Pearson's Self-regulated Framework (SRF) Quality Assurance Handbook* which is on our website at:
www.edexcel.com/quals/cust/pages/srf.aspx

8 Programme delivery

Pearson BTEC International Level 2 qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In Pearson BTEC International Level 2 qualifications each unit shows both the Guided Learning Hours and the Notional Learning Hours.

Guided Learning Hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study, for example in open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Guided learning hours form part of the Notional Learning Hours for a unit. Notional Learning Hours are defined as the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

Centres are advised to consider both of these definitions when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for Pearson BTEC International Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery that meets their learners' needs. Please refer to the policy pages on our website at: www.edexcel.com/policies

Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Resources

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes of learning and should, therefore, normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential requirements* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of Pearson BTEC International Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Delivery staff and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance, which demonstrates one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Support and training

Pearson offers an extensive package of training to support all aspects of BTEC delivery, including:

- **Teaching and published resources** – we provide an extensive selection of published materials along with our innovative range of digital teaching tools. In addition, we offer guides to support planning and delivery and to help students study. For more information please visit our website: www.edexcel.com/international/iama/teacher/
- **Subject Advisors** – our subject experts are on hand to answer any questions centres may have on delivering the qualification and assessment. For more information visit our website: www.edexcel.com/Aboutus/contact-us/teachers-hods
- **Training** – many of our training events form part of the added value service offered by Pearson. As well as standard events, we can create bespoke training programmes to meet centres' specific needs. These can be delivered face-to-face or online so that centres can choose where, when and how training takes place. For more information please visit our website: www.edexcel.com/training/ or email us at: internationaltfp@pearson.com

If you would like further information please contact your local Pearson representative – to find out how visit:

www.edexcel.com/Aboutus/contact-us/international-customers/

9 Access and recruitment

Pearson is committed to providing qualifications with no artificial barriers. A full statement, included in our *Equality Policy*, can be found on our website at: www.edexcel.com/policies

Equality and fairness are central to our work. We are committed to making sure that qualifications do not discriminate and all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Restrictions on learner entry

These qualifications are suitable for learners aged 14 and above. Centres must give due regard to Pearson's policies that apply to the fair and equal recruitment of learners to all Pearson qualifications.

Centres are required to recruit learners to Pearson BTEC International Level 2 qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each learner's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in Hospitality, Travel and Tourism or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs/International GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

10 Understanding the units

All units in these qualifications have the following sections.

Title

The title is a short description of the content of the unit. This form of words will appear on the learner's Notification of Performance (NOP).

Level

The level of the unit indicates the complexity and demand expected to achieve it. The level places the unit on a framework of comparability with other units and qualifications at that level.

Notional Learning Hours (NLH)

Notional Learning Hours (NLH) are the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

Guided Learning Hours (GLH)

The Guided Learning Hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit value

The unit value is calculated by dividing the Notional Learning Hours (NLH) by 10.

SRF unit code

The unique approval code for the unit.

Unit aim

Says what the aims of the unit are in terms of what is covered and what the unit will enable learners to do.

Unit introduction

The introduction gives a short description of the unit, and details the key knowledge, skills and understanding the learner will gain through studying the unit. The introduction highlights the focus of the unit and how it links to the vocational sector to which the qualification relates.

Outcomes of learning

Outcomes of learning state what a learner can be expected to know, understand or be able to do as a result of completing a programme of learning for the unit.

Assessment and grading grid

The assessment and grading grid gives the criteria used to determine the evidence that each learner must produce in order to achieve a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Unit content

In the unit content section topics are listed as bullets to provide detail on what is required to design and deliver a programme of learning. Not all topics have to be covered to be able to meet the assessment criteria. Centres are able to select the topics they deliver, ensuring that learners produce evidence of sufficient depth and breadth to meet the assessment criteria.

Information for delivery staff

This section gives delivery staff information on delivery and assessment. It contains the following subsections.

Essential requirements – identifies any specialist resources needed to allow learners to generate the evidence required for the unit. The centre will need to ensure that any requirements are in place when it seeks approval to offer the qualification.

Employer engagement and vocational contexts – gives examples of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Delivery guidance – explains the content's relationship to the outcomes of learning and offers guidance on possible approaches to delivery of the unit. This section includes an example outline learning plan which demonstrates one way of planning the delivery and assessment of the unit. The delivery guidance section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment guidance – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria and grading criteria. It also includes a programme of suggested assignments which demonstrates how assignments match and cover the assessment and grading criteria. This is provided for guidance only and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Suggested resources – indicates resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Units

Unit 1: Working in the Hospitality Industry

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Unit value (NLH/10):	10
SRF unit code:	20686G

This unit is internally assessed

Unit aim

The aim of this unit is to introduce learners to the nature of the hospitality industry. They will develop their knowledge and understanding of the hospitality sector, including, the importance of the hospitality industry to a country's economy in terms of its scale, diversity and employment opportunities.

Unit introduction

Hospitality is the world's largest generator of jobs, employing, for example, more than two million people in the UK and making a significant contribution to the economy. It is dynamic and ever-changing, responding quickly to changing market needs and customers' demands to through rapid growth, innovation and diversity.

In this unit learners will explore the hospitality industry at both a national and local level, gaining an insight into the business of hospitality and the different products and services it provides. They will also differentiate between organisations operating solely in the hospitality sector and those offering a specialist catering service to industries that have other main activities.

Learners will then explore how the different products and services are offered in a range of settings to meet the requirements of distinct hospitality areas. From this they will build up a picture of the diverse nature of the industry and what is available to the customer.

Learners will understand that the hospitality industry does not function in isolation and that it depends on the support of other industries to be successful. They will investigate the industry's relationship with other industries to gain knowledge of the breadth of support available to a hospitality organisation and to understand its reliance on this support.

Learners will have the opportunity to explore employment opportunities and the job roles available at different levels and in different sectors of the hospitality industry. They will also examine the skills needed to work in the hospitality industry.

By exploring all these aspects of the hospitality industry, learners will develop an understanding of it at both a local and national level, its products and services, the supporting role of other industries and the type of jobs they may be interested in. Other units in the qualification will build on learners' understanding of the different areas of work available and help them to make career choices.

Outcomes of learning

On completion of this unit a learner should:

- 1 Understand the scale, scope and diversity of the hospitality industry
- 2 Know the products and services offered by the hospitality industry and the factors that influence their development
- 3 Understand how other industries support the hospitality industry
- 4 Know the range of employment opportunities in the hospitality industry.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Outline the structure, scope and size of the hospitality industry	M1 Analyse the structure, scope and size of the hospitality industry in relation to different types of settings	D1 Evaluate the contribution of the hospitality industry to a nation's economy
P2 Explain the importance of the hospitality industry to the national economy		
P3 Describe the products and services offered in different hospitality settings	M2 Analyse the key influences on the development of the products and services in the hospitality industry	
P4 Describe the key influences on the development of products and services in the hospitality industry		
P5 Explain the support other industries provide for the hospitality industry	M3 Review how hospitality businesses are supported by other industries	D2 Analyse how support given by other industries to hospitality businesses could be improved
P6 Describe the range of employment opportunities in the hospitality industry	M4 Compare the requirements of job roles in the commercial sector and in the catering service sector of the hospitality industry	

Unit content

1 Understand the scale, scope and diversity of the hospitality industry

The hospitality industry:

- national
- local
- commercial sector, e.g. hotels of different standards, restaurants, pubs, clubs
- catering service sector (contract catering, education)

Hospitality industry businesses:

- hotels, e.g. budget, one star to five star, budget hotels, bed and breakfast, (branding)
- restaurants, e.g. fast-food businesses, fine dining
- pubs, bars and nightclubs
- contract food service providers, e.g. education, healthcare
- hospitality services, e.g. business, government and local authority provision
- membership clubs, e.g. professional or employment association clubs, sporting clubs
- events, e.g. music events, meetings and conferences

Scale and scope:

- size of industry
- turnover
- number of businesses
- number employed in industry
- economic value of industry
- turnover

Diversity:

- range of products and services
- ownership
- level of service
- customer types
- classification
- star rating

Importance of industry:

- economic value of the industry (revenue)
- relative size/value of hospitality industries within the hospitality industry
- employment opportunities
- transferability of skills to other professions

2 Know the products and services offered by the hospitality industry and the factors that influence their development

Operational areas:

- e.g. food preparation, food and beverage services, accommodation services, front-of-house services

Products:

- food, e.g. breakfast/lunch/dinner, personal chef, fast food, children's menu, banquet and conference food, specialist menus (gluten free, diabetic, low fat), room service
- drink
- accommodation, e.g. public areas, bedrooms
- facilities for children, e.g. crèche, children's play area, babysitting service, highchairs, baby cots, children's packs, toys/games console for hire, children stay free)
- price, e.g. special offers and promotions, group discounts, for regular business, for special events
- opening times

Services:

- level and type of service offered
- business services
- vending
- conferences, e.g. meetings, company promotions, seminars
- functions, e.g. weddings
- other facilities
- provision of catering service on a contractual basis, e.g. school meals, hospitality meals, works canteen, specialist groups (home delivered)

Impact of external factors on the development hospitality sector:

- environmental, social, economic and political

Current trends:

- food and beverage
- accommodation
- distribution channels
- customer behaviour
- technology

The environment:

- how organisations respond to changes and trends

3 Understand how other industries support the hospitality industry

Other industries:

- banks
- phone companies
- insurance companies
- suppliers, e.g. food, drink, equipment, dry goods
- staffing agencies
- additional services, e.g. hairdressers, souvenir shops, ticket agencies
- transport for customers, e.g. taxis, trains

Support given:

- financial services, e.g. loans, banking
- providing communications systems (internal, external)
- delivering goods
- removing waste
- providing staff
- personal services for customers, e.g. hairdressing, beauty treatments, transport, ticket booking

4 Know the range of employment opportunities in the hospitality industry

Jobs:

- roles, e.g. chef, waiter, bar person, receptionist, room service attendant
- type of job contract, e.g. part time, full time, temporary, seasonal, live in, permanent, freelance, agency staff
- factors to consider, e.g. effect of lifestyle on job choice, effect of job choice on lifestyle

Career opportunities:

- local
- national
- international
- full-time
- part-time
- casual
- skilled
- unskilled
- management
- supervisory
- craft
- commercial
- public sector
- graduate training programmes

Job requirements:

- qualities, e.g. punctuality, honesty, personality, efficiency
- skills, e.g. using initiative, taking responsibility, following instructions, observing health, safety and security requirements, working as a member of a team
- personal presentation (appearance, observing dress code, grooming)

Working patterns:

- shift work
- split shifts
- seasonal
- typical work routine, e.g. what tasks are carried out, who staff report to, hours of work

Sources of information:

- sources, e.g. industry magazines, company websites, career services, professional organisations, Job-centres

Information for delivery staff

Essential requirements

Learners will need to have access to IT resources in order to research the size, scale and scope of the hospitality industry, the diversity of products and services offered and job and career opportunities within it.

Case studies and appropriate video programmes highlighting the development of application and interview skills should be available and used in the delivery of this unit.

Delivery guidance

This unit provides the opportunity for research into different aspects of the hospitality industry at both national and local levels.

A starting point for the delivery of this unit could be to draw on learners' previous experience of the hospitality industry either as customers or through part-time work. A brainstorming exercise could be used to generate examples of different types of hospitality business. This will help to inform understanding of the scope of the industry. An understanding of scope and diversity can also be gained through the examination of the hospitality industry in the learners' local area. The tutor should present learners with a summary profile of the industry, including statistics on the size, sectors, number and types of employees and economic value to own country and others' economies. Learners should also examine the different types of ownership and the different categories of business. There is much scope for discussion. For example, learners should be encouraged to discuss the advantages and disadvantages of different types of ownership, the value of the industry to the national economy and other countries and the reasons for there being such a diverse range of organisations within each industry sector.

Delivery of outcome of learning 2 could be supported by visits to different sectors and settings of the hospitality industry, by using speakers from the industry and through learners sharing their knowledge. Learners should investigate the products and services associated with different categories and different sectors of hospitality. They should also understand why there is such diversity in the products and services. For example, they could be asked to consider what makes a hotel a luxury product and why there has been such a growth of budget hotels. Learners should develop an understanding of the key influences affecting the industry and how businesses respond to them, paying particular attention to the development of products and services. Learners could investigate the development of a range of successful hospitality companies. For example, they could examine why Whitbread are constantly changing their brand portfolio, how Wetherspoons adapted their products in line with changes in legislation, and the reason coffee shops such as Starbucks and Costa Coffee have been so successful.

A brainstorming exercise could be used to create a list of the industries that support hospitality. In small groups, learners could then investigate and present examples of the ways their particular industry supports the hospitality industry. An outside speaker can also help give an understanding of the support given by other industries to hospitality. The speaker could be from a support provider. Careful preparation needs to focus on what information is required from the speaker and questions around particular areas should be devised in advance, including questions on the problems that might occur in the industry.

Finally, learners should investigate the full range of jobs and career opportunities available within the hospitality industry. Information on job roles is available in a variety of publications, such as journals from the careers service and job descriptions from HR managers working in the industry. These sources would also be useful when discussing with learners the requirements needed for jobs in the industry, such as skills needed, and personal attributes best suited to a career in this sector.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the programme of learning – learners should write their own definition of the hospitality industry and identify the sectors that make up the industry. Group discussion identifying learners’ own experiences of the hospitality industry.
Tutor presentation of industry statistics. This could be preceded by a short quiz to test learners’ awareness of the scope and worth of the industry. Small-group and paired activities where learners investigate the range of businesses and business classification within a given sector and present their findings to the class.
Tutor presentation on types of ownership. Group discussion on the advantages and disadvantages of each.
Assignment 1: The Hospitality Industry (P1, P2, M1, D1) An article or report on the size, scope and structure of the hospitality industry, including an explanation of its importance to the national economy.
Group discussion on the products and services offered by the hospitality industry. Small group and paired research into the diversity of products and services across a given sector. Learners can present their findings to the class. An industry visit or the use of a guest speaker would support delivery of this topic.
Tutor presentation on key influences. Group discussion on the key influence on the development of products and services. Small-group and paired research into how a given company has developed its products and services in response to current trends. Learners can present their findings to the class.
Assignment 2: The Products and Services of the Hospitality Industry (P3, P4, M2) A presentation on the products and services offered by a range of businesses across all industry sectors to include an explanation of the key influences on their development.
Group discussion on the industries that support the hospitality industry. Small-group activity where learners examine how a given industry supports the hospitality industry and present their findings to the class.
Guest speaker from a support industry could explain the support they give the hospitality industry. This could be a local supplier, a licensing officer or a tourism information officer.
Assignment 3: Support for the Hospitality Industry (P5, M3, D2) A presentation outlining the support given to the hospitality industry by other industry sectors.

Topic and suggested assignments/activities/assessment
Tutor presentation on job roles in the hospitality industry. Group discussion about staffing, jobs and job requirements. Small-group research into the career progression opportunities for a range of job roles.
Visit to a local hospitality provider where a selection of staff could talk about their careers in hospitality.
<p>Assignment 4: Employment Opportunities in the Hospitality Industry (P6, M4)</p> <p>Producing a booklet on the national and international employment opportunities available in the hospitality industry.</p>

Assessment guidance

Where work is carried out in groups, each learner needs to provide evidence for all of the grading criteria claimed. This may take the form of an observation or witness statement detailing the criteria and how they were met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – M1 – D1

To achieve P1 and P2, learners need to identify the size, structure and scope of the hospitality industry and its importance to the national economy. Evidence could take the form of a report and should include industry statistics concerning the worth of the hospitality industry at a national level. However, details of the structure of the industry can be based on a report of a given area. The area must have a range of hospitality provision to cover all sectors of the industry.

To achieve M1, learners will produce an analysis of the size of the hospitality industry in relation to different settings. The analysis should show the learners understanding of which sectors of the industry are growing and which are shrinking and the worth of individual sectors.

Evidence for D1 should be obtained from an extension of the work carried out for M1. Learners should evaluate the contribution of the hospitality industry to the country, bearing in mind its continued growth and its total economic value, including the balance of payments and tax revenue.

P3 – P4 – M2

For P3, the products and services available within at least three hospitality settings at a local level should be investigated, either by visit or speaker. Learners should explain the different features of the different types of settings within the businesses researched. If the local area has insufficient examples of settings to cover the content and grading criteria, the tutor should choose an alternative area ensuring it has enough scope. Evidence can be in the form of a presentation or report.

To achieve P4, learners should describe the key influences on the development of products and services in the hospitality industry. They can use the hospitality businesses investigated for P1. Evidence can be in the form of a presentation of a report and include examples of how the products and services have changed and this must be directly related to key influences.

To achieve M2, learners will further investigate and explain why these key influences have impacted the development of products and services. Evidence can be based on their research of one hospitality business.

P5 – M3 – D2

To achieve P5, learners will need to investigate the support offered by at least three other industries to hospitality, identifying the nature of this support. Learners can research the support given by a particular industry in small groups and present their findings to the rest of the class. However, learners must present evidence individually. This can be in the form of a presentation or written report.

For M3, two hospitality businesses should be investigated and the nature of the support they use reviewed. This should include the other industries the businesses use and an explanation of the type of support received. The learner should be encouraged to investigate different types of business to enable them to build up a picture of the types of support used. The evidence can be in a written format or given as a presentation to the group.

For D2, learners should analyse the evidence given for M2, noting the strengths and weaknesses of the support given and suggesting how the support may be improved. This may be a simple improvement, such as ensuring deliveries are on time and accurate, but at this level all must be realistic.

P6 – M4

To achieve P6, learners should explore the range of jobs and career opportunities in different hospitality sectors, selecting at least five different job roles at different levels. They should describe the type of job, the responsibilities of the job, a typical work routine and the requirements for anyone doing that job.

To achieve M4, using the evidence acquired for P6 learners should make a comparison of the four chosen job roles for the two sectors. This comparison should look at the job role, and its responsibilities, work routine and job requirements, highlighting any differences between jobs in the two sectors.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	The Hospitality Industry	Learners could take on the role of a city planner required to produce a report on the importance of the hospitality industry in a particular area.	An article or report on the size, scope and structure of the hospitality industry, including an explanation of its importance to the national economy.

Criteria covered	Assignment title	Scenario	Assessment method
P3, P4, M2	The Products and Services of the Hospitality Industry	Learners could continue in the role of a city planner and are asked to produce a report of the products and services in the area.	A presentation on the products and services offered by a range of businesses across all industry sectors to include an explanation of the key influences on their development.
P5, M3, D2	Support for the Hospitality Industry	Learners could continue in the role of a city planner and are asked to produce a report on the support available in the area for the hospitality industry	A presentation outlining the support given to the hospitality industry by other industry sectors.
P6, M4	Employment Opportunities in the Hospitality Industry	Learners could continue in the role of city planner and produce information on the job and career opportunities in the hospitality industry in the local area.	Producing a booklet on the national and international employment opportunities available in the hospitality industry.

Suggested resources

Books

Foskett, D and Paskin, P – *The Theory of Hospitality and Catering* (12th edition), (Hodder Education, 2011) ISBN 9781444123760

Holmes, S, Jackson, E, Mead, T and Morgan, K – *BTEC First Hospitality Student Book* (Pearson Education, 2013) ISBN 9781446906064

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bha.org.uk	The British Hospitality Association
www.bighospitality.co.uk	Hospitality news website
www.catererandhotelkeeper.co.uk	Catering and hospitality news
www.instituteofhospitality.org	Institute of Hospitality (formerly known as the Hotel and Catering International Management Association)
www.ons.gov.uk	Office of National Statistics
www.people1st.co.uk	Sector skills council for hospitality, passenger transport, travel and tourism in the UK
www.springboarduk.net	Springboard UK – hospitality, careers and industry information
www.towd.com	Tourism Offices Worldwide Directory
www.visitbritain.com	Visit Britain

Unit 2: Products, Services and Support in the Hospitality Industry

Level:	2
Notional Learning Hours:	10 (including 10 GLH)
Unit value (NLH/10):	1
SRF unit code:	20687G

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the products and services the hospitality industry offers and the support it receives from other industries.

Unit introduction

Learners will explore the different products and services that are on offer in the hospitality industry and from this build up a picture of the diverse nature of the industry and what is available to customers.

The hospitality industry does not function in isolation and depends on the support of other industries. Learners will investigate the extent to which the industry is dependent on other industries. They will be encouraged to look at these relationships to gain knowledge of the breadth of support that is available to a hospitality business and to understand its reliance on this support.

Learners will develop an understanding of the industry products and services and the supporting role of other industries.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the products and services offered in the hospitality industry
- 2 Understand the support given by other industries to hospitality businesses.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Identify products and services available to customers for different hospitality businesses in their locality	M1 Explain why products and services are offered in hospitality businesses	D1 Analyse the differences between the products and services offered in different hospitality businesses
P2 Explain how other industries provide support for the hospitality industry, giving examples	M2 Compare how different hospitality businesses are supported by other industries	D2 Analyse how support given by other industries to hospitality businesses could be improved

Unit content

1 Know the products and services offered in the hospitality industry

Products:

- food
- drink
- accommodation, e.g. public areas, bedrooms
- other facilities, e.g. facilities for children, business facilities
- prices
- opening times

Services:

- level and type of service offered
- business services
- vending
- conferences, e.g. meetings, company promotions, seminars
- functions, e.g. weddings, other services

2 Understand the support given by other industries to hospitality businesses

Other industries:

- travel agents/tour operators
- banks
- phone companies
- insurance companies
- suppliers, e.g. food, drink, equipment, dry goods
- staffing agencies
- additional services, e.g. hairdressers, souvenir shops, ticket agencies
- transport for customers, e.g. taxis, trains

Support given:

- financial services, e.g. loans, banking
- providing communications systems (internal, external)
- delivering goods
- removing waste
- maintenance and cleaning services
- providing staff
- personal services for customers, e.g. hairdressing, beauty treatments, transport, ticket booking

Information for delivery staff

Essential requirements

Learners will benefit from visits to and speakers from local hospitality businesses and national and local tourist offices. Learners should have access to the internet and in particular need to be able to access websites relating to careers services, such as Connexions Direct, and leading hospitality companies.

Employer engagement and vocational contexts

Visits to hospitality businesses are integral to the effective delivery of this unit. The visits need to be planned carefully in order to help learners investigate different types of business, products and services. While undertaking visits learners may also benefit from 'in-house' presentations from industry staff, helping the development of assessment activities throughout this and other units. Visiting speakers may further strengthen learners' understanding of hospitality operations.

Delivery guidance

Delivery could be supported by visits to different types of businesses within the hospitality industry, by using guest speakers from the industry and by learners sharing their knowledge and experiences. Surveying the local area in detail may help to illustrate the diverse range of products and services available.

Preparation before visits are made should include information about the business and where it fits into the industry. This may be obtained from the business itself, from a website or from the local tourist board. With guidance, learners could draw up a list of questions they think will be valuable in 'building up' a picture of the industry. When using guest speakers, tutors should brief them beforehand so they have a clear idea of what learners need.

Many learners may have had a part-time job in the hospitality industry and all will have been customers; this experience could be shared within the class.

Learner preparation needs to focus on what information is needed from guest speakers and questions around particular areas could be devised in advance, including what problems might occur in the industry.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of learning.
Group discussion about the products and services available to customers for different hospitality businesses in their locality. Tutor explanation of key terms.
Visit to a hospitality business to find out about the products and services it offers.
Assignment 1: The Products and Services Offered in the Hospitality Industry (P1, M1, D1)
Producing an article on the products and services offered in the hospitality industry.
Group discussion about industries that support the hospitality industry.

Topic and suggested assignments/activities/assessment
Group discussion about the support that other industries provide to the hospitality industry.
Assignment 2: How Hospitality Businesses are Supported by Other Industries (P2, M2, D2) Producing a report on industries that provide support to the hospitality industry and the type of support they provide.

Assessment guidance

Where work is carried out in groups, each learner needs to provide evidence for all of the grading criteria claimed. This may take the form of an observation or witness statement detailing the criteria and how they were met.

The sub-headings in this section mirror the opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – M1 – D1

To achieve P1, the products and services available within three hospitality businesses at a local level should be investigated, either by visit or guest speaker. Each learner should identify the products and type and level of service for each of the three businesses. Producing a map of the area illustrated with each learner's work could show the evidence for this. If the local area has insufficient examples of settings to cover the content and grading criteria, the tutor should choose an alternative area, ensuring it has enough scope.

To achieve M1, learners will further investigate and explain why the types of products and services are offered in businesses different from the ones investigated for P1.

Evidence for D1 should be obtained from an extension of the work carried out for M1. The products and services in the five businesses used as evidence for M1 should be analysed and differences emphasised. An explanation should be offered for the differences. The evidence could take a written format, possibly after a group discussion.

P2 – M2 – D2

To achieve P2, learners will need to investigate the support offered by three other industries to hospitality and identify the nature of this support through basic descriptions. Visits to and speakers from industry will help learners access this type of information, which should be presented in a written format or as a presentation.

For M2, two hospitality businesses should be investigated and the nature of the support they use clearly explained. This should include the other industries the businesses use and an explanation of the type of support received. Learners should be encouraged to investigate different types of business to enable them to build up a picture of the types of support used. The evidence can be in a written format or given as a presentation to the group.

For D2, learners should analyse the support given by other industries to two hospitality businesses, noting the strengths and weaknesses of the support given and suggesting how the support may be improved. This may be a simple improvement, such as ensuring deliveries are on time and accurate, but at this level all must be realistic.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	The Products and Services Offered in the Hospitality Industry	Learners take the role of internal communications assistant and are asked to produce an article on the products and services offered in the hospitality industry.	Learners produce an article or other material for use with new staff
P2, M2, D2	How Hospitality Businesses are Supported by Other Industries	Learners continue in the role from the first assignment and prepare more materials for use with new staff.	Learners produce material in suitable format – booklet, posters or presentation materials

Suggested resources

Books

Ovenden F, Holmes S, Horne S and Wilson P – *BTEC First Hospitality* (Heinemann Educational, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bha.org.uk	British Hospitality Association
www.catersearch.com	Catersearch – hospitality news
www.catersource.com	Catersource – education, products and news for caterers
www.connexions-direct.com	Connexions Direct – information and advice for young people
www.instituteofhospitality.org	Institute of Hospitality – professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.visitbritain.com	Visit Britain – Official UK Travel and Accommodation Guide

Unit 3: Customer Service Skills in the Hospitality Industry

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Unit value (NLH/10):	10
SRF unit code:	20688G

This unit is internally assessed

Unit aim

The aim of this unit is to introduce learners to the principles of customer service, and its benefits to an organisation, employees and to customers in the hospitality sector. Learners will develop their understanding of the characteristics of excellent customer service and the practical skills needed to deliver it.

Unit introduction

Customer service is at the heart of a successful business and the hospitality sector relies on excellent customer service to keep customers satisfied and returning. This unit will develop and broaden understanding of customer service excellence in hospitality businesses. Learners will develop an understanding of the needs and expectations of their customers and how these needs are anticipated and met.

Hospitality industry staff must be professional, have effective interpersonal skills and be able to communicate effectively with their customers. Learners will examine ways in which these elements can be achieved through individual and team contribution. They will also consider how organisations meet the needs and expectations of their customers through the range of products and services they offer.

Learners will look at the way hospitality businesses monitor and evaluate their level of customer service by obtaining feedback from customers and how it enables them to make improvements to the service they provide.

The unit will explore the skills needed to deliver consistent and reliable customer service and enable learners to develop and use these skills in a variety of customer service situations.

Outcomes of learning

On completion of this unit a learner should:

- 1 Understand the characteristics of customer service excellence and its benefits
- 2 Understand the role of the individual in delivering customer service excellence
- 3 Understand how the hospitality industry monitors and evaluates customer service
- 4 Be able to demonstrate customer service skills in a range of hospitality settings.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the characteristics and benefits of excellent customer service		
P2 Explain how consistent and reliable customer service contributes to customer satisfaction		
P3 Explain the role of the individual in providing customer service excellence		
P4 Describe how hospitality organisations meet the needs and expectations of their internal and external customers	M1 Compare the effectiveness of the customer service delivery in hospitality organisations, explaining any differences	D1 Evaluate the customer service provision in hospitality organisations, making suggestions for improvement
P5 Identify ways of monitoring and evaluating customer service		
P6 Explain how monitoring and evaluating customer service can improve future performance	M2 Analyse methods of monitoring and measuring customer service, outlining the strengths and weaknesses of each	
P7 Demonstrate effective customer service skills in different customer service situations, including one complaint	M3 Demonstrate competent and confident customer service skills with customers in different situations, including a complaint	D2 Evaluate own performance in hospitality related customer service situations, making recommendations for improvements

Unit content

1 Understand the characteristics of customer service excellence and its benefits

Definition:

- customer service
- customer service excellence

Characteristics of excellent customer service:

- staff attitude and behaviour
- knowledge, e.g. products, services, standards, training
- quality of services and products
- timing
- cost
- meeting the customers' needs
- locating information
- availability
- working under pressure
- dealing with problems

Aims:

- e.g. achieving customer satisfaction, exceeding customer expectations, meeting organisational targets

Benefits:

- positive influence on organisation
- increase spend
- repeat business
- word of mouth
- customer loyalty

Customers:

- internal, e.g. colleagues, supervisors, staff, staff teams
- external, e.g. existing, new, individuals, groups, business people, non-native speakers, different agents, different cultures, families, special needs, suppliers, agents
- special needs, e.g. visual, hearing or mobility impaired

Customer needs:

- value for money
- accuracy and reliability
- information and advice
- assistance and help
- special needs dealt with
- problems identified and dealt with
- healthy, safe and secure environment

2 Understand the role of the individual in delivering customer service excellence

Factors in excellent customer service:

- role of individual's attitude, behaviour and motivation

Personal presentation:

- first impressions
- personal hygiene
- appearance, e.g. uniform, dress, hair, makeup, jewellery

Communication:

- body language, e.g. posture, expression, gestures, eye contact
- voice, e.g. one, pitch, pace
- language, e.g. appropriate, slang, jargon
- listening skills, e.g. asking appropriate questions, repeating back to customer, looking attentive
- confirming service meets needs and expectations

Product knowledge and sales:

- know product
- give advice
- answer questions
- suggest products
- increase sales

Dealing with complaints:

- benefit of complaint to organisation
- positive manner when dealing with a complaint
- complaint-handling procedures

Following organisational procedures:

- service standards
- training
- complying with policies and procedures
- liaison with other departments

3 Understand how the hospitality industry monitors and evaluates customer service

Aims:

- e.g. achieving customer satisfaction, exceeding customer expectations, meeting organisational targets

Monitor:

- informal customer feedback
- customer questionnaires
- comment cards
- staff feedback
- mystery customers
- complaints
- compliment letters
- online reviews
- observation
- financial data, e.g. turnover, repeat business

Evaluate:

- evaluation of, e.g. level of sales, repeat customers, new customers, level of complaints, level of compliments, staff turnover

Improvements:

- improvement of, e.g. quality of service, value for money, reliability, internal procedures, compliance with legal obligations, staff job satisfaction

4 Be able to demonstrate customer service skills in a range of hospitality settings

Skills:

- establishing and responding to needs, e.g. problems, advice, assistance, enquiries, complaints
- exceeding expectations
- personal presentation
- listening
- questioning
- assertiveness
- recording
- knowing responsibility limits

Settings:

- verbal (face-to-face, telephone)
- non-verbal (written, electronic)
- urgent
- non-urgent
- difficult
- routine
- providing information and advice
- providing assistance
- dealing with complaints
- dealing with problems
- selling

Information for delivery staff

Essential requirements

Learners will need to have access to IT resources in order to research the customer service provision and customer reviews of hospitality organisations.

Ideally, case studies and appropriate video programmes highlighting the development of application and interview skills should be available and used in the delivery of this unit.

Centres must also consider how learners' evidence will be generated. The most satisfactory source is from real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Delivery guidance

This unit provides an introduction to customer service in the hospitality industry, different types of customers, and the specific individual skills that learners will need in hospitality customer service situations. To develop learners' skills the unit can be partly delivered in the workplace, in a realistic working environment (such as a training restaurant) or under simulated conditions, allowing learners to practise customer service skills and techniques. However, learners must be given sufficient time to develop their theoretical understanding of customer service excellence.

Developing learners' understanding of the importance of excellent customer service to hospitality organisations is essential. Learners should be encouraged to discuss their own experiences of customer service provision as a customer and as a member of staff. They could be asked who they think is responsible for delivering good customer service. Where learners have part-time jobs or work experience in hospitality customer-orientated situations, it is useful to draw on their experiences in general group discussions. Organising a mystery shopper experience will give learners an excellent opportunity to focus their evaluation of customer service provision, identifying the impacts it has had on their level of satisfaction and image of the business and its staff.

Speakers from the industry and visits to local hospitality-related organisations would be of great benefit to learners and improve their motivation and involvement in the course. Learners should be encouraged to investigate how customer service is monitored and evaluated in these organisations. The use of a training video to highlight some of the issues around customer service would also be useful. The tutor could play clips of different situations, asking learners to comment on what is good and what could be improved.

When looking at the specific needs of different types of customers, case study material can be effective in ensuring that learners appreciate the wide range of different types of customers, such as those in groups, individuals, those of different ages and cultures, those with special needs and non-native speakers.

Role-play activities are a useful way of allowing learners to understand and evaluate their interpersonal and communication skills. Emphasis should be on the development of speaking and listening skills and learners will need to develop an understanding of body language and its appropriate use. Role play could also be used to help gain an understanding of the needs of different types of customers. Practical sessions provide opportunities to develop skills essential for working in the industry. To be able to demonstrate a range of skills, learners could operate in small teams, observing each other's performance and giving constructive feedback. The emphasis should be on evaluating what they have learned from the observation to improve their own standards of performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the programme of learning – group discussion to determine the characteristics of excellent customer service and its benefits to the individual.
Visit to a customer service location and observation of different types of external customers – follow-up guide for staff showing different types of customers and their needs.
Groups discussion about the role of individuals and the skills need to deliver customer service excellence. Small-group and paired activities around personal presentation, communication and listening skills.
Assignment 1: Understand the Characteristics of Customer Service Excellence and its Benefits (P1, P2)
Producing a report raising awareness about hospitality customer service based on visit.
Group discussion around the role of individuals in delivering customer service. Small group and paired activities around the policies and procedures that an organisation needs to put in place to ensure their staff can deliver customer service excellence.
Guest speaker to explain their expectations of their staff and how they support them in delivering customer service excellence. Learners produce a guide for staff on the delivery of customer service excellence.
Assignment 2: The Role of the Individual in Delivering Customer Service Excellence (P3, P4, M1, D1)
A presentation describing own contribution to customer satisfaction and how businesses meet the needs and expectations of their customers.
Learners visit hospitality businesses with excellent reputation for customer service and find how the business achieves this and how it is monitored – follow-up discussion.
Individual research into the methods of monitoring and evaluation used in different businesses. Learners interview dissatisfied customers and identify what was missing – pair work.
Assignment 3: Monitoring and Evaluating Hospitality Businesses' Customer Service (P5, P6, M2)
Based on visits and investigation – learners report on methods of monitoring and evaluating customer service used in different businesses.

Topic and suggested assignments/activities/assessment
Videos or role-plays of good and poor customer skills – learners identify what makes the difference. Customer service telephone role-play with feedback from peers – and repeat practice.
Role-play exercises – developing customer service skills. Work alongside customer service staff in own institution dealing with routine customers with guidance – receive feedback.
Assignment 4: Providing Customer Service (P7, M3, D2) Based on serving customers in simulated or real situations. Tutorial support and feedback. Self-initiated learning time.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identifying how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2

For P1, evidence could be in the form of a written piece of work, such as a poster or information bulletin for staff, which shows an understanding of customer service excellence, including the importance and benefits to hospitality organisations, employees and customers.

For P2, learners must explain how consistent and reliable customer service contributes to customer satisfaction. This can be linked to the assessment of P1. It would be good practice for learners to provide data from hospitality organisations showing how customer service excellence has improved their bottom line.

P3 – P4 – M1 – D1

For P3, learners should identify the role of the individual in providing customer service excellence. The descriptions should be clearly linked to the hospitality industry, using examples to illustrate the descriptions where appropriate. The evidence could take the form of a PowerPoint presentation which acts as a guide to staff. It is important that they identify the role of the organisation in facilitating their customer service delivery.

In order to achieve P4, learners need to describe the customer service provision of two different hospitality organisations, identifying how each meets the needs of its internal and external customers. The organisations may be similar competitor organisations or they could be from different sectors. In order for learners to provide evidence for M1, the two organisations will need to have sufficient similarities and differences in their approaches to analyse the effectiveness of their customer service and make valid comparisons. This could be presented as a written report or an oral presentation. The investigation could be undertaken as a group following an organised visit but learners must produce their descriptions and comparisons individually.

In order to achieve D1, learners should be critical when pointing out the strengths and weaknesses of the customer service provision and be able to make recommendations for improvement in both organisations. Recommendations could be minor but all should be realistic and be in line with the organisations' customer service policies. Learners should justify their recommendations by relating them to existing customer service policies, general industry practice or the potential benefit to the organisation. This could be evidenced through a written piece of work, such as an article for the trade press or a training manual for an organisation. It could also be presented orally, perhaps as a training session.

P5 – P6 – M2

For P5, when describing ways of monitoring and evaluating customer service, learners could focus on methods used by the two organisations that they have previously investigated, or simply focus on general strategies adopted throughout the industry.

For P6, learners must explain how monitoring and evaluating customer service can benefit the organisation.

To provide evidence for M2, learners should provide an analysis of at least three methods of monitoring and evaluating customer service, identifying the advantages and disadvantages of each. This could be evidenced through a written piece of work or an oral presentation of guidelines to customer service providers.

P7 – M3 – D2

In order to achieve P7, learners will need to demonstrate their customer service skills. Although these may be demonstrated through role play in simulated environments, learners will benefit from the opportunity to demonstrate customer service skills in real situations. Where role play is used, learners are expected to respond as if their situation were real and should be encouraged to make an effort in terms of personal presentation and dress code. Ideally, although learners could be given some guidance on the role play before the event, the actual scenario should be presented to them as though it were a live situation.

Learners will need to demonstrate competence in three different situations, with different types of customer. One should be a complaint, whether oral or written; this should also be appropriate to their level of responsibility. It is, therefore, acceptable for the learner to ask for guidance from their supervisor. At least two of the situations should be verbal.

To achieve M3, learners should demonstrate that they are competent in providing customer service without direct supervision and that their body language and manner indicate that they are confident in what they are doing.

For D2, learners should base evaluations of their own performance on feedback received from the assessor or an observer. Recommendations should be achievable and appropriate to the level of the qualification. Evidence could include video or audio tapes, self- and peer-evaluations and signed customer service observation sheets. Role play could also be assessed using witness testimony from industry guests or HR managers.

Evidence produced orally needs to be supported with comprehensive observation sheets from the assessor. They must demonstrate which pass, merit and distinction criteria learners have achieved. Ideally, they will include unit content that can be ticked and a box for the assessor's comments justifying their decision. Any other materials used by the learner, for example preparatory notes or visual aids, should also be included.

Oral presentations can be recorded on video or audio tape in order to aid assessment but recordings should be used only to support observation sheets, not replace them. Where learners have generated evidence in the workplace, a witness statement should be provided by the employer that can then be included with the assessor's observation sheet.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2	Understand the Characteristics of Customer Service Excellence and its Benefits	Learners take the role of customer service trainer and are tasked with producing a booklet for new staff.	Learners produce a booklet or other material for use with new staff.
P3, P4, M1, D1	The Role of the Individual in Delivering Customer Service Excellence	Learners continue in the role from the first assignment and prepare more materials for use with new staff.	Learners create a presentation for use with new staff.
P5, P6, M2	Monitoring and Evaluating Hospitality Businesses' Customer Service	Learners use a business of which they have some experience to investigate how customer service is monitored and evaluated and make recommendations for improvement. The results of this could be used as feedback for the business.	Learners produce material in suitable format – booklet, posters or presentation materials.
P7, M3, D2	Providing Customer Service	Learners take on the roles of customer service staff and deal with a range of customer service situations.	Role play or work placement.

Suggested resources

Books

With new technologies available, textbooks date very quickly and, as a consequence, Pearson does not recommend specific books for this unit. Tutors should research and use their own selection, highlighting selected passages or chapters for learners to use.

Videos

Many of the television 'fly-on-the-wall' documentaries are well suited to discussions on customer service. For example:

Serving Your Best Interests – Confederation of British Industry

Websites

www.bha.org.uk	British Hospitality Association
www.bighospitality.co.uk	Hospitality news website
www.caterer.com	Caterer jobs website
www.instituteofhospitality.org	Institute of Hospitality (formerly known as the Hotel and Catering International Management Association)
www.tripadvisor.co.uk	A holiday and travel review site

Unit 4: Providing Customer Service in Hospitality

Level:	2
Notional Learning Hours:	40 (including 20 GLH)
Unit value (NLH/10):	4
SRF unit code:	20689G

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to gain skills in monitoring and evaluating hospitality businesses' customer service and to develop customer service skills.

Unit introduction

Any member of staff working in a hospitality customer service situation will be expected to present themselves in a professional way, have good interpersonal skills and be able to communicate effectively with their customers. Learners will look at ways in which this can be achieved, meeting the needs and expectations of hospitality customers. Learners will also develop their understanding of the importance of delivering consistent and reliable customer service through the development of their practical and operational customer service skills. They will develop a variety of the skills and techniques associated with providing excellent customer service and will use these in different situations.

In addition, learners will look at how hospitality businesses monitor and evaluate their level of customer service by obtaining feedback from customers and how this enables them to make improvements to the service provided.

Outcomes of learning

On completion of this unit a learner should:

- 1 Be able to monitor and evaluate hospitality businesses' customer service
- 2 Be able to demonstrate customer service skills in different situations in hospitality.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe methods of monitoring and evaluating customer service in different hospitality businesses	M1 Analyse methods of monitoring and evaluating customer service, outlining the strengths and weaknesses of each	D1 Evaluate the customer service provision in hospitality businesses, making suggestions for improvement
P2 Demonstrate customer service skills in different customer service situations	M2 Demonstrate customer service skills independently and confidently in different situations	D2 Evaluate own performance in hospitality related customer service situations, making suggestions for improvement

Unit content

1 Be able to monitor and evaluate hospitality businesses' customer service

Monitor:

- informal customer feedback
- customer questionnaires
- comment cards
- staff feedback
- mystery customers
- complaints
- compliment letters

Evaluate:

- evaluation of, e.g. level of sales, repeat customers, new customers, level of complaints, level of compliments, staff turnover

Customer service:

- aims, e.g. achieving customer satisfaction, exceeding customer expectations, meeting organisational targets

Improvements:

- improvement of, e.g. quality of service, value for money, reliability, internal procedures, compliance with legal obligations, staff job satisfaction

2 Be able to demonstrate customer service skills in different situations in hospitality

Customers:

- internal, e.g. colleagues, supervisors, staff, staff teams
- external, e.g. existing, new, individuals, groups, suppliers, agents, business people
- non-native speaking
- different ages
- different cultures
- gender
- families
- special needs, e.g. visual, hearing or mobility impaired

Customer needs:

- value for money
- accuracy and reliability
- information
- advice
- assistance and help
- special needs dealt with
- problems identified and dealt with
- healthy, safe and secure environment

Presentation skills:

- personal hygiene
- appearance, e.g. uniform, dress, hair, makeup, jewellery
- presentation of work area and equipment

Interpersonal skills:

- attitude
- behaviour
- first impressions
- greeting customers
- respect for customers, e.g. courtesy, interest, responding to different customer behaviour, dealing with problems

Communication skills:

- voice, e.g. tone, pitch, pace
- language
- use of jargon
- listening
- body language
- appropriateness to situation
- asking appropriate questions
- body language, e.g. posture, facial expression, gestures, eye contact

Situations:

- face to face
- on the telephone
- in writing (letter, email, fax)
- urgent
- non-urgent
- difficult
- routine
- being able to identify and follow safe working practices

Information for delivery staff

Essential requirements

A realistic work environment or access to a real work situation is essential for the delivery of this unit.

Employer engagement and vocational contexts

Links with local employers should be developed to enable tutors to put the unit into a vocational context and enable work experience placements to be developed. Where possible visits should be made to local hospitality businesses for learners to gain specific information for this unit. Speakers from the hospitality industry who have been asked to speak on particular topics can be asked into the centre.

Delivery guidance

This unit can be partly delivered in the workplace, in a realistic working environment (such as a training restaurant) or under simulated conditions. However, tutors must ensure that sufficient time away from real or realistic conditions is provided to support the theoretical understanding. Where a simulated environment is being used, care must be taken that learners understand what type of hospitality business is being simulated.

The application of theory, skills and techniques should not exceed half the delivery time, allowing learners sufficient time to practise customer service skills and techniques.

This unit provides an introduction to customer service in the hospitality industry, the different types of customers and the specific individual skills that learners will need in hospitality customer service situations. As an introduction, a group session in which learners identify key features of good customer service, using a wide range of hospitality businesses, could be useful. Where learners have part-time jobs or work experience in hospitality customer-focused situations, it is useful to draw on their experiences in general group discussions. Likewise, it is valuable to encourage learners to evaluate and discuss both positive and negative experiences that they may have had as a customer and the effect that this had on their level of satisfaction and image of the business and its staff. Organising a mystery shopper experience will give learners an excellent opportunity to focus their evaluation of customer service provision.

Speakers from the industry with relevant experience of customer service in hospitality would be of great benefit to learners and would improve their motivation and involvement in the course. Visits and access to local hospitality-related businesses would also be beneficial to learners, particularly when exploring how different businesses approach customer service. Learners should be encouraged to investigate how customer service is monitored and evaluated in these businesses.

When looking at the specific needs of different types of customers, case study material can be effective in ensuring that learners appreciate the wide range of different types of customers, such as those in groups, individuals, those of different ages and cultures, those with special needs and non-English speaking.

Role-play activities are a useful way of allowing learners to understand and evaluate their interpersonal and communication skills and of enabling them to suggest ways in which they could improve these skills. Role play could also be used to gain an understanding of the needs of different types of customers. Practical sessions provide opportunities to develop skills essential for working in the industry. To be able to demonstrate a range of skills, learners could operate in small teams, observing each other's performance and giving constructive feedback. The emphasis should be on evaluating what they have learned from the observation to improve their own standards of performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the programme of learning.
Learners visit hospitality businesses with excellent reputation for customer service and find how the business achieves this and how it is monitored – follow-up discussion.
Learners interview dissatisfied customers and identify what was missing – pair work.
Learners investigate methods of monitoring and evaluation used in different businesses.
Assignment 1: Monitoring and Evaluating Hospitality Businesses' Customer Service (P1, M1, D1)
Based on visits and investigation – learners report on methods of monitoring and evaluating customer service used in different businesses.
Videos or role play of good and poor interpersonal skills – learners identify what makes the difference.
Video on telephone skills for dealing with customers – discussion on difference between social and business use of telephone.
Customer service telephone role play with feedback from peers – and repeat practice.
Role-play exercises – developing customer service skills.
Work alongside customer service staff in own institution dealing with routine customers with guidance – receive feedback.
Assignment 2: Providing Customer Service (P2, M2, D2)
Based on serving customers in simulated or real situations.
Tutorial support and feedback.
Self-initiated learning time.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, e.g. role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – M1 – D1

For P1, when describing ways of monitoring and evaluating customer service, learners could focus on methods used by the two businesses that they have previously investigated, or simply focus on general strategies adopted throughout the industry.

For M1, learners should provide an analysis of at least three methods of monitoring and evaluating customer service, identifying advantages and disadvantages of each. This could be evidenced through a written piece of work or a verbal presentation of guidelines to customer service providers.

In order to achieve D1, learners should be critical when pointing out the strengths and weaknesses of the customer service provision and be able to make recommendations for improvement in both businesses. Recommendations could be minor but all should be realistic and be in line with the businesses' customer service policies. Learners should justify their recommendations by relating them to existing customer service policies, general industry practice or the potential benefit to the business. This could be evidenced through a written piece of work, such as an article for the trade press or a training manual for a business. It could also be presented verbally, perhaps as a training session.

P2 – M2 – D2

In order to achieve P2, learners will need to show their customer service skills. Although these may be demonstrated through role play in simulated environments, learners will benefit from the opportunity to demonstrate customer service skills in simulated or real situations. Where role play is used, learners are expected to respond as if their situation was real and should be encouraged to make an effort in terms of personal presentation and dress code. Learners will need to show competence in three different situations, with different types of customer. One should be a complaint, whether verbal or written; this should also be appropriate to the level of the qualification. It is worth noting that in a real situation, junior members of staff are not normally expected to deal fully with a complaint situation but may ask for help or support from a supervisor. At least two of the situations should be verbal.

To achieve M2, learners should demonstrate that they are competent in providing customer service without direct supervision and that their body language and manner indicate that they are confident in what they are doing.

For D2, learners should base evaluations of their performance on feedback received from the assessor or an observer. Recommendations should be achievable and appropriate to the level of the qualification.

Evidence could include video or audio tapes, self- and peer-evaluations and signed customer service observation sheets. Role play could also be assessed using witness testimony from industry guests or HR managers.

Evidence produced verbally needs to be supported by comprehensive observation sheets from the assessor. These must demonstrate which pass, merit and distinction criteria learners have achieved. Ideally, they will include unit content that can be ticked and a box for the assessor's comments justifying their decision. Any other materials used by the learner, e.g. preparatory notes or visual aids, should also be included.

Verbal presentations can be recorded on video or audio tape in order to aid assessment but recordings should be used only to support observation sheets, not replace them. Where learners have generated evidence in the workplace, a witness statement should be provided by the employer which can then be included with the assessor's observation sheet.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Monitoring and Evaluating Hospitality Businesses' Customer Service	Learners use a business of which they have some experience to investigate how customer service is monitored and evaluated and make recommendations for improvement. The results of this could be used as feedback for the business.	Learners produce material in suitable format – booklet, posters or presentation materials.
P2, M2, D2	Providing Customer Service	Learners take on the roles of customer service staff and deal with a range of customer service situations.	Role play or work placement.

Suggested resources

Books

Ovenden F, Holmes S, Horne S and Wilson P – *BTEC First Hospitality* (Heinemann Educational, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bha.org.uk

British Hospitality Association

www.caterersearch.com

Catersearch – Hospitality news

www.catersource.com

Catersource – Education, products and news for caterers

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 5: Planning and Running a Hospitality Event

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Unit value (NLH/10):	10
SRF unit code:	20690G

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to gain knowledge and skills to contribute to the planning, organising, promotion, running and reviewing of a hospitality event.

Unit introduction

This is a practical unit enabling learners to be involved in planning, organising, running and reviewing a hospitality event.

Learners will investigate 'what is a hospitality event' and the requirements needed to plan it successfully. They will look at a variety of events before interpreting this knowledge to plan their own.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time, as learners will need to meet specific customer or client requirements. The type of event may include a restaurant service for visitors or an open day, or may be an event generated especially for this unit such as the organisation of a religious festival/party, a summer barbecue or a charity dinner. They will consider the resources available to them, participation of themselves and others in running the event, health and safety considerations and possible contingencies they should have in place.

After learning about the purpose and types of promotional material, learners will produce material to promote their own event. Learners will have the opportunity to participate in the running of the actual event, enabling them to put their planning into practice.

Learners will design methods to review the success of the event using information collected from all of those involved, including the team, tutor and customers.

Throughout the unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records of meetings, consider problems that may arise and suggest how to respond to them.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know about the planning process for a hospitality event
- 2 Be able to participate in the organisation of a hospitality event to meet customer requirements
- 3 Be able to promote a hospitality event
- 4 Be able to contribute to the running of a hospitality event to meet customer requirements
- 5 Be able to review the success of a hospitality event.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the planning process for a hospitality event	M1 Produce a detailed record of the event planning process, explaining any deviations from the original plan	D1 Review the planning and organisation of the event, including own role, making recommendations on how these could be improved
P2 Produce a plan for a chosen hospitality event to meet given customer requirements		
P3 Contribute to the organisation of a chosen hospitality event		
P4 Produce material suitable for promoting a chosen hospitality event	M2 Analyse the impact of using the promotional materials in a chosen event	
P5 Contribute to the running of a chosen hospitality event		
P6 Review the hospitality event by designing different methods of collecting feedback	M3 Analyse the success of a hospitality event using feedback collected from a variety of sources	D2 Make recommendations for improving the success of a hospitality event based on feedback collected from a variety of sources, including the success of the promotional materials used

Unit content

1 Know about the planning process for a hospitality event

Planning process:

- nature of event (type, size)
- location
- target audience
- timings
- identifying resources
- staffing
- budget
- costings
- constraints
- contingency planning
- identifying roles and responsibilities
- meetings (frequency, documentation, records)
- health and safety considerations

Hospitality event:

- events, e.g. open evenings, governors' reception, party, barbecue, charity meal, themed lunch or dinner

2 Be able to participate in the organisation of a hospitality event to meet customer requirements

Customer requirements:

- event type
- objectives, e.g. fundraising, information, guest satisfaction

Resources:

- physical, e.g. venue, transport, equipment, food, drink
- financial, e.g. budget, staffing costs
- human, e.g. food and drink staff, information, entertainment

Participation:

- roles
- responsibilities
- teamwork
- meetings
- communication
- health and safety

Contingencies:

- types, e.g. weather, accident, change in numbers, staff shortages, equipment not arriving

3 Be able to promote a hospitality event

Purpose:

- informing customers, e.g. date, time, venue, cost, availability of food, drink, entertainment, theme
- raising awareness, e.g. of a charity, fundraising

Promote:

- use of resources, e.g. time, cost
- design
- impact
- materials, e.g. advertisements, posters, scripts (television, radio)

4 Be able to contribute to the running of a hospitality event to meet customer requirements

Setting up:

- signs
- rooms (furniture)
- food and drink service areas
- glasses
- crockery
- cutlery
- equipment, e.g. entertainment, food service, drinks service

During event:

- contribution, e.g. food and drink service, meeting customer requests, responding to unexpected occurrences

Clearing down:

- waste disposal
- glasses
- crockery
- cutlery
- surplus food and drink
- rooms (furniture)
- signs
- equipment

5 Be able to review the success of a hospitality event

Review:

- sources of feedback, e.g. self, team, tutor, customers
- documentation, e.g. questionnaires, observation sheets, witness statements

Success:

- against customer expectations
- against objectives
- against budget
- deviation from plans

Information for delivery staff

Essential requirements

It is essential that all learners have the opportunity to take part in the planning and running of a suitable event. Resources will depend largely on the type of event and this could vary greatly from centre to centre.

Employer engagement and vocational contexts

Links with local employers should be developed to enable tutors to put the unit into a vocational context. Where possible, visits could be made to local hospitality businesses for learners to gain specific information for this unit. Speakers from the hospitality industry who have been asked to speak on particular topics can be asked into the centre.

Delivery guidance

In order to achieve this unit, learners must be given the opportunity to plan, organise and run a hospitality event of a suitable type, size and complexity. Although learners will work in a group to achieve this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence for this is likely to take the form of checklists, observation reports and witness testimonies.

This unit is predominantly practical in nature and should be delivered to give learners maximum opportunities to take responsibility and ownership for the planning and running of a hospitality event. Before they embark on their own event, learners will need input on the processes involved in the planning of an event, including the purpose of promotional activities. The purpose of this unit is to develop learners' understanding of event planning and their own planning and organisational skills by working as a team and taking individual responsibility for specific tasks. In planning the event, learners will be expected to keep ongoing records of meetings where the planning process has been discussed, roles and responsibilities identified and progress monitored. Learners should be encouraged to consider problems and issues that might arise, and make suggestions for responding to these.

To add interest in the initial stages, when delivering the planning process tutors may choose to encourage learners to investigate the planning of local events, such as a school summer fete or a wedding. Visits to local hotels and function suites could give a valuable insight into the planning involved in organising conferences or other events such as weddings and company dinner/dances. Many shopping centres and entertainment complexes host hospitality-related events which could also be investigated. Visits to such events in the early stages of the unit may help when investigating the requirements of the event planning process. Guest speakers, such as event organisers from local industry, could also be invited in to talk to the learners about the intricacies of the event planning process. Learners can use this knowledge to assist their own event planning and the actual running of their event.

For this unit, the event should be regarded as a one-off event which requires a significant amount of planning, e.g. between eight and twelve weeks' worth, and which the tutor regards as being appropriate in size, type and complexity. Suggested events are a fundraising or charity event, a children's party, a school or college open day, a meal in a training restaurant or a summer barbecue party. To fulfil the outcomes of learning, the tutor must provide a client brief for the learners to work from, detailing customer or client requirements.

Learners will also need to be involved in the preparation of promotional materials and understand their purpose, especially in ensuring they have sufficient guests to take part in the event. Research and investigation into advertisements seen in the local or national press, together with looking at other promotional activities, will help learners' understanding of this, and the tutor should encourage learners to create innovative materials for their own events.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process.

Communication is vital in the event planning process and each learner should be expected to keep a diary or log of the stages involved in the process, including notes and/or minutes taken at more formal meetings.

Finally, learners will need to review the success of the event in different ways. This may be by means of designing a customer comment card and collecting feedback from the other team members and their tutor. The latter should also complete an observation report.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the programme of learning.
Group discussion about different hospitality events.
Visit to events businesses to find out about the planning process for an event.
Assignment 1: The Planning Process for a Hospitality Event (P1, P2, M1, D1)
Producing a booklet raising awareness about the planning process for a hospitality event.
Group discussion about customer requirements for different types of event.
Group discussion about resources required for different events and contingencies to take into account when planning an event.
Videos or role play about participation in the organisation of events.
Assignment 2: Organising a Hospitality Event To Meet Customer Requirements (P3)
A presentation describing the organisation of a hospitality event to meet customer requirements.
Visit to a promotional business to find out about the purpose of promoting hospitality events – follow-up discussion.
Learners practise their promotional skills by creating promotional materials – receive feedback.
Assignment 3: Promoting a Hospitality Event (P4, M2)
Production of promotional materials for a chosen hospitality event.
Role-play exercises – developing skills to run a hospitality event – contributing to the setting up of the event.

Topic and suggested assignments/activities/assessment
Role-play exercises – developing skills to run a hospitality event – contribution during event.
Role-play exercises – developing skills to run a hospitality event – contributing to clearing up.
Assignment 4: Running a Hospitality Event to Meet Customer Requirements (P5) Based on running a chosen hospitality event.
Producing questionnaires for the review of the event.
Role play of reviewing events.
Assignment 5: Review the Success of a Hospitality Event (P6, M3, D2) Based on reviewing the success of the event they contributed to.
Tutorial support and feedback.
Self-initiated learning time.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, e.g. role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – P3 – M1 – D1

To achieve P1, learners must describe how to plan a hospitality event and outline the areas that need to be considered during the planning process.

To meet the P2 criterion learners must develop the information gained in P1 to show evidence of their contribution to the planning of the event. This may be by means of a written plan or presentation to the client outlining the proposal. This plan must state how they intend to meet the objectives set by the customer requirements. This plan must also include what promotional activities will be produced for promoting the event and how the event will be reviewed and evaluated afterwards.

To achieve P3 learners must show evidence of their contribution to the organisation of the chosen event after the planning stage. This may be by means of a diary or log together with tangible evidence, for example a menu they planned or a poster they designed, or may be evidenced by an observation sheet completed by the tutor.

For M1, the planning document and diary or log must have been kept in greater detail than for P2 and P3, i.e. with complete particulars, and include copies of notes and/or minutes taken at progress meetings. Learners must show monitoring of the original plans and an explanation of any changes, deviations or problems they encountered either before or during the event.

For D1, learners must evaluate the strengths and weaknesses of the overall planning process used for their event and evaluate their role in contributing to the planning, organising and running of the event. They should make realistic recommendations as to how things could have been changed to improve the process.

P4 – M2

To meet P4, learners must demonstrate they understand how promotional materials are used in planning an event by showing evidence of having prepared promotional materials for their own event. It does not matter that these may be alternative materials to those actually used to promote the event.

To achieve M2, learners must analyse the impact of the promotional materials used for the event, relating their theoretical knowledge of the impact promotional materials have, such as increasing awareness, to the actual impact of the materials used for the event, e.g. did they get enough customers, were people aware that the event was happening?

P5

In order to achieve P5, learners must produce evidence that they have contributed to and participated in the running of an event. The evidence should include records of meetings or task sheets produced before the event, together with witness statements and observation sheets showing that the learner has been involved at all stages of the event during setting up, during the event and during clearing up.

P6 – M3 – D2

For P6, learners must decide how they are going to review and evaluate their event and its success. Therefore they will need to have evidence of designing various methods of feedback, e.g. customer comment cards and feedback forms, to be used to collect feedback from guests, other team members and the tutor. They must also show evidence that they have collected the feedback following the event.

To achieve M3, learners must review and evaluate the feedback in detail against the objectives identified and agreed. At this level learners must also use feedback collected from at least three different sources. This could include from their peers and attendees of the event, tutor feedback and their own thoughts.

D2 is derived from the above three strands: P4, M2; P5; P6, M3. For D2 to be achieved, learners must collate all the feedback collected, summarise it, and make recommendations for improving the success of the hospitality event at the 'running' stage. Learners must also make recommendations for improving the promotional materials used in light of feedback collected and received.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	The Planning Process for a Hospitality Event	Learners take the role of an HR manager at a conference centre and are required to prepare a booklet for new staff on how to plan a hospitality event.	Learners prepare a booklet for new staff.

Criteria covered	Assignment title	Scenario	Assessment method
P3	Organising a Hospitality Event to Meet Customer Requirements	Learners continue in the same role of HR manager and are required to produce a presentation to present to a client.	Learners prepare a presentation and supporting materials for the client.
P4, M2	Promoting a Hospitality Event	Learners continue in the same role of HR manager and are required to produce promotional materials needed to promote an event.	Learners produce materials for promoting the event. This material must be professional and clearly meet the requirements of the event.
P5	Running a Hospitality Event to Meet Customer Requirements	Learners continue in the same role of HR manager and run the hospitality event they have planned, organised and promoted.	Role play or work placement supported by observation sheets.
P6, M3, D2	Review the Success of a Hospitality Event	Learners continue in the same role of HR manager and review the event.	Learners produce a report.

Suggested resources

Books

Although not at Level 2, you may find it useful to adapt information from the following textbooks:

Shone A and Parry B – *Successful Event Management*, 2nd Edition (Thomson Learning, 2004) ISBN 9781844800766

Van Der Wagen L – *Event Management*, 3rd Edition (Pearson, 2007) ISBN 9780733988806

Journals

Caterer and Hotelkeeper – Reed Business Publications

Event Magazine – Haymarket Publications

Websites

www.bha.org.uk

British Hospitality Association

www.catersource.com

Catersource – Education, products and news for caterers

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 6: Healthy Lifestyles, Foods and Menu Choices

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Unit value (NLH/10):	10
SRF unit code:	20691G

This unit is internally assessed

Unit aim

The aim of this unit is to investigate healthy lifestyles, including contemporary ideas on diet and health, such as food choice and the influences of society. Learners will study the nutritional needs of different groups of people in order to develop an understanding of a balanced diet and the responsibility of hospitality providers to provide healthy food options.

Unit introduction

The concept of healthy lifestyles is becoming increasingly important in society. This unit gives learners the opportunity to understand what a healthy lifestyle means and to explore the relationship between healthy lifestyles and the hospitality industry. At the end of this unit learners will be able to understand the responsibilities of hospitality staff toward their customers, and describe measures that the industry can take to promote healthy lifestyles to customers. They will also be able to plan a two-course healthy eating menu for a given client group.

Learners will need to investigate positive and negative hospitality practices and explore their impact on healthy lifestyles. This includes issues relating to the design of menus, the production of food, awareness of the environment in which hospitality businesses operate, and the influence the industry has on customers' choice.

Although the unit will look at hospitality as a whole, it pays particular attention to the provision of food and beverages. It is becoming increasingly important that chefs, and others who produce food for the public are aware of current nutritional guidelines and good practices. Learners will examine food choices and eating patterns related to health throughout a person's life, and know the factors, positive and negative, that may influence them.

Learners should understand that when people are away from home they rely on the place where they are eating for information about their food. Therefore, in this unit, learners will discover how to adapt recipes to provide healthy choices for customers.

This unit also looks at the factors that influence the extent of the hospitality industry's level of commitment to healthy lifestyles, and how a business' awareness and responsibility in relation healthy lifestyles can enhance the products it offers to customers.

Outcomes of learning

On completion of this unit a learner should:

- 1 Understand the definition of and factors influencing a healthy lifestyle
- 2 Be able to plan and design healthy menus
- 3 Understand the contribution that the hospitality industry makes to healthy lifestyles.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Explain what is meant by a healthy lifestyle	M1 Assess the influences that contribute to a healthy or unhealthy lifestyle	
P2 Explain the positive and negative factors that influence healthy lifestyles		
P3 Describe how different customers' special dietary requirements can be met	M2 Explain the factors that should be considered when designing a healthy eating menu	D1 Assess a menu in relation to the specific needs of a client group
P4 Design a three-course healthy eating menu for a specific client group		
P5 Explain the positive and negative impacts the hospitality industry has on healthy lifestyles	M3 Analyse a positive and a negative contribution that a hospitality business is making to promote healthy lifestyles	D2 Review a hospitality business's food and beverage provision, identifying good practice in promoting healthy lifestyles and making suggestions for improvement
P6 Describe the measures a hospitality business can take to promote healthy lifestyles to their customers		

Unit content

1 Understand the definition of and factors influencing a healthy lifestyle

Healthy lifestyle:

- diet, e.g. eating a variety of different foods, eating the right amount to be a healthy weight
- regular meals, eating a variety of fruit and vegetables, eating moderate amounts of foods that contain a lot of fat
- eating moderate amounts of sugary foods and drinks
- exercise and fitness, e.g. regular physical activity
- lifestyle choices, e.g. not smoking, moderate food consumption
- rest and relaxation

Importance:

- health
- quality of life
- lifespan
- emotional wellbeing

Health risks:

- diet, e.g. overweight and obesity
- coronary heart disease
- high cholesterol
- bowel disease
- cancer
- hypertension
- diabetes
- renal failure
- deficiency diseases
- allergies, e.g. growth, link to diet, foods that may trigger allergies
- effects of inactivity

Positive factors:

- balanced diet
- mental and physical fitness, e.g. Body Mass Index (BMI), availability of fitness classes, taking exercise
- image, e.g. self-esteem, body image, peer pressure, encouragement from media advertising, weight-watching clubs
- social awareness
- acceptability of healthy lifestyles
- personal cleanliness
- social integration
- government initiatives

Negative factors:

- smoking
- drugs (slimming pills)
- sedentary lifestyle (lack of exercise)
- medical problems, e.g. obesity, eating disorders (anorexia/ bulimia)
- eating the wrong amounts or types of food, e.g. fad diets, intake of foods high in fats
- low self-esteem
- time pressures (reliance on convenience and processed foods)
- peer pressure
- negative impact of media advertising
- isolation, e.g. solo activities, computer games
- income
- not getting enough rest and relaxation

2 Be able to plan and design healthy menus

Nutrients:

- protein
- carbohydrates
- fats
- minerals
- vitamins

Sources of nutrients:

- meats
- fish and shellfish
- eggs
- dairy produce
- fats and oils
- fruit and vegetables
- grains and seeds
- nuts
- pulses

Features of a healthy menu:

- government guidelines
- healthy cooking methods
- water intake
- fat intake
- salt intake
- wholefoods
- fresh foods
- retaining nutritional value

Recommendations for healthy eating:

- 'five a day'
- combining food from different food groups to obtain required nutrients
- food pyramid
- labelling
- recommended dietary allowances

Factors to consider:

- customer age groups, e.g. children, teenagers, adults, the elderly
- special dietary needs, e.g. diabetes, food allergies, special diets
- cooking methods to be used
- availability of ingredients
- choice and variety
- skills available
- time available
- costs

3 Understand the contribution that the hospitality industry makes to healthy lifestyles

Positive contribution:

- menu design, e.g. adaptation of recipes, menus and diets to comply with healthy eating guidelines, offering healthier alternatives, smaller portion sizes, restricting the use of additives, where these may cause an allergic reaction, use of organic and locally produced foods
- cooking methods
- providing for specialist diets
- showing nutritional values
- staff training
- responsible pricing and promotions
- development of new providers, e.g. vegetarian restaurants, health food restaurants
- labelling and menu terminology

Negative contributions:

- drinks promotions which encourage irresponsible drinking
- all you can eat deals
- meal deals that encourage customers to buy unhealthy food and drink
- poor working conditions, e.g. no breaks, lack of training, under-staffing, unfair rotas, inadequate breaks between shifts, unhealthy staff food

Constraints:

- financial (cost of production, influence of budget)
- customer trends and fashions
- lifestyle of customers
- staffing limitations

Benefits of change:

- client base, e.g. new, expanded
- staff (motivated, new skills)
- cost reduction
- recognition, e.g. awards
- staff efficiency and effectiveness
- reduced sickness

Information for delivery staff

Essential requirements

Resources should be generated from practice situations, learners' experiences, recommendations and existing menus. Tutors should also develop a collection of resources, such as press cuttings, video materials and case studies, which could support delivery of this unit. However, these should not govern delivery, which should be as flexible as possible.

Delivery guidance

This unit focuses on the important concept of healthy lifestyles and provides learners with the opportunity to explore wider hospitality issues related to healthy lifestyles.

It is important for learners to understand what is meant by a healthy lifestyle and how a person's lifestyle and diet can influence their health and wellbeing. Learners should draw on their own experiences of healthy and unhealthy living and research data on public health so that they can understand the scale of the problems related to unhealthy lifestyles in the UK and elsewhere. They can then carry out some simple analysis of their own lifestyle and their family's lifestyle, observing good and bad practice and making suggestions for improvement.

Learners should research the health risks associated with poor diet and unhealthy living. Health professionals could be invited to deliver presentations on the positive and negative factors that influence healthy lifestyles and the main concerns of the government and leading health organisations. Quizzes could be used to test learners understanding of the impact of poor diets and unhealthy lifestyles, the features of a healthy diet and the benefit of exercise. There is much scope for discussion. Learners should be encouraged to discuss the factors that influence healthy lifestyles and the difficulties they experience in maintaining a healthy lifestyle. Case study materials could be used to focus on potential problem areas.

Learners will be expected to design healthy menus for a target group. In preparation they could research the balanced diets needed by people in different demographic groups when they are undertaking different activities. It would be useful to have a range of menus for learners to examine in terms of good and bad practice. Learners could also be given a range of recipes to analyse, commenting on how healthy each recipe is.

For the final outcome of learning, visiting specialist speakers from the hospitality industry could be invited to deliver presentations on the influence that the hospitality industry has on healthy lifestyles, for example through menu design or the use of organic and locally produced foods. Learners could investigate the provision of food and beverages in their local area, focusing on menu design, the use of promotions and the price of various dishes and drinks. Again, there is ample opportunity for discussion. Learners could debate the extent to which the hospitality industry is responsible for healthy lifestyles, drawing on their own experiences and case study to inform their arguments.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the programme of learning – learners should write their own definition of a healthy lifestyle. Group discussion identifying what a healthy lifestyle is and encouraging learners to determine if their own lifestyle is healthy.
Small-group and paired activity where learners research healthy lifestyles and the risks involved in unhealthy lifestyles. Group discussion around the importance of healthy lifestyles.
Guest speaker could explain what is meant by a healthy diet and the health risks associated with not eating healthily. Small-group, paired and individual research into current trends in healthy lifestyle and the main concerns of the government. Discussion on the main influences of healthy lifestyle.
Assignment 1: The Principles of a Healthy Lifestyle (P1, P2, M1) An article describing the importance of a healthy lifestyle and the factors that influence healthy living
Individual and paired research into the balanced diet needs of people from different demographic groups. Small group and paired activity where learners analyse a range of recipes and make suggestions for improvement.
Discussion around the strengths and weaknesses of a range of menus collected from different sectors of industry. Learners should also comment on their suitability for different demographic groups and different meal occasion.
Assignment 2: Planning and Designing Healthy Menus (P3, P4, M2, D1) Designing a three-course menu for a specific client group, providing an explanation of the factors considered when designing the menu and an analysis of the menu in terms of its suitability for the target group.
Paired research into how industry is adapting their products to meet the healthy lifestyle needs of their customers. Learners could investigate businesses from different sectors and present their findings to the rest of the class. Tutor-led discussion on good and bad practice by industry.
Discussion around the extent of the hospitality industry's responsibility to contribute to healthy lifestyles of staff. Individual, paired and group activity investigating how the industry is adapting work practices to consider the health of their staff.
Assignment 3: How the Hospitality Industry Contributes to Healthy Lifestyles (P5, P6, M3, D2) A report identifying how the hospitality industry contributes to healthy lifestyles and making recommendations of how a given business can improve their performance in this area.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – M1

For P1, evidence could be in a written format, giving a description of what constitutes a healthy lifestyle, its importance to individuals and how it relates to diet. Learners should include influences such as aspects of diet, nutrition, exercise, moderate food consumption, and not smoking.

To achieve P2, learners should produce evidence outlining three negative and three positive influences on a healthy lifestyle. It would be useful, although not essential, for learners to consider the contrasting impact of each influence, for example the positive effect of peer pressure in encouraging the 'feel-good factor' contrasted with the negative effect caused by the potential for peer ridicule. This could be presented as a written piece of work, a verbal presentation or a series of posters warning of the dangers of not living a healthy lifestyle and the benefits of good practice.

For M1, learners should assess the influences of society that influence health. These could include influences the learners themselves have a particular knowledge of or be researched through TV programmes, government reports, news articles or journals. This can be linked to the assessment of P1 and P2.

P3 – P4 – M2 – D1

To achieve P3, learners should investigate and report upon the special requirements customers may have that relate to diet, and possible requests associated with them. Evidence can be presented in the form of a guidance booklet for chefs, a presentation to staff or a poster to be displayed in an industry kitchen.

For P4, learners should design a healthy eating menu for a specific client group. This could be for a university refectory, a work canteen, a hotel restaurant catering mainly for residential conferences, or a restaurant catering for families; it can be set by the tutor. The learner should be encouraged to investigate menus from similar outlets to support their design.

To achieve M2, learners should explain the factors they have considered when designing their menu. They should justify the healthy eating menu by relating it to the concept of healthy eating.

For D1, they must assess how the menu meets the needs of a client group. They should show that in designing the menu they have considered the factors that affect the healthy lifestyles of this group.

M2 and D1 could be evidenced by a written piece of work or an oral presentation that supports the menu they have designed.

P5 – P6 – M3 – D2

To achieve P5, learners should describe the positive and negative impacts the hospitality industry is having on healthy lifestyles. This can be in the form of a written report or a news article. Learners should give examples of industry practice to support their answers.

For P6, learners should identify the measures two contrasting organisations are taking to promote healthy lifestyles to their customers. This can be presented as a written piece of work or an oral presentation and it can be completed following an organised visit to a hospitality organisation within the area.

In order to achieve M3, learners should examine both a positive and a negative contribution being made by a specific organisation, for example a fast-food outlet providing a 'lighter alternative' that is low in calories and low in fat.

To achieve D2, learners must investigate the food and beverage provision of a specific organisation to enable them to make recommendations for its improvement. They should also recognise any existing good practice. At this level, recommendations may be minor, for example the use of fresh foods or organic products, but must all be realistic, showing consideration of the constraints the organisation faces and noting the potential benefit to the organisation. This could be evidenced through a written piece of work, perhaps as an article for the trade press or a training manual for an organisation. It could also be presented orally, perhaps as a training session.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	The Principles of a Healthy Lifestyle	Learners take the role of an occupational health nurse for a hospitality company and are required to prepare a booklet.	An article describing the importance of a healthy lifestyle and the factors that influence healthy living.
P3, P4, M2, D1	Planning and Designing Healthy Menus	Learners take the role of a head chef for a hospitality outlet and are required to design a healthy eating menu for a given client group.	Designing a three course menu for a specific client group, providing an explanation of the factors considered when designing the menu and an analysis of the menu in terms of its suitability for the target group.

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, M3, D2	How the Hospitality Industry Contributes to Healthy Lifestyles	Learners continue in the same role of occupational health nurse for a hospitality company and are required to produce a presentation explaining how hospitality businesses can make a positive contribution to healthy lifestyles.	A report identifying how the hospitality industry contributes to healthy lifestyles and making recommendations of how a given business can improve their performance in this area.

Suggested resources

Book

Food Standards Agency – *Catering for Health: A guide for teaching healthier catering practices* (The Stationery Office Books, 2002) ISBN 0112430678

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk	British Hospitality Association
www.caterer.com	Caterer website
www.foodfitness.org.uk	Practical advice on healthy eating and an active lifestyle
www.foodstandards.gov.uk	Food Standards Agency
www.hcima.org.uk	Institute of Hospitality (formerly known as the Hotel and Catering International Management Association)
www.laca.co.uk	Local Authority Caterers Association
www.nutrition.org.uk	British Nutrition Foundation
www.people1st.co.uk	People1st (formerly the Hospitality Training Foundation)
www.soilassociation.org	Soil Association

Unit 7: Hospitality Workplace Skills

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Value (NLH/10):	10
SRF unit code:	20692G

This unit is internally assessed

Unit aim

The aim of this unit is to encourage learners to recognise the skills likely to be required for employment in the hospitality industry. The unit aims to develop the skills and personal attributes sought by employers and to give learners the opportunity to reflect on their existing skills and qualities.

Unit introduction

This unit is concerned with developing learners' awareness of the skills and personal attributes needed to work in the hospitality industry.

Learners will investigate the broad range of job roles and career opportunities available within the industry. They will be required to identify the types of skills and personal attributes necessary for working in a broad range of hospitality industries, with an emphasis on self-management, customer service, team working, communication and problem solving. Varied experiences will be beneficial in identifying why these skills are so important and how they contribute to the success of an organisation.

Learners will also develop their employability skills and evaluate and identify areas for improvement to work towards while they are studying. Learners should be encouraged to recognise their potential to develop employability skills through work experiences. They will produce a personal development journal in which they describe their professional development while studying and set goals for their career development.

Learners will have the opportunity to participate in the key elements of the job-application process. For example, they will explore the different sources used by employers and employment agencies to promote job opportunities, prepare CVs and cover letters and prepare for and take part in a mock interview. It is intended that learners will develop their CVs through the opportunities presented to them in the unit.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the skills and personal attributes needed to work in the hospitality sector
- 2 Be able to match and develop own skills to required employability skills
- 3 Be able to undergo a job application process for employment in the hospitality industry
- 4 Be able to review employability skills.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the job roles and career opportunities available in the hospitality industry	M1 Explain the skills and personal attributes necessary for selected job roles in the hospitality industry	
P2 Describe the skills and qualities needed to work in the hospitality industry		
P3 Review own skills and personal qualities	M2 Explain how the personal development plan can assist in developing own employability skills	
P4 Produce a plan for personal development for employment, matching personal skills with career objectives		
P5 Prepare a CV, covering letter and complete an application form for a specific job role	M3 Demonstrate a high level of confidence and skills in completing a job application, preparing for and performing at an interview	D1 Analyse effectiveness of own performance in all aspects of the job application process and recommend improvements
P6 Prepare for and take part in an interview for a specific job role		
P7 Review employability skills against personal development plan	M4 Reflect on employability skills for selected job roles in the hospitality industry	D2 Evaluate own development of skills and personal attributes for potential employment

Unit content

1 Know the skills and personal attributes needed to work in the hospitality sector

Job roles:

- e.g. chef, barista, food server, bar person, receptionist, reservation clerk, room attendant, events' organiser, porter, night auditor, restaurant supervisor, reception manager, head housekeeper, executive chef, general manager

Career opportunities:

- operative
- supervisor
- management
- progression routes
- qualifications

Skills:

- customer service
- team working
- problem solving
- communication
- thinking innovatively and creatively
- basic skills, e.g. literacy, numeracy and technology
- planning and organising

Personal skills and attributes:

- e.g. enthusiasm, adaptability
- motivation
- reliability
- responsibility, honesty, resourcefulness, loyalty, personal presentation, patience, tact

2 Be able to match and develop own skills to required employability skills

Employability skills:

- vocational skills required
- personal skills required
- qualifications and experience required
- courses (university, college, distance learning, work related, apprenticeships, in-house training, on-the-job training)
- work experience

Matching skills:

- reviewing own vocational and personal skills
- identifying skills development requirements
- preparing development plan

Self-development plan:

- awareness of own learning styles
- setting SMART objectives
- writing an effective development plan, dealing with feedback, evaluating performance, monitoring progress against plans

3 Be able to undergo a job application process for employment in the hospitality industry

Sources of job information:

- newspapers
- trade magazines
- company websites
- employment agencies
- networking and word of mouth

Documents:

- Curriculum Vitae (CV)
- letters of application
- application forms
- letters of acceptance or decline

Interview and selection methods:

- telephone pre-selection
- individual interviews
- group interviews

Preparation for interview:

- company knowledge
- knowledge of job
- dress code
- personal appearance
- attitude and behaviour

Interview skills:

- body language
- social skills
- personal skills
- active listening
- presentation techniques
- responding to questions asking questions

4 Be able to review employability skills

Interpersonal skills:

- attitude
- behaviour
- first impressions
- greeting customers
- respect for customers, e.g. courtesy, interest, responding to different customer behaviour, dealing with problems
- personal attributes

Communication skills:

- voice, e.g. tone, pitch, pace
- language
- use of jargon
- listening
- body language
- appropriateness to situation
- asking appropriate questions
- body language, e.g. posture, facial expression, gestures, eye contact

Presentation skills:

- personal hygiene
- appearance, e.g. uniform, dress, hair, makeup, jewellery
- presentation of work area and equipment

Professional approach:

- positive and professional approach to work

Situations:

- face to face
- on the telephone
- in writing (letter, email, fax)
- urgent
- non-urgent
- difficult
- routine
- being able to identify and follow safe working practices

Information for delivery staff

Essential requirements

Learners will need to have access to IT resources in order to research job roles and career opportunities and to produce CVs and letters of application which are to an industry standard.

Centres must also consider how learners' evidence will be generated. The most satisfactory source is from real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Case studies and appropriate video programmes highlighting the development of application and interview skills should be available and used in the delivery of this unit.

Delivery guidance

The overall aim of the unit is to develop the learners' employability skills for the hospitality industry. However, the initial focus is to develop the learners' awareness of the job roles and career opportunities within the industry.

Learners should research career opportunities and the range of jobs existing within different sectors of the industry. Some learners may work, or have recently worked, in these industries on a full-time/part-time basis or during periods of work placement, so their experiences will be useful to share in group discussions. Learners should also review the skills and attributes required to work in the industry. They can review job adverts and job descriptions to determine the employability skills needed for a variety of jobs. It would be useful to use guest speakers to talk about the skills and attributes that they seek in their employees.

Learners will then produce a personal development plan in which they assess their employability skills. They should evaluate their own strengths and weaknesses and identify areas for improvement to work towards whilst they are studying. Production of a mind map or a SWOT analysis of current personal skills and attributes would be useful in helping them to complete this activity. It is likely that learners will require tutor guidance and support to create these plans.

The production of a personal development plan will assist learners to make an accurate assessment of their employability potential and the types of jobs/careers likely to be available to them. It will also assist them in setting goals for their career development. Again, supportive group discussions will provide an appropriate way of discussing the types of skills, qualifications, personal attributes that are needed in different job roles.

This unit will enable learners to understand and participate in a job application process. Learners should be given the opportunity to complete real job application forms including letters of application, and participate in simulated group, individual and telephone interviews. They should also be shown different styles of CV and be provided with the opportunity of developing their own CV. Learners should be encouraged to support each other. For example, the use of peer review of each other's CVs and covering letters and group discussions based on individual answers to questions that are frequently used in job interviews. It is hoped, where possible, that industry representatives will be involved in the delivery and assessment of this outcome of learning. If it is not possible for learners to be interviewed by industry representatives, then this could be simulated, although every effort should be made to make the assessment as realistic as possible.

Finally, learners should reflect upon and review their employability skills against their personal development plan. They should be able to demonstrate the achievement of their SMART objectives and to reflect upon their learning and experiences since starting the learning programme. It is likely that learners will also require tutor guidance and support to review their plans. An opportunity to work with customers and colleagues in their own institution to develop and demonstrate employability skills will be beneficial and learners can use the discussion as a base for reviewing their progress.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of learning – group discussion based on individual and group research around the job roles and career opportunities needed to work in the hospitality industry.
Small group and paired activities whereby learners review job adverts and job descriptions to determine the employability skills needed for a variety of jobs. Discussion based on individual and group research around the skills needed to work in the hospitality industry.
Guest speaker to talk about the skills and attributes they look for in their staff. Class discussions around the specific skills and attributes associated with working in particular jobs within hospitality.
Assignment 1: Job Roles and Career Opportunities in Hospitality (P1, P2, M1) A presentation identifying the job roles and career opportunities available in hospitality and describing the skills and personal qualities needed to undertake these job roles.
Learners should evaluate their own strengths and weaknesses and identify areas for improvement to work towards whilst they are studying. Group discussions based on learners' own experiences and skills audits on how their programme of study can assist in the development of their employability skills.
Tutor presentation on SMART objectives and group discussion on the type of SMART targets learners can set themselves for their personal and career development. Paired activity whereby learners review each other's skills audits and suggest SMART targets for each other.
Role-play exercises – developing effective working practices in dealing with customers and colleagues. Learners should peer assess their classmates and reflect upon their own performance.
Assignment 2: Personal Development Plan, with SMART Objectives (P3, P4, M2) Produce a plan for personal development based on identified needs, to include SMART objectives.
Discussion and small group activity identifying stages of the recruitment and selection process from the employer and employee's perspective. Learners prepare individual CVs, letters of application and a list of dos and don'ts in the job application process. Peer review of each other's CVs and covering letters.

Topic and suggested assignments/activities/assessment
Discussion around how to prepare for an interview and commonly asked questions. Mock interviews with feedback to individual performance. Discussion based on learners' individual interview performance.
Discussion around the do's and don'ts of completing an application form. Learners complete an application form. Use of guest speakers and mock interview days to prepare learners for assignment 3. Learners can review their own performance.
Assignment 3: Job Application and Review (P5, P6, M3, D1) Learners complete a Job Applications Package consisting of five elements: a CV, a letter of application, completion of an application form, a mock interview, reflection on performance.
Discussion on learners' progress in achieving their SMART targets. Small group and paired activities peer assessing each other's performance and updating SWOT analysis.
Assignment 4: Review Employability Skills (P7, M4, D2) Learners review their own progress in developing their employability skills and set themselves new SMART objectives based on their progress.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

It is anticipated that learners will need tutor support to develop the necessary skills of reflection needed to complete the assignments.

P1 – P2 – M1

To achieve P1, learners must describe the range of job roles and career opportunities in the hospitality industry. Evidence could be presented in the form of an information leaflet, poster or as a verbal presentation using appropriate technology. It is important that learners research jobs in a range of industry sectors. Learners could use trade journals and appropriate websites to search for jobs and appointments currently available.

In order to meet the evidence requirements for P2, learners must describe the skills and attribute needed to work in the hospitality industry. Learners could interview staff representatives from each industry to obtain the information they need. This can be linked to the assessment of P1.

For M1, learners need to further develop the evidence provided for P2, using a selected job from two different hospitality businesses to explain the specific skills and personal attributes required for each job. The businesses must be from different sectors of the industry to demonstrate the learner's depth of knowledge of the industry, for example a hotel and a restaurant. The evidence can be presented as a written statement or as a verbal presentation to their peer group using appropriate visual presentation techniques.

P3 – P4 – M2

For P3, learners should review their own skills and personal attributes. This could be through the production of a skills audit or a personal analysis. Learners must provide evidence of their skills. For example, an ability to problem solve could be evidenced by the fact that they have experience of dealing with customer complaints.

For P4, learners should produce a personal development plan and review their own personal skills (including qualifications and experience) against those required to achieve their career objectives. Learners can use this plan to set themselves SMART targets which indicate how they will develop their skills, further their experience, and achieve targeted qualifications in order to proceed towards employment. Learners should evidence this plan either in written format, in a verbal presentation, or in a discussion with the tutor. Where oral assessment is used, tutors should provide detailed observation sheets and appropriate written feedback to support the learners.

To achieve M2, learners should explain how their personal development plan will help them to develop their employability skills. Evidence can be in the same format as that for P3 and P4.

P5 – P6 – M3 – D1

To achieve P5, learners need to participate in activities related to the job application process. They will need to develop a covering letter, a CV and an application form for a specific job.

In order to achieve P6, learners should participate in an interview simulation. Evidence can be in the form of observation sheets, which may be supported by either video or audio tapes. Witness testimony on the learner's performance may also be included, perhaps by a visiting industry professional who conducts part of the interview simulation. Appropriate assessor feedback, preferably on a one-to-one basis, should be provided to learners immediately after the assessment.

To achieve M3, learners should demonstrate that they are confident and have the required skills to complete the job application and to prepare for and perform at an interview. This should be supported by a witness statement from the tutor to confirm their performance.

For D1, learners should evaluate their effectiveness of own performance in all aspects of the job application process and recommend improvements. Evidence could be achieved from a real job application process that learners have participated in. Alternatively, a work placement application and interview could be used, or the whole process could be simulated in the centre. Learners should be self-critical of their work for P5, P6 and M3 activities, and demonstrate insight into their own strengths and areas for improvement. Ideally they should also use feedback from their assessor or an employer to support their evaluation.

P7 – M4 – D2

To achieve P7, learners should review the development of their employability skills against their personal development plan, setting new SMART objectives for their development. For M4, learners should reflect on their employability skills match the needs of a specific job in the hospitality industry. Evidence for P7 and M4 can be in the form of a short written report or a verbal presentation to their tutor.

For D2, learners should evaluate the skills and personal attributes that they have developed for employment. This evaluation will refer back to the personal development plan, but will also reflect on the changes that they have identified in themselves as they prepare for entry into employment. Ideally, learners should present this self-evaluation to the tutor in a one-to-one presentation or interview format.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Job Roles and Career Opportunities in Hospitality	Learners take on the role of an HR advisor for a large hospitality company that owns hospitality businesses in a number of different hospitality sectors. They are required to produce materials that can be used at recruitment days to demonstrate the skills and attributes needed to work in hospitality.	A presentation identifying the job roles and career opportunities available in hospitality and describing the skills and personal qualities needed to undertake these job roles.
P3, P4, M2	Personal Development Plan, with SMART Objectives	Learners take on the role of a job applicant and start their job search by identifying their development needs.	Learners produce a plan for personal development based on identified needs, to include SMART objectives.
P5, P6, M3, D1	Job Application and Review	Learners continue in the same role as a job applicant and are required to apply for a selected vacancy.	Learners complete a Job Applications Package consisting of five elements: a CV, a letter of application, completion of an application form, a mock interview, reflection on performance.
P7, M4, D2	Review Employability Skills	Learners continue in the same role as a job applicant and review their performance.	Learners review their own progress in developing their employability skills and set themselves new SMART objectives based on their progress.

Suggested resources

Books

Fortune D – *Leisure and Hospitality (Look Ahead: A Guide to Working in Leisure and Hospitality)* (Heinemann, 2002) ISBN 0431123659

Hempshell M – *Working in Hotels and Catering* (How to Books, 1997)
ISBN 1857033558

Henkin S – *Opportunities in Hotel and Motel Management Careers*
(McGraw-Hill, 2000) ISBN 0658004689

Holmes S, Jackson E, Mead T and Morgan K – *BTEC First Hospitality Student Book*,
(Pearson Education, 2013) ISBN 9781446906064

Roberts K – *The Leisure Industries* (Palgrave Macmillan, 2004)
ISBN 1403904111

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk	The British Hospitality Association
www.bighospitality.co.uk	Hospitality news website
www.caterersearch.com	Cater Search – the complete information source for hospitality
www.instituteofhospitality.org	Institute of Hospitality (formerly known as the Hotel and Catering International Management Association)
www.people1st.co.uk	Sector skills council for hospitality, passenger transport, travel and tourism in the UK
www.springboarduk.net	Springboard UK – hospitality, careers and industry information

Unit 8: Preparing, Cooking and Presenting Food

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Value (NLH/10):	10
SRF unit code:	20693G

This unit is internally assessed

Unit aim

The aim of this unit is to introduce learners to the concept of professional cookery. It will develop their knowledge of preparing, cooking and presenting food and their understanding of the purchasing cycle and costing. The unit should encourage learners' enjoyment and enthusiasm for preparing and cooking food, developing their awareness of ingredients, cooking methods and the importance of presentation.

Unit introduction

Learning to cook is a useful skill for anyone wanting to work in the hospitality industry but anyone managing or running their own hospitality business also needs to know how to make sure that they understand the process for purchasing food and for costing and pricing menu items. This unit will give learners practical, hands-on experience of preparing, cooking and presenting dishes as well as an introduction to the purchasing cycle and the concept of costing and pricing food.

The unit will enable learners to develop their practical culinary skills using a range of food preparation and cooking methods and different food items. Learners will be expected to develop the skills needed for proficiency in planning, preparing, cooking and presenting a range of dishes. They will also need to demonstrate an awareness of safe and hygienic working practices.

Learners will be given the opportunity to develop skills, including the correct use of equipment, commodities, food preparation and cooking methods. The unit introduces the processes involved in reviewing and evaluating the dishes they have prepared.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the purchasing cycle and how to use the documents associated with it
- 2 Know how to cost dishes
- 3 Be able to prepare, cook and present dishes using appropriate ingredients, skills and hygienic practices
- 4 Be able to clear down work areas and equipment and store food at end of production.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the purchasing cycle, identifying purchasing documents and their use to control food purchases	M1 Explain how the purchasing cycle and the use of appropriate documents improve the control of food purchases	
P2 Calculate the cost and set the selling price of a two course menu using different profit margins	M2 Use calculations accurately to justify realistic selling prices for dishes	D1 Explain the importance of dish costing for hospitality businesses
P3 Prepare, cook and present items for a two-course meal using appropriate ingredients, skills and hygienic practices	M3 Demonstrate appropriate use of techniques in the preparation, cooking and presentation of dishes with minimal tutor support	D2 Reflect on how the dishes are prepared, cooked and presented, making recommendations for improvement
P4 Gather feedback on the two-course meal to review own performance		
P5 Describe the correct procedures for clearing down and dealing with food waste	M4 Clear down area effectively in accordance with food hygiene regulations	

Unit content

1 Know the purchasing cycle and how to use the documents associated with it

Purchasing food:

- types of suppliers, e.g. wholesale, retail, specialised, local, national, market, cash and carry
- choosing suppliers
- importance of checking that commodities meet requirements, e.g. relevant laws, regulations and standards
- importance of reporting problems with commodities
- correct storage

Documents used in the purchasing cycle:

- purchasing order
- delivery note
- returns note
- credit note
- invoice
- statement

2 Know how to cost dishes

Calculating costs:

- costs of products, ingredients or other items
- portions
- recipes
- costs of meals and functions

Calculating prices:

- identifying gross profit
- identifying different profit margins

3 Be able to prepare, cook and present dishes using appropriate ingredients, skills and hygienic practices

Categories of food:

- fresh
- chilled
- frozen
- pre-cooked foods

Food items:

- meat
- meat alternatives
- fish
- fruit
- vegetables
- dairy produce
- dry goods
- tinned and bottled goods

Prepare:

- weighing and measuring food
- methods (peeling, chopping, dicing, grating, creaming, rubbing, folding, beating, stirring, mixing, seasoning)
- selecting and using appropriate equipment

Cook:

- methods, e.g. boiling, grilling, frying, roasting, baking, stewing, poaching, simmering, steaming
- seasoning
- tasting
- timing
- selecting and using appropriate equipment

Present:

- equipment, e.g. plate, serving dish
- placing food attractively
- garnish

Equipment:

- large equipment, stoves, ovens, steamers, combination ovens, microwave, deep fryers, bratt pans, small equipment, pans, pots, bowls, chopping boards, trays, knives, spoons

Hygienic practices:

- uniform, hand washing, avoiding cross contamination, HACCP, correct storage, temperatures, cooking, holding, serving, documentation, pest control

Review:

- preparation and cooking, e.g. planning, timing, working methods
- quality of the menu item (appearance, taste, colour, texture, portion size)
- feedback received from other people, e.g. tutor, peers and customers

4 Be able to clear down work areas and equipment and store food at end of production

Clearing down:

- clearing table and ancillary areas
- storing cutlery, crockery and glassware correctly
- cooperating positively with team members and other staff members during clear down
- completing activity complying with current health and safety and food hygiene procedures
- identifying food suitable for re-use or disposal

Food waste:

- types, e.g. vegetable trimmings, raw and cooked food, meat and dairy products, spoiled food, leftovers, plate scrapings, selected animal feeds

Information for delivery staff

Essential requirements

Learners must be provided with appropriate food preparation and cooking facilities and will benefit from as much realism as possible. Appropriate large and small equipment should be provided and they should have access to food commodities.

Delivery guidance

This unit is intended to develop learners' knowledge, understanding and skills required for basic food preparation and cooking. Practical cookery sessions should be introduced from the outset; it is not necessary to teach the outcomes of learning in order.

A starting point for the delivery of the unit could be to ask learners to explain the differences between a commercial and domestic kitchen. This could introduce them to the purchasing cycle so that they are able to understand how food is purchased in the hospitality industry in comparison to purchasing in the consumer markets. An industry visit or the use of a guest speaker will give learners the opportunity to learn about the purchasing cycle first hand and to view the purchasing documents associated with it. Learning could complete the purchasing documents for the commodities for food they are cooking as this will improve their understanding of the role of the documents in the purchasing cycle.

The discussion around the differences between a commercial and a domestic kitchen will also introduce learners to the need to cost dishes in order to calculate an appropriate selling price. Learners will need to perform dish costings and will need to know how to use simple calculations. The aim should be that learners are able to calculate the cost and selling price of dishes they are preparing using different profit margins. Learners should also be given a basic understanding of why different profit margins are used.

Learners should have the opportunity to practise and develop basic skills (for example safe use of knives), different preparation methods (for example mixing, blending and rubbing) and different cooking methods (for example boiling, roasting and poaching). The overall aim should be to produce dishes which are well cooked, tasty, nutritious and visually pleasing.

Dishes need to be interesting for the learner to prepare and can be customised to suit the facilities and equipment available for preparation and cooking. The range of dishes could include starters, soups, fish, meats, vegetables, offal, pasta and desserts. Tutors should take into account current trends in food when planning the dishes to be prepared.

Care should be taken to ensure that learners have the opportunity to develop food preparation and cooking skills in line with their ability. It is important to start with basic cookery skills and techniques, such as knife skills and making stocks and sauces. They can then progress to more advanced dishes as their confidence and skills improve.

Time management and an understanding of the timing needed for a variety of preparation and cooking methods is extremely important in a kitchen environment. Learners will be expected to understand how to manage their own time and to become proficient in planning, preparing, cooking and finishing a range of dishes. They should develop and improve use of their time as the course progresses.

It is important that right from the start learners appreciate the importance of producing visually appealing dishes. This is essential if the food is to be served to customers and emphasises the importance of careful preparation and cooking.

In reviewing the finished food item, learners need to reflect on taste (including seasoning), appearance and texture of the dish. This could be done as a group activity where learners can see how the same ingredients can lead to a range of differences in taste, appearance and texture.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
<p>Introduction to the unit and the programme of learning – ask learners about the difference between a domestic and commercial kitchen. From their answers lead a discussion on the skills of a professional chef.</p> <p>Give a health and safety briefing in the kitchen.</p>
<p>Tutor presentation on the purchasing cycle followed by a group discussion on the importance of the purchasing function. A quiz on the cost of common ingredients and the money spent of various commodities in the college or school kitchen might help to emphasise the importance. Practical food demonstration whereby tutor explains to the learners how the purchasing cycle has been used to acquire the ingredients being used.</p>
<p>Visit to a local hospitality business to find out how they implement the purchasing cycle and to review the paperwork they use.</p>
<p>Assignment 1: The Purchasing Cycle (P1, M1)</p> <p>Producing a leaflet or presentation – which could be addressed to trainee chefs, about how food is prepared, stored and purchased in the hospitality industry.</p>
<p>Tutor presentation on dish costing followed by a group discussion on the importance of the costing. Small group and paired activity whereby learners carry out dish costing exercises. Ready, steady cook practical cookery session giving learners the opportunity to consider the cost of the dishes they have prepared.</p>
<p>Show learners a range of menus and ask them how they think the prices of the dishes were arrived at. Explain how dishes are usually priced to meet a targeted gross profit. Paired and individual activity whereby learners complete a gross profit worksheet. Group discussion around why gross profit targets are set.</p>
<p>Assignment 2: Costing Dishes and Setting a Price for a Two-course Menu (P2, M2, D1)</p> <p>Learners cost their dishes and set a price for their two-course menu, using different profit margins.</p>
<p>Introduce learners to the concept of menu planning. Give out sample menus from local businesses as examples. Group discussion around the strength and weaknesses of each menu in terms of the market segment it is aimed at.</p>

Topic and suggested assignments/activities/assessment
Tutor recaps health, safety and hygiene, followed by a simulated kitchen inspection by learners. Cooking exercises – learners prepare, produce and present dishes which are well cooked, tasty, and visually pleasing – receive feedback from tutor and peers and review their own performance. With tutor guidance learners identify quality points of food prepared. Learners practise presentation of dishes they have prepared and cooked. Learners review the preparation, cooking and presentation of the dishes they have produced.
Assignment 3: Preparing, Cooking and Presenting a Two-course Meal (P3, P4, M3, D2) Design and cook a two-course meal for a given customer occasion.
Learners carry out a spot check on an industrial kitchen that has just been cleared down after service. Discussion around the importance of clearing down.
Group exercise – learners clear down area in accordance with food hygiene regulations – receive feedback.
Assignment 4: How to Clear Down Work Areas and Equipment and Store Food at End of Production (P5, M4) Based on effectively clearing down area, ensuring this is done in accordance with food hygiene regulations after cooking and presenting food for customers.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – M1

To evidence P1, learners need to be able to describe the purchasing cycle and how this is used to purchase commodities in hospitality outlets. This evidence should be in a written format.

M1 is an extension of P1 and requires learners to assess how the purchasing cycle contributes to the control of food.

Evidence for P1 and M1 must be in written format and could be in the form of leaflet or presentation giving guidance to chefs.

P2 – M2 – D1

P2 requires learners to calculate the cost and selling price of a two-course menu. The selling price must be calculated using a range of gross profit margins.

To achieve M2, learners should extend their work for P2 and set a realistic selling price for the menu, giving reasons for their decision. The use of a costing sheet together with a written explanation will provide evidence for P1 and M2.

For D1, learners must explain the importance of costing for a hospitality business. This can be in the form of a poster or a leaflet for chefs.

P3 – P4 – M3 – D2

To evidence P3, learners need to prepare, cook and present food for a two-course meal using appropriate ingredients, skills and hygienic practices. Learners must work and produce the meal to a realistic timescale, presenting the dish as though it would be served to a customer.

The evidence should include a list of the ingredients, a description of the method of preparation and cooking, the equipment required to prepare and cook the dish, key hygiene and safety points (for example avoiding cross-contamination, core cooking temperatures, safety with knives or hot liquids). A photograph of the finished dish with the recipe sheet (list of ingredients, method and equipment) is ideal evidence for this outcome.

P4 requires learners to gather feedback on their meal. This could be in the form of peer assessment, a customer review and feedback from the tutor. They will use the feedback to review their own performance.

To achieve M3, learners need to demonstrate competent preparation, cooking and presentation techniques. This could be evidenced through a tutor-completed witness statement or observation sheet, or through the completion of a scoring sheet for all the stages of the dish production.

D2 requires that learners reflect accurately on the preparation, cooking and presentation of the dish and makes recommendations for improvement. This should be a personal reflection using available evidence that could include tutor assessment or peer/customer reviews of the finished dish and include reference to the taste, texture and appearance of the dish. Evidence could take the form of a written review.

P5 – M4

In order to meet the evidence requirements for P5, learners could make a list of the clearing and cleaning tasks that need to be carried out in the service area of a selected hospitality business and describe the business' procedures for completing them.

For M4, learners must ensure the effective clear down of area carried out in accordance with food hygiene regulations. This could be evidenced through a tutor-completed witness statement or observation sheet.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	The Purchasing Cycle	Learners take on the role of a chef trainer and produce training information on the purchasing cycle.	Producing a leaflet or presentation, that could be addressed to trainee chefs, about how food is prepared, stored and purchased in the hospitality industry.

Criteria covered	Assignment title	Scenario	Assessment method
P2, M2, D1	Costing Dishes and Setting a Price for a Two-course Menu	Learners take on the role of the head chef in a small restaurant. The chef is required to cost dishes for a two course menu and to produce training documentation on the importance of dish costing.	Learners cost their dishes and set a price for their two-course menu, using different profit margins.
P3, P4, M3, D2	Preparing, Cooking and Presenting a Two-course Meal	Learners take on the role of trainee chefs and are required to cook, present and review dishes for a two-course menu.	Design and cook a two-course meal for a given customer occasion.
P5, M4	How to Clear Down Work Areas and Equipment and Store Food at End of Production	Learners continue in the role of trainee chefs and are asked to clear down work areas and equipment and store food at end of production.	Based on effectively clearing down area, ensuring this is done in accordance with food hygiene regulations after cooking and presenting food for customers.

Suggested resources

Books

Ceserani V and Foskett D – *The Theory of Catering*, 11th Edition (Hodder Arnold, 2007) ISBN 0340939265

Ceserani V, Foskett D and Kinton R – *Practical Cookery*, 10th Edition (Hodder Arnold, 2004) ISBN 0340811471

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.caterer.com

Caterer website

www.foodstandards.gov.uk

Food Standards Agency

www.hse.gov.uk

Health and Safety Executive

Unit 9: Contemporary World Food

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Unit value (NLH/10):	10
SRF unit code:	20694G

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to gain knowledge of the equipment, food items, methods and styles used to prepare and cook selected contemporary world dishes and the skills required to prepare, cook, present and review them.

Unit introduction

With an ever-developing global community and ease of access to an exciting and vibrant range of food commodities, there are opportunities to create fascinating, flavoursome and enticing dishes.

This unit will enable learners to gain knowledge and understanding of contemporary food from around the world. It will give them an opportunity to develop practical cooking skills through using a wide range of food products. Learners will develop an understanding of the origins of food commodities and their use in different styles of worldwide food.

There are many reasons why regional or local foods have been developed over time. Methods of preserving meats, climate, conditions for growing crops, proximity to the coast for fresh fish and religious considerations all play a part in the varying tastes and methods of cooking. Learners will investigate the origins of dishes from around the world and gain understanding of the variety of types of dishes and the food products combined to create them. They will prepare and cook selected contemporary world food dishes and review the dishes they have created.

Learners must understand the requirements of hygienic and safe working practices within a kitchen environment. They will gain understanding of kitchen equipment and how to select it appropriately for the dish they are preparing and cooking.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the equipment, food items and methods used to prepare and cook different contemporary world dishes
- 2 Know the styles of food and dishes that are prepared and cooked around the world
- 3 Be able to prepare, cook and present contemporary world dishes
- 4 Be able to review dishes.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe equipment, food items and methods used to prepare and cook different contemporary world dishes	M1 Compare equipment, food items and methods used to prepare and cook different contemporary world dishes and styles of food	
P2 Describe styles of food and dishes that are prepared and cooked around the world		
P3 Demonstrate appropriate use of methods in the preparation, cooking and presenting of contemporary world dishes in a safe and hygienic manner with tutor support	M2 Demonstrate appropriate use of methods in the preparation, cooking and presentation of contemporary world dishes with limited tutor support	D1 Demonstrate professional, independent and creative working methods in the preparation, cooking and presentation of contemporary world dishes
P4 Review own prepared, cooked and presented dishes		D2 Reflect on how the dishes are prepared, cooked and presented and make recommendations for improvement

Unit content

1 Know the equipment, food items and methods used to prepare and cook different contemporary world dishes

Equipment:

- ovens
- steamers
- microwave ovens
- Chinese burner wok cookers
- rice cookers
- brat pans
- flare grills
- salamanders
- bains-marie
- griddles
- tandoori ovens
- deep fat fryers
- hot smoking ovens
- pasta machines
- knives
- chopping boards
- mixers
- bamboo steamers
- blenders
- processors
- moulds

Food:

- meat
- poultry
- fish
- vegetables
- fruit
- pasta
- seafood
- pastries
- confectionery
- breads

Methods:

- preparation methods (peeling, chopping, blending, boning, skinning blanching, refreshing, coating and seasoning)
- cooking methods (roasting, braising, baking, poaching, frying, grilling, smoking, pot roasting, curing and stewing)
- storage methods (fresh, chilled, frozen, dried, tinned, vacuum packed)

Contemporary world dishes:

- meaning, e.g. made from fresh regional ingredients, combining different cooking styles from around the world

2 Know the styles of food and dishes that are prepared and cooked around the world

Styles of food:

- regions of the world, e.g. European, Mediterranean, Sub-Saharan Africa, the Orient, the Pacific, Latin America, United States

Dishes:

- range, e.g. tapas, appetisers, salads, hors d'oeuvres, soups, fish, meat, vegetables, desserts, savouries

3 Be able to prepare, cook and present contemporary world dishes

Prepare:

- weighing and measuring food
- methods (peeling, chopping, dicing, grating, creaming, rubbing, folding, beating, stirring, mixing, seasoning)
- selecting and using appropriate equipment

Cook:

- methods, e.g. stir frying, boiling, grilling, frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving
- seasoning
- tasting
- timing
- selecting and using appropriate equipment

Present:

- equipment, e.g. plate, serving dish
- placing food attractively
- garnish

Safety and hygiene:

- food safety and correct storage and labelling
- cross-contamination
- temperature monitoring
- critical control points

4 Be able to review dishes

Review:

- preparation and cooking, e.g. planning, timing, working methods
- quality of the menu item (appearance, taste, colour, texture, portion size)
- feedback received from other people, e.g. tutor, peers, customers

Information for delivery staff

Essential requirements

Learners must be provided with appropriate food preparation and cooking facilities. The facilities should provide realism for learners, who will benefit from a realistic cooking environment. The equipment required should be available to learners and they should have access to a range of suitable food commodities.

Employer engagement and vocational contexts

Employers may wish to invite learners to observe practice within their kitchens or in the production of new menus. Chefs may wish to demonstrate the production of various dishes that are associated with the assignments. There is vocational context within the assignment and the unit, directly relating to the production of dishes within the hospitality industry.

Delivery guidance

This unit focuses on contemporary world food and intends to develop the knowledge, understanding and skills required to be able to investigate and research food recipes and commodities and to be able to put them into practice by preparing and cooking the dishes researched. Learners need to understand the types of equipment required to prepare and cook contemporary world food and therefore a wide range of appropriate equipment will be needed to resource the unit.

The unit requires learners to be able to conduct research and investigate contemporary world cooking. It also requires them to be able to prepare and cook a range of appropriate dishes. Learners will need to plan for producing the dishes, including methods, equipment needs, food commodities and special requirements.

The dishes that learners are to prepare and cook should attract their interest and be of a complexity to stretch their learning. The dishes should stem from the research that they have undertaken, with regards to the recipes and the commodities that they have investigated. The unit should be enjoyable and challenging and the practical work will give realism to the unit, while supporting the development of food preparation and cooking skills and expanding knowledge of food commodities. There should be a diverse range of dishes prepared and cooked by learners that will extend their learning. Learners will gain further understanding of all health and safety aspects within the kitchen environment.

Learners will have the opportunity to reflect on their work and should develop the skill to be critical of their own work, in order to be able to improve on performance and to gain greater understanding of food.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Tutor introduction to the unit and the criteria for assessment.
Group discussion to determine the main types of food items used in contemporary world dishes.

Topic and suggested assignments/activities/assessment
Tutor to bring in food commodities and equipment relevant to the unit to demonstrate methods used to prepare and cook different contemporary world dishes. Learners could taste food commodities and photograph equipment for reference.
Assignment 1: Equipment, Food Items and Methods Used to Prepare and Cook Different Contemporary World Dishes (P1)
Producing a booklet about equipment, food items and methods used to prepare and cook different contemporary world dishes.
Learners research a variety of different recipes for contemporary world food and collect a minimum of three different recipes to try out.
Demonstration by guest chef, showing dishes that they would prepare and cook as contemporary world dishes.
Assignment 2: Styles of Food and Dishes that are Prepared and Cooked Around The World (P2, M1)
A presentation on styles of food and dishes that are prepared and cooked around the world.
Visits to commercial kitchens producing contemporary world food to observe food preparation, cooking and presentation skills – learners identify the timing needed for a variety of preparation and cooking methods and the safety and hygiene procedures.
Learners plan the dishes to be cooked – discussion on the range of dishes.
Cooking exercises – food preparation and cooking skills.
Prepare and cook contemporary world dishes which are well cooked, tasty, nutritious and visually pleasing – receive feedback.
Cooking practice with feedback from peers – and repeat practice.
Assignment 3: Preparing, Cooking and Presenting Contemporary World Dishes (P3, M2, D1)
Based on producing dishes for customers in simulated or real situations.
Learners review the preparation, cooking and presentation of the dishes they have created.
Assignment 4: Reviewing of Dishes (P4, D2)
Based on reviewing dishes prepared and cooked for customers.
Tutorial support and feedback.
Self-initiated learning time.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1

To evidence P1, learners need to describe equipment, food items and methods used to prepare and cook three different contemporary world dishes. Dishes must be from different countries but can be within the same or a different region of the world. Evidence could be in the format of a poster or presentation to peers describing the types of contemporary world food. Learners will also have to describe the equipment that is used in the production of contemporary world cooking and the food commodities that are required for its production.

P2 – M1

P2 requires learners to describe different styles of food and dishes that are prepared and cooked in three countries. Learners will need to be able to describe the style of food of countries within the same or a different region of the world and the dishes prepared and cooked in those countries.

For M1, learners need to compare equipment, food items and methods used to prepare and cook three different contemporary world dishes and styles of food. For example, learners may compare equipment, food items and methods used to prepare and cook appetisers, salads and soups in the UK, France and Spain or Portugal, Mexico and Thailand. The dishes and styles of food could be the same as those chosen for P1 and P2.

P3 – M2 – D1

To achieve P3, learners must prepare, cook and present a minimum of three different contemporary world dishes, and ensure that they are prepared and cooked in a safe and hygienic manner with appropriate tutor support. Learners may need to seek advice and guidance from the tutor to prepare and cook the dishes. The dishes must be from different styles of food and learners must prepare and cook them to a standard and quality suitable for paying customers.

To achieve M2, learners must prepare, cook and present a minimum of three different contemporary world dishes from different styles of food with minimal tutor input. This criterion should be evidenced by an observation sheet completed by the assessor that states how and why the learner has achieved the merit criterion. If necessary, a witness statement from an employer may also be used to provide further evidence.

D1 requires learners to independently prepare, cook and present a minimum of three different contemporary world dishes from different styles of cooking, demonstrating high standards and creativity. This criterion should be evidenced by an observation sheet completed by the assessor that states how and why the learner has achieved the distinction criterion. If necessary, a witness statement from an employer may also be used to provide further evidence.

P4 – D2

To achieve P4, learners must review their dishes. This could be achieved in the form of a presentation to their peers or through written review. They should be able to identify strengths and weaknesses of their performance and simple sensory comments about the quality of the dishes they have created.

For D2, learners must produce a written report critically reviewing the dishes that they have created. The report must suggest areas for improvement of the dishes they have made. Learners must comment on all aspects of sensory qualities of the dish, including taste, texture, aroma and appearance.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Equipment, Food Items and Methods Used to Prepare and Cook Different Contemporary World Dishes	Learners take the role of food buyers for a large chain of hotels and need to produce a booklet for use with new staff.	Learners produce a booklet or other material for use with new staff.
P2, M1	Styles of Food and Dishes that are Prepared and Cooked Around the World	Learners continue in the role of food buyers and create a presentation for use with new staff.	Learners create a presentation for use with new staff.
P3, M2, D1	Preparing, Cooking and Presenting Contemporary World Dishes	Learners take on the role of chefs and have been asked to prepare and cook contemporary world dishes for a banquet.	Learners produce a leaflet of the recipes used including pictures of the dishes created. Learners provide video evidence or photographs of dishes created.
P4, D2	Reviewing of Dishes	Learners continue in the role of chefs and are asked to review the dishes they prepared and cooked.	Learners produce material in suitable format – questionnaires, checklists.

Suggested resources

Books

Ceserani V, Foskett D and Campbell J – *Practical Cookery*, 11th Edition (Hodder Education, 2008) ISBN 9780340948378

Crocker P – *The Vegetarian Cook's Bible* (Firefly Books, 2007) ISBN 9780778801535

Davidson A and Jaine T – *The Oxford Companion to Food*, 2nd Edition (Oxford University Press, 2006) ISBN 9780192806819

Hom K – *Chinese Cookery* (Ebury Press, 2009) ISBN 9781846076053

Jaffrey M – *Simple Indian Cookery* (Ebury Press, 2005) ISBN 9780563521839

McWilliams M – *Food Around the World: A Cultural Perspective*, 3rd Edition (Prentice Hall, 2010) ISBN 9780135073353

Ovenden F, Holmes S, Horne S and Wilson P – *BTEC First Hospitality* (Heinemann Educational, 2008) ISBN 9780435465285

Tyrer P – *Leith's Vegetable Bible* (Bloomsbury, 2008) ISBN 9780747597896

Other publication

Food hygiene: A guide for businesses 2006 – The Food Standards Agency

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk	British Hospitality Association
www.cateringnet.co.uk	The Catering Net – Catering equipment and products
www.catersource.com	Catersource – Education, products and news for caterers
www.cookeryclub.co.uk	Cookery Club – Information for recipes and nutrition
www.exoticrecipes.com	Exotic Recipes
www.food.gov.uk	Food Standards Agency
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 10: Serving Food and Beverages

Level:	2
Notional Learning Hours:	100 (including 60 GLH)
Unit value (NLH/10):	10
SRF unit code:	20695G

This unit is internally assessed

Unit aim

The aim of this unit is to introduce learners to the range of skills needed to work effectively within a food and beverage outlet. Working as a team, learners will develop technical and organisational skills and an understanding of the importance customer service excellence.

Unit introduction

Learners will develop their knowledge, understanding and skills of serving food and beverages through practical hands-on experience and investigation into different styles of food and beverage service in the hospitality industry. Much of the unit should be delivered in practical situations and learners should, therefore, have access to a food and beverage service facility such as a training restaurant, coffee shop or café. The unit should encourage learners' enjoyment and enthusiasm for serving food and beverages in a variety of hospitality businesses.

Food and beverage service is a quickly evolving area of the hospitality industry with many job and career opportunities being presented. The hospitality settings are varied, offer opportunities at all levels and meet the needs of many different customers for many different meal occasions. With this in mind, different methods of food service styles should be explored and the occasions to which they are suited identified.

Learners will develop skills such as personal preparation for food and beverage handlers, including personal hygiene practices. They should gain first-hand experience in the organisation and preparation of the food service and reception areas and for the set-up of the bar. Clearing and closedown procedure should also be included in the assessment of practical tasks. Learners will serve food and beverages to customers using a range of service styles and operating in a professional, safe and hygienic manner. They will also learn the importance of professionalism and develop their knowledge of important personal and social skills with attention to a high level of customer service. Working as a team they will also develop technical and organisational skills.

Finally, this unit introduces the learner to the processes involved in reviewing the success of food and beverage service occasions, giving them the opportunity to practise them.

On completion of the unit, learners should have developed an awareness of the types of settings in which food and beverage service take place, together with the knowledge required to give a complete, professional service to the customer.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know a range of different meal occasions and food service styles
- 2 Be able to prepare and clear the food and beverage service area in a professional, safe and hygienic manner
- 3 Be able to provide food and beverage service in a professional, safe and hygienic manner
- 4 Be able to assess the success of food and beverage service occasions.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the different meal occasions that hospitality organisations cater for	M1 Explain the importance of using an appropriate food and beverage styles	
P2 Describe the factors that influence the use of different food and beverage service styles in different hospitality businesses		
P3 Describe professional, safe and hygienic practices that should be followed when preparing a food and beverage service area	M2 Review own performance when preparing a food and beverage service area	D1 Make recommendations for improvements to own preparation of a food and beverage service area
P4 Prepare for food and beverage service in a professional, safe and hygienic manner		
P5 Clear the food and beverage service area following service, in a professional, safe and hygienic manner		
P6 Describe professional, safe and hygienic working practices when serving customers	M3 Review own performance when providing a food and beverage service	D2 Make recommendations for improvements to own food and beverage service
P7 Provide food and beverage service in a professional, safe and hygienic manner		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 Describe the techniques which can be used to assess the success of food and beverage service	M4 Review the effectiveness of the techniques which can be used to assess the success of food and beverage service	

Unit content

1 Know a range of different meal occasions and food service styles

Outlets:

- restaurant
- cafe
- cafe-bar
- coffee shop
- fast food
- public house
- travel operation (road, rail, air, sea)

Meal occasions:

- business
- pleasure
- special events, e.g. Mother's Day, Valentine's Day
- Christmas, birthdays, anniversaries, celebrations
- welfare
- on the move
- convenience

Food service styles:

- type, e.g. plate, silver, counter, self-service, buffet, relevant service skills

Suitability of food service styles:

- meal occasion
- category, e.g. fine dining, gastro pub, fast food
- cost implications
- customer demand
- speed of delivery
- staff skills
- availability of equipment
- size
- competition
- current trends, e.g. demand for healthy food, green issues, informal setting
- type of food, e.g. main meals, snacks, afternoon tea

2 Be able to prepare and clear the food and beverage service area in a professional, safe and hygienic manner

Service areas:

- sideboards
- service tables
- bar

Customer areas:

- reception area
- cloakroom
- toilets

Prepare the service area:

- clean, organise and lay tables
- prepare dumb waiter or service counter
- report any problems identified
- prepare service equipment and service items, e.g. service units (heated, refrigerated), tray, table coverings, menus, crockery, cutlery, glasses, service utensils, condiments (sugars, sweeteners, cruets, sauces)

Clear the service area:

- clean and re-lay tables
- dispose of waste
- report any problems identified
- replenish stock and equipment, e.g. condiments, damaged menus

Organisation:

- customer requirements/bookings, menu briefing
- staff organisation
- specialist customer needs, e.g. dietary requirements, wheelchair access, children

Safety and hygiene:

- general safety (opening and closing doors, carrying trays, dealing with spillages and breakages)
- safe handling of food and beverages
- safe storage of items (equipment, crockery, cutlery, glassware)
- clean work area
- hygienic working practices

Professional:

- behaviour and attitude
- good hygienic practices
- personal presentation
- attention to detail
- communication with team
- teamwork
- using codes of practice
- maintaining standards of performance

3 Be able to provide food and beverage service in a professional, safe and hygienic manner

Service styles:

- silver service, plate service, buffet, self- service, assisted service, room service, counter service, family service

Professional service:

- product knowledge
- appropriate technical skills
- customer service, e.g. greeting and welcoming customers, identifying customers' needs, providing information, taking orders, communicating with colleagues, advising of customer needs, timing, dealing with special requirements and requests
- teamwork
- personal presentation, e.g. good hygienic practices
- using appropriate equipment
- offering the correct condiments and accompaniments
- maintaining stock levels
- attitude
- attention to detail
- communication
- compliance with legislation
- compliance with organisation's standards

Types of food:

- e.g. starters, main course, vegetables, desserts, snack items, accompaniments

Types of beverage:

- e.g. hot, cold, soft drinks

Safety and hygiene:

- general safety (opening and closing doors, carrying trays, dealing with spillages and breakages)
- safe handling of food and beverage
- safe storage of items (equipment, crockery, cutlery, glassware)
- clean work area hygienic working practices

4 Be able to assess the success of food and beverage service occasions

Review techniques:

- collecting information, e.g. comments cards, questionnaires
- sources of information, e.g. customers, colleagues

Assess the success:

- timings
- appropriateness of service style
- quality and appearance of food and beverage
- working methods
- service skills
- professional attitude of staff
- recommendations for improvement

Information for delivery staff

Essential requirements

It is essential for the delivery of this unit that learners have access to a food and beverage service area. This does not have to replicate a realistic working environment, although learners will benefit from as much realism as possible. Appropriate food and beverage service equipment must also be provided.

Delivery guidance

This unit is intended to develop learners' knowledge, understanding and skills required for food and beverage service in a variety of hospitality outlets, including restaurants, cafes, cafe-bars, coffee shops, fast-food outlets and public houses. Learners should be introduced to the different styles of food and beverage service used in these outlets, understanding why each style is appropriate for the different outlets. Learners must also be aware of different meal occasions and the influence they have on service styles. The tutor can draw on learners' previous experience of the hospitality industry either as customers or through part-time work. A brainstorming exercise could be used to generate examples of different meal occasions and different service styles. Learners' understanding will be enhanced by the use of guest speakers, industry visits and research in to current food and beverage provision.

It is vital that learners understand the importance of a professional approach to food and beverage service by food and beverage service personnel. A visit to a hospitality business or the use of guest speakers would be a good way to emphasise this.

Much of the delivery will be through practical sessions. However, there will be a need for at least one formal theory session, identifying the practices needed to provide a professional, safe and hygienic food and beverage service. An induction session could identify expectations and standards. Practical sessions can be combined with theory to enhance learners' understanding. For example, for outcome of learning 2 the tutor could demonstrate how to prepare and clear a service area covering the underpinning knowledge needed. Learners could then be allowed to practise in an appropriate situation using specialist equipment.

Practical sessions could be supported through a work placement prior to assessment to enable the learner to develop fully their food and beverage service skills. Practical sessions and work placements should be planned to enable a range of food and beverage service situations to be considered, and to enable learners to apply their skills to these varied situations. Learners will need to consider a variety of customer-service situations that may arise through the delivery of food service. These skills will be developed in the practical sessions. However, learners could also practise their customer service skills through role play of simulated scenarios.

Learners must ensure that the right attitude and good personal presentation standards are reflected on all occasions and in all aspects of their work when serving food and beverage. Group discussions based on performance standards, observation checklists and peer reviews should be used to inform learners' progress.

Learners should investigate review techniques used by the industry to assess the success of food and beverage service occasions. Mystery-shopper exercises will give learners the opportunity to review service themselves. Mystery shopping may be undertaken in the centre's restaurant or, where possible, with the co-operation of local hospitality outlets.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the programme of learning – discussion on the value of the 'eating out' sector. The tutor could provide statistics on its size and economic worth. Learners could brainstorm the different types of restaurants in the UK and share their own experiences of them.
Visit to two contrasting food and beverage outlets to investigate how they adapt food and beverage service methods to meet the needs of their customer base, to provide for different meal occasions and to meet the needs of the business.
Small-group or paired activity identifying why people eat out and the type of service expected for different meal occasions and by different customer types. Discussion around the impact the customer base, type of outlet and meal occasion has on styles of service.
Assignment 1: Providing an Appropriate Food and Beverage Service (P1, P2, M1) A report contrasting two different establishments and the different service styles they use.
Tutor presentation on safe and hygienic practices. Small-group or paired activity whereby learners audit the health, safety and hygiene in a food and beverage outlet.
Practical sessions on the preparation and clearing of a food and beverage service area. The sessions should start with a health and safety briefing. Learners should evaluate their performance and discuss the skills needed to carry out the activities in a professional manner.
Assignment 2: Preparing and Clearing the Food and Beverage Service Area (P3, P4, P5, M2, D1) Preparation of guidelines explaining the importance of preparing and clearing the food and beverage area in a safe, hygienic and professional manner. Practical demonstration of skills and review of own performance.
Tutor induction covering the expectations and standards required in the food and beverage service area. Discussion around the importance of these.
Practical sessions on the service in a food and beverage service area. The sessions should start with a health and safety briefing. Learners should evaluate their performance and discuss the skills needed to carry out the activities in a professional manner.
Assignment 3: Providing a Food and Beverage Service (P6, P7, M3, D2) Preparation of guidelines explaining the importance of serving food and beverages in a safe, hygienic and professional manner. Practical demonstration of skills and review of own performance.
Tutor presentation on the methods used to assess the success of food and beverage service occasions, Small-group or paired activity whereby learners investigate the reviews of a given restaurant. Group discussion on the value of the various methods.
Learners undertake a mystery-shopping exercise and report on their findings.

Topic and suggested assignments/activities/assessment

Assignment 4: Reviewing the Success of Food and Beverage Service (P8, M4)

Report on the methods restaurants use to review their success.

Assessment guidance

This unit gives learners the opportunity to develop their knowledge, skills and understanding of food and beverage service. Much of the evidence will be obtained through observation of learners demonstrating their knowledge and skills. Tutors should complete appropriate observation records. Learners' evidence may also include photographs, time plans and schedules for preparing the restaurant, customer questionnaires and customer comment cards.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – M1

To achieve P1 learners must describe the reasons that people eat out, categorising their findings into meal occasions.

For P2, learners must describe the factors that influence the use of different styles of food and beverage service in different hospitality businesses. Evidence can be based on their investigation of two hospitality businesses but must be sufficient to cover the full range of service styles.

For M1, learners should explain the importance of using appropriate service standards. Evidence should be obtained from an extension of the work carried out for P1 and P2 and learners should support their work with examples. For example, they should explain why breakfast service differs from dinner service in the outlets investigated.

Evidence can be presented in the form of a written report or a presentation.

P3 – P4 – P5 – M2 – D1

For P3, learners need to explain the importance of professional, safe and hygienic food and beverage service. This explanation can be presented as a written statement, or as a verbal presentation to the food and beverage service staff comprising of other learners and assessors.

In order to meet the evidence requirements for P4 and P5, learners will need to show that they can prepare and clear the food and beverage service area in a professional, safe and hygienic manner. Evidence could be gathered through observation by the tutor, witness statements, or self-reflection reports in which learners identify the processes completed prior to service.

For M2, learners must review their own performance in preparing and clearing service areas in a professional, safe and hygienic manner. The evidence should be presented in written format.

In order to meet the evidence requirements for D1, as an extension of the activities for M2, learners must make recommendations for the improvement of their performance.

P6 – P7 – M3 – D2

To achieve P6, learners must describe the factors that contribute towards a professional, safe and hygienic food and beverage service. Evidence could be presented in the form of a presentation or verbal report to their tutor.

For P7, learners need to demonstrate food and beverage service skills on at least three occasions in a professional, safe and hygienic manner. This can be evidenced in the form of recorded evidence or witness statements from assessors supported by written descriptions of the practical scenario from the learners.

To achieve M3, learners must review their own performance in serving food and beverage in a professional, safe and hygienic manner. The evidence should be presented in written format.

In order to meet the evidence requirements for D2, as an extension of the activities for M3, learners must make recommendations for the improvement of their performance.

P8 – M4

To achieve P8, learners need to describe the range of review techniques used to assess the success of a food and beverage event. These can include customer comment cards, guest questionnaires, and talking to guests at the end of service to obtain verbal feedback. It is also important that learners appreciate the importance of feedback from other staff in this review process. Again, this can be paper based or verbal.

The criterion M4 extends the requirements of P8. Learners must now apply appropriate review techniques during a food and beverage service occasion. 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. As for P8, learners must also apply review techniques to members of the food and beverage service staff.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Providing an Appropriate Food and Beverage Service	Learners take on the role of a food and beverage manager in a hotel. They are required to investigate the suitability of service styles and the factors that influence their suitability.	A report contrasting two different establishments and the different service styles they use.

Criteria covered	Assignment title	Scenario	Assessment method
P3, P4, P5, M2, D1	Preparing and Clearing the Food and Beverage Service Area	Learners take the role of a member of a restaurant team. They need to prepare the restaurant for food service.	Preparation of guidelines explaining the importance of preparing the food and beverage area in a safe, hygienic and professional manner. Practical demonstration of skills and review of own performance.
P6, P7, M3, D2	Providing a Food and Beverage Service	Learners take the role of restaurant staff. They are required to serve customers.	Preparation of guidelines explaining the importance of serving food and beverages in a safe, hygienic and professional manner. Practical demonstration of skills and review of own performance.
P8, M4	Reviewing the Success of Food and Beverage Service	Learners continue in the role of food and beverage manager and are required to investigate and assess methods of reviewing the success of food and beverage service.	Report on the methods restaurants use to review their success.

Suggested resources

Books

Holmes S, Jackson E, Mead T and Morgan K – *BTEC First Hospitality Student Book*, (Pearson Education, 2013) ISBN 9781446906064

Lillicrap D and Cousins J – *Food and Beverage Service*, 7th Edition (Hodder Arnold, 2006) ISBN 0340905247

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bha.org.uk	The British Hospitality Association
www.bighospitality.co.uk	Hospitality news website
www.catererandhotelkeeper.co.uk	Caterer and hospitality information
www.fsa.org.uk	Food Standards Agency
www.hse.gov.uk	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality (formerly known as the Hotel and Catering International Management Association)
www.people1st.co.uk	Sector Skills Council for hospitality, passenger transport, travel and tourism in the UK
www.springboarduk.net	Springboard UK – hospitality, careers and industry information

Unit 11: Accommodation Services in Hospitality

Level:	2
Notional Learning Hours:	50 (including 30 GLH)
Unit value (NLH/10):	5
SRF unit code:	20696G

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to gain knowledge of the purpose of accommodation services and the job roles and responsibilities of employees and gain skills in accommodation services.

Unit introduction

Accommodation service is central to the operation of many hospitality businesses and is commonly known as 'housekeeping'. It is important for learners studying the hospitality industry to understand that accommodation is an integral part of many businesses, often generating the most profit. The impressions guests receive from these areas can impact hugely on guest satisfaction and ultimately on the success of a business.

Accommodation does not relate just to hotels but also covers cruise ships, holiday centres, time-share resorts, and halls of residence, residential care homes and the growing private service sector. The accommodation sets the standards of quality and service provided to customers. It revolves around the provision of sleeping accommodation and the related activities of cleaning and servicing rooms.

Learners will investigate the roles and responsibilities of those people working in accommodation services. They will understand practical cleaning and room-servicing skills, and the environmental issues relating to the conservation of resources.

It is important that learners understand how accommodation links with other departments in terms of meeting guests' needs and maintaining standards through communication and documentation.

Learners will be involved in the practical aspects of the job roles studied either through real or simulated activities, such as cleaning and setting up guest rooms.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the purpose of accommodation services
- 2 Know the job roles and responsibilities of accommodation services employees
- 3 Be able to demonstrate skills in accommodation services.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the purpose of accommodation services	M1 Compare the roles and responsibilities of people working in different accommodation services	
P2 Describe the job roles and responsibilities of people working in accommodation services		
P3 Describe documentation used to maintain standards		
P4 Demonstrate appropriate procedures to prepare and service bedrooms	M2 Design a cleaning routine for the cleaning and servicing of a bedroom	D1 Evaluate the importance of accommodation services on the guest experience and the success of the business

Unit content

1 Know the purpose of accommodation services

Types of accommodation:

- residential
- non-residential
- housekeeping
- hotels
- self-catering apartments
- other, e.g. halls of residence

Purpose:

- housekeeping
- hygiene
- security
- safety
- lost property
- laundry
- types of bed linen, e.g. sheets, pillowcases, blankets
- meeting customer needs

2 Know job roles and responsibilities of accommodation services employees

Job roles:

- manager
- housekeeper
- floor supervisor
- room attendant
- linen porter
- cleaner
- dress code

Responsibilities:

- cleaning
- cleaning routines
- servicing of bedrooms
- servicing of bathrooms
- pest control
- maintenance
- handling linen
- replenishing supplies

Documentation:

- types, e.g. work procedures, checklists, work schedules, duty rota, maintenance schedules
- records

Standards:

- inspection
- specifications, e.g. Standards of Performance manual
- contract hire
- specialist services, e.g. window cleaning, waste disposal
- legal
- audits

Environmental issues:

- laundry
- waste disposal
- energy conservation
- pollution

3 Be able to demonstrate skills in accommodation services

Cleaning skills:

- cleaning
- bed making
- using check-lists
- use and storage of cleaning materials, e.g. duster, mop, polish
- relevant legislation, e.g. Control of Substances Hazardous to Health (COSHH), health and safety
- use of cleaning equipment, e.g. vacuum cleaners
- resources, e.g. linen

Servicing:

- dealing with waste
- dealing with contractors, e.g. external window cleaning

Methods:

- cleaning routines
- task analysis
- job procedure cards
- work schedules

Information for delivery staff

Essential requirements

Access to a real work situation is essential for the delivery of this unit.

Employer engagement and vocational contexts

Links with local employers should be developed to enable tutors to put the unit into a vocational context and enable work experience placements to be developed. Where possible, visits should be made to local hospitality businesses for learners to gain specific information for this unit. Speakers from the hospitality industry who have been asked to speak on particular topics can be invited into the centre.

Delivery guidance

This unit has to be partly delivered in the workplace, to allow learners the opportunity to demonstrate the practical skills and knowledge needed to service a hotel bedroom. Learners should gain an understanding of the liaison between accommodation services and other departments within a hospitality business. A simulated environment could be used, but few centres will have these facilities available. Tutors must ensure that sufficient time away from real or realistic conditions is provided to support the theoretical understanding. Where a simulated environment is being used, care must be taken that learners understand what type of hospitality business is being simulated. The application of theory, skills and techniques should not exceed half the delivery time, allowing learners sufficient time to practise accommodation service skills and to gain experience from visiting accommodation service providers within the industry.

This unit provides an introduction to the role of accommodation services in the hospitality industry, the different job roles and practical opportunities for learners to demonstrate their accommodation service skills. As an introduction, the tutor could open the unit with a group discussion where learners say what they understand as accommodation services within the hospitality industry and discuss a place they have stayed in and the type of product and service they received. Learners should be encouraged to evaluate these experiences and to discuss value for money compared with quality of service.

Visits and access to local hospitality accommodation providers would also be beneficial to learners, particularly when exploring the differences between the various hospitality industries. Learners should be encouraged to ask staff during a visit about their job role and duties. Relevant and useful questions relating to the specification could be planned before the visits to ensure learners gain the maximum information from the visit.

Examples of documentation used in the industry will be required to demonstrate how businesses define and maintain standards in accommodation.

This unit could be co-taught with *Unit 12: Hospitality Front Office Operations*.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of learning.
Group discussion about the purpose of accommodation services.
Visits to different accommodation service providers.
Assignment 1: The Purpose of Accommodation Services (P1) Presentation about the purpose and importance of accommodation services.
Visit to a large hotel to learn about the accommodation it provides and the role of the housekeeper and the accommodation service team. Ideally learners will have the opportunity to see a room being serviced between guests and the schedule the housekeeper uses to check the rooms prior to the customer arriving.
Learners to be given a selection of job titles on blue card and job descriptions on yellow card. In groups they must match the job with its description. Each group to present their findings and the others to discuss if correct.
Learners use the internet to find job advertisements of roles in accommodation service. Find out what the job responsibilities are and what personal characteristic the employer wants from the applicant.
Assignment 2: The Job Roles and Responsibilities of Accommodation Services Employees (P2, P3, M1) Based on visit and investigation – learners report on the job roles and responsibilities of accommodation services employees.
Learners to work with housekeeping in local accommodation operations.
Learners must be taught how to service a room and practically demonstrate their understanding. A witness statement provided by the hospitality business manager or supervisor will provide evidence for P3 in this unit.
Assignment 3: Preparing and Servicing a Bedroom (P4, M2, D1) Based on showing practical skills in cleaning and servicing accommodation using real or simulated exercises such as role play or in-tray exercises or participating in related activities.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, e.g. role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1

To provide evidence for P1, learners must describe the purpose of accommodation services. This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel and university halls of residence. Learners must identify the purpose of different-size accommodation services and how it meets the needs of customers.

P2 – P3 – M1

For P2, learners must describe the roles and responsibilities of people working in accommodation services. Again, this could follow the investigation of, or visit to, a particular hospitality venue such as a large hotel.

P3 requires learners to give information about documentation used to maintain standards for cleaning and room servicing within a particular type of accommodation. This may include copies of work schedules, a standards manual or checklists.

M1 requires learners to develop these roles further by comparing the similarities and differences between the people working in accommodation services. They should consider the characteristics that each role brings in making the guests' stay more enjoyable and how each role supports each other.

P4 – M2 – D1

In order to achieve P4, learners need to have the opportunity to demonstrate cleaning and servicing skills. This is likely to be best met through a work placement where the learners will work shadow the housekeeping department of a hotel, for example, and be observed carrying out tasks such as bed making, polishing surfaces, cleaning bathrooms and vacuuming floors. However, this may be achieved in a simulated environment, with tutors providing observation sheets and witness testimony.

To achieve M2, learners need to design a cleaning and servicing routine for a hotel bedroom. They will need to consider the variety of tasks involved, the time needed to carry out these tasks, and the materials and equipment required. Evidence for this could be collected following a visit to an accommodation operation or through a simulated activity.

D1 requires learners to evaluate the importance of accommodation services on the guest experience and the success of the business. This should include consideration of meeting guests' needs, the attention to detail required, the importance of guest loyalty and the contribution these departments make to the overall business.

Any evidence submitted for criteria requiring the practical demonstration of skills such as role play must be supported by observation sheets signed by the assessor, identifying how and why specific criteria have been met. These may also be supported by a witness testimony from a work placement or work shadow activity that details the learner's performance, through either the use of a checklist or a free written statement.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	The Purpose of Accommodation Services	Learners take the role of accommodation manager at a local hotel and are required to prepare a presentation for new staff on the purpose of accommodation services.	Learners prepare a presentation for new staff.
P2, P3, M1	The Job Roles and Responsibilities of Accommodation Services Employees	Learners continue in the same role of accommodation manager and are required to produce job vacancy advertisements to recruit new members of staff.	Learners prepare a job vacancy advertisement for a range of job roles.
P4, M2, D1	Preparing and Servicing a Bedroom	Learners take the role of accommodation services staff at a local hotel and are required to prepare and service a guest bedroom.	Role play or work placement supported by observation sheets.

Suggested resources

Books

Jones P – *An Introduction to Hospitality Operations*, 2nd Edition
(Cengage Learning, 2002) ISBN 9780826460776

Raghubalan G – *Hotel Housekeeping: Operations and Management*, 2nd Edition
(Oxford Higher Education, 2009) ISBN 9780198061090

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bha.org.uk	British Hospitality Association
www.bics.org.uk	The British Institute of Cleaning Science
www.caterersearch.com	Caterersearch – Hospitality news
www.catersource.com	Catersource – Education, products and news for caterers
www.instituteofhospitality.org	Institute of Hospitality – Professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.ukha.co.uk	UK Housekeepers Association

Unit 12: Hospitality Front Office Operations

Level:	2
Notional Learning Hours:	50 (including 30 GLH)
Unit value (NLH/10):	5
SRF unit code:	20697G

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to gain knowledge of the responsibilities, purpose and roles of the front office and gain skills used in the front office.

Unit introduction

The front office is central to the operation of many hospitality businesses and is commonly known as 'reception'. It is important for learners studying the hospitality industry to understand that the front office is an integral part of many businesses. The impressions guests receive from this area can impact hugely on guest satisfaction and ultimately on the success of a business.

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

Learners will be involved in the practical aspects of the job roles studied either through real or simulated activities, such as welcoming visitors, dealing with enquiries and allocating rooms.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the responsibilities and purpose of the front office
- 2 Know the roles of the front office
- 3 Be able to demonstrate skills used in the front office.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the responsibilities and purpose of the front office	M1 Explain the roles and responsibilities of people working in the front office	D1 Analyse how the flow of information between the guests and the front office can affect the guest experience and the success of the business
P2 Describe the roles of the front office		
P3 Demonstrate guest service skills when meeting and greeting guests and dealing with guest enquiries	M2 Explain what is meant by the guest cycle in relation to the activities of the front office	D2 Evaluate the importance of the front office on the guest experience and the success of the business

Unit content

1 Know the responsibilities and purpose of the front office

Purpose:

- welcome
- first impressions
- guest cycle

Front office:

- front desk
- reception
- back office

Job roles:

- manager
- shift leader
- receptionist
- telephonist
- concierge
- hall porter
- standard dress code

Responsibilities:

- reservations
- check in
- registration
- guest accounting
- check out
- guest services
- administration
- customer service
- answering the telephone
- security

Legal:

- Data Protection Act 1998

2 Know the roles of the front office

Meeting customer needs:

- type of room
- disabled facilities
- extra beds
- special requests, e.g. ground floor, sea view, guest history

Communication:

- reservation systems (manual, computerised)
- forecasting
- reports
- liaison with other departments, e.g. housekeeping, maintenance, banqueting

Documentation:

- arrival and departure lists
- room status reports

Standards:

- checking areas
- use of checklists
- quality

Statistics:

- room occupancy
- average room rates
- forecasting

Security:

- safe deposit
- lost property
- data protection
- control of keys

3 Be able to demonstrate skills used in the front office

Front office skills:

- meeting and greeting
- handling complaints
- dealing with enquiries (face to face, by telephone, email, online bookings, in writing)
- receiving payments
- selling skills
- local knowledge
- search for information
- currency exchange
- booking travel services, e.g. taxi, train

Information for delivery staff

Essential requirements

It is essential for the delivery of this unit that learners can create or work within a simulated front office environment. This does not have to replicate a real environment, although learners will benefit from the most realistic environment possible.

Learners will require internet access or have access to a suitable range of informative books on the front office operations.

Employer engagement and vocational contexts

Employers can be involved through class talks or presentations on customer service and the guest cycle. Employers can be involved and improve the vocational context by inviting learners to observe the front office operations within their business. If learners are allowed to interview or survey members of staff, it would allow them great insight into the roles and responsibilities of the staff.

Delivery guidance

This unit gives learners an insight into the front office, focusing mostly on the hotel business but not exclusively, as the related activities can also be found in other businesses such as on cruise ships, in care homes and in halls of residence.

Visits to a variety of businesses to observe and experience different providers of front office services are essential to enable learners to understand the diversity of the services provided. These may range from small guest houses to large 4- and 5-star hotels and a hall of residence. Talks from guest speakers would also help learners to understand the roles and responsibilities used in working in the front office department. Broadcasts of commercial TV programmes may benefit some learners who have limited access to hospitality venues.

Learners must have the opportunity to develop and demonstrate practical skills in delivering guest services in a front office environment. This may be through a work placement, using simulated exercises such as role play or participating in related activities. Tutors may find it difficult to arrange placements on the 'front desk' due to many businesses unwillingness to place untrained people in a high-profile location. The use of simulated activities may therefore be required. These will need to be accompanied by relevant witness statements and/or observation reports.

For the front office skills, it is not essential at this stage for learners to be able to use sophisticated software when carrying out practical activities. The emphasis should rather be on the processes involved and on the customer service skills required. Therefore these tasks may be carried out by alternative means, such as manning a school reception or reception in a training restaurant or through hosting a school open day.

Examples of documentation used in the industry will be required to demonstrate how businesses define and maintain standards in accommodation and how they take bookings and check in guests in the front office.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of learning.
Tutor-led discussion about the purpose of front office services.
Learners to be given a selection of job titles on blue card and job descriptions on yellow card. In groups they must match the job with its description. Each group to present their findings to the others to discuss if correct.
Assignment 1: The Responsibilities and Purpose of the Front Office (P1)
Presentation about the responsibilities and purpose of the front office.
Tutor-led discussion on meeting customer needs, communication, standards, statistics and security.
Visit to a large hotel to learn about the front office service it provides and the role of the manager and the front office team. Ideally learners will have the opportunity to observe a guest being checked in and checked out, a reservation procedure etc. and to see relevant documentation being used.
Assignment 2: The Roles of the Front Office (P2, M1, D1)
Producing a flow chart about the roles of the front office and links with the rest of the business.
Learners to work with front office in local hotel.
Learners must be taught how to meet, greet and answer guest enquiries and practically demonstrate their understanding. A witness statement provided by the hospitality business manager or supervisor will provide evidence for P3 in this unit.
Assignment 3: Front Office Skills (P3, M2, D2)
Based on meeting, greeting and answering guest enquiries using real or simulated exercises such as role play or in-tray exercises or participating in related activities.
Tutorial support and feedback.
Self-initiated learning time.

Assessment guidance

Any evidence submitted for criteria requiring the practical demonstration of skills, e.g. role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1

To provide evidence for P1, learners must be able to describe the responsibilities of people working in the front office and the purpose of the front office. This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel.

P2 – M1 – D1

For P2, learners will need to describe the roles of the front office. This could follow the investigation of, or visit to, a particular hospitality venue such as a large hotel. Learners will be expected to focus on the types of communication required between the departments and on the documentation used to meet customer needs and maintain the standards set by the business.

M1 requires learners to explain the roles and responsibilities of people working in the front office and another department, comparing the similarities and differences. They should consider the importance of first impressions, the interaction with guests, how customer expectations are met, how standards are maintained, and why the hospitality business is successful.

An analysis of the flow of information between the guests and the front office must be made to achieve D1. This should start with information regarding advanced bookings followed by the guest's arrival; this will largely be considering the needs of the guests and any special requirements they have requested such as a cot, a ground-floor room or flowers in the room. Consideration must also be given to the flow of information during a guest's stay and on their departure, in particular when accounting for additional services, for example the mini-bar, laundry and/or room service. Learners should consider how the flow of information can affect the guest experience and the profitability and success of the business.

P3 – M2 – D2

To achieve P3, learners must be given the opportunity to demonstrate guest service skills when meeting and greeting guests and when dealing with guest enquiries. This could be achieved in a variety of ways, such as through a work placement on a hotel reception, by working on a school reception desk or at an event such as an open day, or through simulated activities such as role play. These may include checking in or out of a hotel and answering guest enquiries for information on local theatres, restaurants, cinemas or transport.

Learners need to explain the guest cycle in detail to achieve M2. They will need to consider all the tasks involved at each stage (pre-arrival, on arrival, during the guest's stay, on their departure and as a follow-up to their stay).

D2 requires the learners to evaluate the importance of the front office on the guest experience and the success of the business. This should include consideration of meeting guests' needs, the attention to detail required, the importance of guest loyalty and the contribution this department makes to the overall business.

Any evidence submitted for criteria requiring the practical demonstration of skills such as role play must be supported by observation sheets signed by the assessor, identifying how and why specific criteria have been met. These may also be supported by a witness testimony from a work placement or work shadow activity that details the learner's performance, through either the use of a checklist or a free written statement.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	The Responsibilities and Purpose of the Front Office	Learners take the role of a front office manager at a local hotel and are required to prepare a presentation for new staff on the responsibilities and purpose of the front office.	Learners prepare a presentation for new staff.
P2, M1, D1	The Roles of the Front Office	Learners continue in the same role of front office manager and are required to produce a booklet on the roles of the front office.	Learners prepare a booklet for new staff.
P3, M2, D2	Front Office Skills	Learners continue in the same role of front office manager and show the new staff how to meet, greet and answer guest queries.	Role play or work placement supported by observation sheets.

Suggested resources

Books

Huyton J, Baker S and Bradley P – *Principles of Front Office Operations*, 2nd Edition (Cengage Learning, 2001) ISBN 9781844800902

Ismail A – *Front Office Operations and Management* (Cengage Learning, 2002) ISBN 9780766823433

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bha.org.uk

British Hospitality Association

www.icm.ac.uk

The Institute of Commercial Management

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 13: Bookkeeping for Business

Level:	2
Notional Learning Hours:	50 (including 30 GLH)
Unit value (NLH/10):	5
SRF unit code:	20698G

This unit is internally assessed

Unit aim

This unit allows learners to examine the methods and documents commonly used by businesses for recording financial transactions and for bookkeeping. The unit looks at why these methods are used and how they help to prevent fraud in the business environment.

Unit introduction

In order for a business to know exactly what its financial position is, and to make decisions about the future, it needs to understand where money is at any given time. A business that records its financial transactions accurately using recognised conventions will produce financial documents that can be used to make informed and accurate decisions about its finances.

This unit explores ways that a business can record transactions and the financial documents process behind a simple business transaction. Learners will have the opportunity to learn how to complete financial documents and records.

Two of the main tools for financial decision-making are then examined in detail: the profit and loss account, and balance sheet. The profit and loss account measures the profitability of the business while the balance sheet examines the value of the business at a specific point in time. Examined together they enable a business to make informed decisions about its future viability and direction of the business.

Finally, the unit looks at the impact of fraud on business and explores the measures a business can take to prevent it.

Outcomes of learning

On completion of this unit a learner should:

- 1 Be able to use financial documents to record transactions
- 2 Be able to create trading and profit and loss accounts and a balance sheet
- 3 Know the impact of fraud on a business.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Identify the documents used to record financial transactions		
P2 Outline the sequence in which these documents are used		
P3 Complete documents to record financial transactions accurately		
P4 Create appropriate trading, profit and loss accounts from a given set of data	M1 Explain the importance of a profit and loss and balance sheet for a business organisation when making strategic financial decisions	D1 Evaluate how financial recording systems can contribute to managing business finances
P5 Create a balance sheet from a given set of data		
P6 Identify how ways of recording financial transactions can help to prevent fraud in a business organisation	M2 Explain how ways of recording financial transactions can help to prevent fraud in a business organisation	

Unit content

1 Be able to use financial documents to record transactions

Documents:

- sequence of sales and purchasing from order to receipt of goods, e.g. order form, delivery note, invoices, credit notes, cash receipts and payments

Recording:

- manual or electronic recording
- double entry
- balancing accounts
- day books
- ledgers
- cash book and petty cash
- bank reconciliation

2 Be able to create trading and profit and loss accounts and a balance sheet

Trading, profit and loss:

- income
- expenditure
- gross profit
- net profit

Balance sheet:

- assets (fixed, current, net, stock on hand)
- liabilities (current, long-term)
- capital employed

International equivalents:

- changes to reporting requirements under the International Accounting Standards (IAS), e.g. statement of comprehensive income, statement of financial position.

3 Know the impact of fraud on a business

Consequences of fraud:

- prevention measures
- management information and control

Information for delivery staff

Essential requirements

Learners can find information using company annual reports, journals, magazines, company websites and newspapers.

Learners need access to a range of information resources to complete investigative assignments and case studies, including relevant CD-ROMs and the internet. They also need access to computers for research and electronic recording of financial data and relevant paper-based research material, including published financial reports and books.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Local business people are often willing to give up time to visit centres to give talks on the different types of financial document used and their approaches to reducing the risk of fraud.

Delivery guidance

The unit begins by looking at how businesses record transactions and the financial process behind a simple business transaction. Tutors should provide sample documentation, linked to a case study that enables learners to follow sales and purchase data through the entire sequence. Where possible, learners should then choose a company willing to support the development of this area, through which they can investigate the process of purchases and sales, from recording the initial transaction to describing the actions that the company can take in order to prevent, or minimise, the level of fraud that can occur. The learner should be made aware of the potential for fraud within companies handling these transactions and how this may be addressed.

The next part of the unit examines the trading, profit and loss account. Learners should be given access to the data needed to complete both the trading and the profit and loss account. The trading account shows the gross profit (the difference between sales revenue and the cost price of these sales) or loss that the company has made. Profit is the money made by the business and equals income minus expenses. The profit and loss account shows the net profit (gross profit minus expenses, for example wages, rent, rates, advertising etc) or loss made.

It is acceptable for tutors to combine these two accounts as one trading, profit and loss account so that both the gross and net profit can be displayed in the same set of accounts.

The unit also includes learners investigating the balance sheet. A balance sheet shows the value of a business. It shows what it owns and owes, its assets and its liabilities. Like with the trading, profit and loss account tutors should provide relevant sample data for the learners to interpret.

Finally, learners should be taught the impact of fraud on businesses and practical examples of how businesses can prevent such fraud.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit. Outline of scheme of work/programme of assignments.
Formal learning on financial documents.
Group work and exercises.
Assignment 1: Financial Transactions (P1, P2)
Formal learning on financial recording.
Group work and exercises.
Assignment 2: Evaluating Financial Recording Systems (D1)
Formal learning on trading, profit and loss accounts and balance sheets.
Group work and exercises.
Assignments 3, 5 and 6: Completing Financial Documents (P3); Profit and Loss and Balance Sheets (P4, P5); Importance of Profit and Loss and Balance Sheets (M1)
Formal learning on fraud.
Visits to businesses.
Speakers from business.
Assignment 4: Understanding the Impact of Fraud (P6, M2)
Non-supervised individual study time and completion of assignments.

Assessment guidance

Outcome of learning 1 could be evidenced through a written report or a presentation by one learner or a small group. Any presentations should be recorded for internal and external verification purposes.

For P1, learners should identify the documents used to record financial transactions that are typical in a small/medium-sized business. For P2, learners need to outline the sequence in which these documents are used. The most appropriate way to do this is through a diagram which clearly shows the flow of documents issued when purchasing goods and when selling goods.

To meet outcome of learning 2, learners should be given a set of blank financial documents from a business and, using supplied information about an order and sale, complete the relevant financial documents. To achieve P3, the documents must be completed accurately using the correct financial calculations where relevant.

Outcome of learning 3 requires learners to understand the types of fraudulent activity that could take place in a business and how they could reduce the likelihood of this happening. This needs to be identified for P6 and extended into an explanation to achieve M2, using specific examples.

For P4 and P5, learners must demonstrate their ability to create typical trading, profit and loss accounts and a balance sheet. At this level learners need to be given the templates for these documents. They should take the data from the financial performance statements of the company and transfer the information accurately onto the relevant documents.

For M1, learners need to work with more independence to outline the importance of these documents for a business organisation when making long-term business decisions.

To achieve D1, learners should evaluate how financial recording systems can contribute to managing business finances. The ability to assert a viewpoint will help learners to analyse the extent to which the recording of financial transactions that have been introduced in this unit can contribute to the overall effective performance of a business operation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2	Assignment 1: Financial Transactions	Working as a supervisor in the finance department of a medium-sized business, you have been asked to produce a presentation for new recruits on the different types of financial documents there are and the sequence in which they should be completed.	Presentation with accompanying notes Flowchart
D1	Assignment 2: Evaluating Financial Recording Systems	Produce a report for the board of directors on how financial recording systems can contribute to managing business finances.	Written report

Criteria covered	Assignment title	Scenario	Assessment method
P3	Assignment 3: Completing Financial Documents	Working as a supervisor in the finance department complete the documents required for ordering goods, and, the documents required when somebody orders from you.	Complete templates of documents
P6, M2	Assignment 4: Understanding the Impact of Fraud	Write a letter to a friend giving them advice on how to minimise fraud in their new business. Explain the different types of fraudulent activity and the mechanisms they could employ to reduce this.	Letter
P4, P5	Assignment 5: Profit and Loss and Balance Sheets	Working in the finance department you have been given the latest financial details of the company you work for. Using the standard company template provided, complete the profit and loss account and the balance sheet. Some of the figures have not been given and you will need to work them out.	Completed financial templates

Criteria covered	Assignment title	Scenario	Assessment method
M1	Assignment 6: Importance of Profit and Loss and Balance Sheets	Produce a report explaining the importance of the profit and loss account and balance sheet to the shareholders in the organisation. Outline how this information is used to make strategic financial decisions.	Written report

Suggested resources

Books

Anderton A – *GCSE Business Studies* (Causeway Press, 2004)
ISBN 1873929846

Carysforth C and Neild M – *BTEC First Business* (Heinemann, 2006)
ISBN 0435499076

Carysforth C and Neild M – *GCSE Applied Business AQA: Student Book*
(Heinemann, 2002) ISBN 0435446908

Fardon M, Nuttall C and Prokopiw J – *GCSE Applied Business* (Osborne Books, 2002)
ISBN 1872962327

Wales J and Wall N – Nuffield – *BP Business and Economics for GCSE, 2nd Edition*
(Collins, 2001) ISBN 000711639X

Journal

Business Review – Harvard

Websites

www.bized.co.uk Business Education on the internet (Bized)

<http://businesscasestudies.co.uk> Times 100

www.tutor2u.net Tutor 2 U

Unit 14: Consumer Rights

Level:	2
Notional Learning Hours:	50 (including 30 GLH)
Unit value (NLH/10):	5
SRF unit code:	20699G

This unit is internally assessed

Unit aim

In this unit, learners will develop their understanding of how the law operates with respect to consumer rights and how the law applies to situations that affect consumers in the purchase of both goods and services.

Unit introduction

Everyone is a consumer of goods and services. When things go wrong, consumers have to consider enforcing their legal rights to get what they are entitled to or to get their money back. Learners need to understand and be able to deal with basic legal terminology comfortably and accurately so that they can appreciate and apply the details of consumer protection legislation.

Learners will investigate the law relating to consumer protection where there is a contractual relationship. The unit concentrates on the statutory protection where there is a contract for the sale of goods and where there is a contract for the provision of services. The statutory provisions and typical standard form contracts imposed on consumers by sellers of goods and providers of services will provide the basis for application to simple scenarios. Exclusion clauses and the impact of negligence on consumers will also be considered.

Outcomes of learning

On completion of this unit a learner should:

- 1 Understand the law relating to consumer protection
- 2 Know the meaning of terms in a consumer contract
- 3 Be able to apply the law on consumer protection in a given situation.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Explain how the law protects purchasers of goods and services	M1 Apply the law accurately in given consumer dispute scenarios analysing how legislation protects consumers in the purchase of both goods and services	D1 Apply the legal principles of the main areas of consumer protection by reference to statutes and decided cases in given consumer dispute scenarios including defective goods and services
P2 Describe how the law protects consumers against negligence		
P3 Identify the meaning and effect of terms in consumer contracts	M2 Explain the meaning and effect of terms in a consumer contract	
P4 Describe how the law protects consumers against the imposition of exclusion clauses		
P5 Apply the appropriate remedy in a given consumer protection situation		

Unit content

1 Understand the law relating to consumer protection

Basic terminology:

- distinction between contracts for the sale of goods and services
- meaning and effect of an exclusion clause
- distinction between contract, tort and criminal law

Consumer protection for contracts for the sale of goods:

- Sale of Goods Act 1979
- Consumer Protection (Distance Selling) Regulations 2000

Consumer protection for contracts for the provision of services:

- Supply of Goods and Services Act 1982

Negligence and consumers:

- an outline of the concepts of duty breach and damage in the context of consumers
- Consumer Protection Act 1987

Criminal law:

- an outline of the legislation with respect to false trade descriptions

2 Know the meaning of terms in a consumer contract

Terms:

- offer, acceptance, price (in outline)
- obligations of buyer
- obligations of seller
- obligations of provider of services

Types:

- standard form contracts
- verbal contracts
- online and mail order trading contracts
- exclusion clauses

3 Be able to apply the law on consumer protection in a given situation

Situations:

- where buyer wants to end the contract
- where goods are defective
- where services are not provided

Remedies:

- damages, termination, rescission

Information for delivery staff

Essential requirements

Access to the internet and legal resources.

Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business so are often willing to provide work placements, visits, information about businesses and the local business context and visiting speakers.

www.fsb.org.uk – The Federation of Small Businesses provides information support and guidance about small businesses in the UK.

Many businesses provide information about themselves. For example, Unilever, found at: www.unilever.co.uk

Centres should also develop links with local retail businesses, and arrange visits so that the learners can ask about the application of consumer law and specific examples in that business. Many businesses employ students on a part-time basis to work selling goods whether it is operating a checkout in a supermarket, selling food in a restaurant or working at busy times on a temporary basis in retail outlets.

Many employers are dependent on young people to work part-time for them as part of their business strategy.

McDonald's is typical of many organisations in the hospitality and fast food industry and has some informative sections on its website at: www.mcdonalds.co.uk

Other businesses are similarly informative.

Delivery guidance

Delivery of this unit can be a series of linked assignments that require research and application of the underlying principles thus demonstrating understanding. The general introduction can be started from a discussion of individual recent purchases and whether the goods or services have been satisfactory. This can be considered by performance against expectation and, where there has been a failure to meet expectations, a consideration of what has been or could be done.

The subsequent pattern of short legal input followed by application and creation of materials based on the given applications can be interspersed with a number of visits; this could include a visit to or by the local trading standards people, a visit to court and a presentation by a local business on how their customer service reflects consumer protection law.

In order to put the protection in context, the learners can explore pre-printed contracts that are readily available on the internet. This may seem a daunting task at first, but it is essential to point out the reality of such contracts in many consumer affairs. This will require an appreciation of the rights and responsibilities involved. Typically this might be a mobile phone contract, a holiday contract and an extended warranty with the purchase of goods. This latter is a good starting off point for a debate on the merits of such contracts in the light of the consumer protection already available. These standard contracts are likely to have exclusion clauses and these can be examined for reasonableness and legal validity.

Each of the different aspects of the unit can be assessed by a separate assignment that can be completed in a short period of time so as to maintain interest and a sense of achievement.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit content: Basic legal terminology.
Delivery – Consumer protection – services.
Delivery – Consumer protection – services.
Assignment 1: How the Law Protects Purchasers of Goods and Services (P1, P2, P4)
Delivery negligence and criminal law.
Delivery terms.
Delivery types of contract.
Delivery on applying the law and remedies.
Supervised assignment work – application of the law to problem scenarios, written and role-play exercises.
Assignment 2: Consumer Protection (P3, P5, M1, M2, D1)
Tutorial support and feedback.
Non-supervised individual study time and completion of assignments.

Assessment guidance

P1 requires an explanation of basic consumer protection by statute. This must contain the Sale of Goods Act 1979 (as amended) and the Supply of Goods and Services Act 1982. This will include an accurate description of the practical application of the terms implied by these Acts. This should not just be a repetition of the sections of the Acts, but should include an explanation of the meaning of each relevant section. P2 requires the relevant aspects of the Consumer Protection Act 1987, which should be dealt with in the same way. The tort of negligence requires an outline of the law on duty breach and damage but does not require going beyond liability for products and services; there is no need to consider pure economic loss or psychiatric damage.

P3 requires identification on the meaning and effect of different contract terms. P4 requires identification of the law with respect to exclusion clauses. This is not just a statement of the relevant case law and statutory rules, but requires understanding of what an exclusion clause is and what it attempts to do. P5 requires the simple application to a scenario showing the appropriate remedy for a buyer.

M1 requires an explanation and application of how the legislation with respect to the sale of goods and the supply of services protects the consumer. This requires some analysis of the rights and remedies available and the pressures these put on businesses to comply with the legislation.

M2 extends from P3 and requires an appreciation of the meaning and effect, or hoped for effect, of standard terms in a contract. This might be a term that attempts to protect the seller by refusing to refund money in any circumstances.

D1 requires a detailed application of the law to at least two consumer dispute scenarios, one involving the sale of goods and one involving the provision of services.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P4	Assignment 1: How the Law Protects Purchasers of Goods and Services	Produce a poster for use in youth club/community centre/student canteen.	Poster with expanded notes on content.
P3, P5, M1, M2, D1	Assignment 2: Consumer Protection	Two scenarios involving defective goods/services, perhaps one with a standard form contract.	Presentation of two problems, documents including standard form contract, the underlying legal principles and suggested solution.

Suggested resources

Books

There are few textbooks on consumer law that are not exceedingly technical. However some aspects are given in AS law books such as:

MacIntyre E – *Business Law* (Longman, 2008) ISBN 1405872942

Martin J – *Law for AS* (Hodder Arnold, 2008) ISBN 0340965134

Wortley R – *AS Law* (Nelson Thornes, 2008) ISBN 074879865X

Student guides can help such as:

Silberstein S – *Consumer Law* (Nutshells) (Sweet & Maxwell, 2007) ISBN 0421958901

Websites

www.citizensadvice.org.uk

Citizens Advice Bureau

www.compactlaw.co.uk

General information sites

www.intute.ac.uk/socialsciences

Links to many other bodies

www.tradingstandards.gov.uk

Trading standards Institute

www.which.co.uk

Independent organisation that campaigns for consumer rights

Unit 15: The UK Travel and Tourism Sector

Level:	2
Notional Learning Hours:	50 (including 30 GLH)
Unit value (NLH/10):	5
SRF unit code:	20700G

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' understanding of the UK travel and tourism sector and start them on a journey to explore the world of travel and tourism, an exciting and vibrant global sector. This unit covers the concept of tourism, its importance to the UK economy and the range of travel and tourism component industries.

Unit introduction

Travel and tourism is one of the largest sectors in the world in terms of employment and income generation. Most people travel regularly for work and leisure, and the world of travel and tourism is of interest to the majority of people in the UK. This interest has been stimulated through the media and in particular the many travel and tourism-related television programmes screened over the last few years. There has been rapid growth across all component industries of the sector and a rise in passenger and visitor numbers and those working within the industries. It is now one of the largest sectors in the world in terms of employment and income generation. It is a dynamic and vibrant sector to work in where the 'work hard, play hard' ethos still exists.

This unit explores the main types of tourism, the motivating factors for travel and the considerable contribution that travel and tourism makes to the UK economy. Learners will appreciate the wide range of organisations operating within the sector and learn about their roles and interrelationships. The unit will help learners to develop an understanding of the important role that UK travel and tourism organisations play within this dynamic global group of industries.

Outcomes of learning

On completion of this unit a learner should:

- 1 Understand the value of the travel and tourism sector to the UK
- 2 Know the roles and interrelationships of organisations within the UK travel and tourism sector.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the main types of tourism in the UK	M1 Explain how the different types of tourism contribute to the UK economy	
P2 Explain the reasons why people travel		
P3 Assess the contribution of travel and tourism to the UK economy		
P4 Outline the roles of the different types of organisations in the UK travel and tourism sector		
P5 Describe the different types of interrelationships between travel and tourism organisations	M2 Analyse the interrelationships between organisations in the travel and tourism-related sector	D1 Evaluate the positive aspects of interrelationships on UK travel and tourism organisations

Unit content

1 Understand the value of the travel and tourism sector to the UK

Main types of tourism:

- domestic
- outbound
- inbound

Reasons why people travel:

- leisure
- business
- visiting friends and relatives
- other, e.g. health, education, sport

Economic contribution of tourism:

- to the UK economy (gross domestic product – GDP, employment – direct and indirect, UK tourist numbers, tax revenue, export revenue)

2 Know the roles and interrelationships of organisations within the UK travel and tourism sector

Sector:

- public
- private
- voluntary

Roles:

- supply of products and services
- other roles, e.g. to make a profit, to support members, to regulate, to promote

Inter-relationships between organisations:

- working together
- common ownership

Domestic organisations:

- domestic tour operators
- transport providers (rail, air, road)
- accommodation (youth hostels, self-catering, serviced accommodation, hotels)
- visitor attractions (heritage, natural, built)
- supporting organisations (national and regional tourist boards, Visit Britain)
- ancillary organisations, e.g. insurance, car hire

Outbound organisations:

- tour operators
- travel agents (multiples, independents, online)
- transport (ferries, rail, airlines)
- supporting organisations (the Travel Association – ABTA, the Federation of Tour Operators – FTO, the Civil Aviation Authority – CAA)
- ancillary organisations, e.g. insurance, car hire

Inbound organisations:

- tour operators
- coach operators
- guiding services
- supporting organisations (UKInbound, VisitBritain, national and regional tourist boards)
- ancillary organisations, e.g. car hire

Information for delivery staff

Essential requirements

Learners will need a variety of resources including access to the internet.

Employer engagement and vocational contexts

Learners will benefit greatly if employers are engaged in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced by employer engagement involving local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of the travel and tourism sector.

Delivery guidance

This unit gives learners an overview of the UK travel and tourism sector and a level of knowledge and understanding sufficient for them to enter the sector at an operational level.

The concept of travel and tourism needs to be explored with learners. It is not simply about going on holiday, it encompasses so much more. Learners should be encouraged to understand the overall picture through definitions and through looking at the main types of tourism and the different reasons for travel. To understand the main types of tourism, travel brochures could be used to show learners the differences between outbound and domestic tourism. The concept of inbound tourism is more difficult for learners to understand but this can be illustrated through videos showing groups of overseas tourists and their activities in the UK. Many inbound tour operators have websites that can be accessed through the trade association UKInbound. Learners can get a feel for the scale of inbound tourism by looking at statistics available on the Star UK and Office for National Statistics websites. British Airways Holidays Ltd is a subsidiary of British Airways and can be used as an example of a tour operator which brings inbound tourists into the UK from all over the world. The European Tour Operators Association is also a good point of reference to access information regarding inbound tour operators.

To understand the reasons why people travel, learners could conduct a survey on other people's travel experiences, or look through newspaper travel sections. The market intelligence section through the VisitBritain website is an excellent source of statistics and data which learners can use to identify the reasons people travel. This will start learners thinking about motivations for travel and how different these could be from their own. It may be particularly beneficial to investigate business travel in more detail as many younger learners will have little or no experience of this type of tourism.

Learners should be encouraged to think about the economic contribution that the travel and tourism sector makes to the UK economy. VisitBritain and Tourism Alliance are good resources for tutors in the delivery of this. It may be useful at this level for assessors to access the reports relating to this topic area and summarise them as part of a lesson.

As there are a large number of organisations in the sector, each with their own products and services, tutors could divide learners into small groups to explore the brochures, leaflets and websites of different organisations within each category (domestic, outbound, inbound tourism organisations). Each group could then disseminate their information using a variety of methods, to meet all learning styles. Facts should be reviewed for accuracy, relevance and thoroughness. Relationships between organisations can be explored through a group discussion. Learners should appreciate that the types of organisations listed in the content section of the unit are not exhaustive and not restricted to the category they have been placed in. For instance, there are many tour guiding services that deal with domestic tourists as well as inbound visitors. However, for assessment purposes, these listed organisation types are the ones learners should focus on.

When being taught about outbound organisations, learners should understand the difference between mass market, specialist and long haul tour operators as this will start to build their knowledge of sector terminology. They should also be aware of the different types of travel agent, including online travel agents, and should be encouraged to access these for themselves.

To gain an understanding of the roles and relationships of organisations within the sector, visits to organisations or case studies using the internet will be helpful to learners. Inter-relationships exist between most travel and tourism organisations and learners will need to appreciate how working together and common ownership are essential to the success of organisations. Tutors should provide examples of working together, such as tour operators who buy in bed space from accommodation providers and buy in seats from airlines in order to put together a package holiday.

In order to achieve the higher grades learners should learn how these organisations work together, in other words how they buy in bed space and how they buy in seats from airlines. Common ownership can be delivered through focusing on those organisations that are fully integrated, such as the TUI Travel Group. Learners will come to appreciate that this organisation owns the Thomson and First Choice brands. There are many examples of smaller companies which work together, for example theme parks which work closely with coach operators and rail companies. There are many positive aspects to interrelationships, for example co-ownership helps to keep down prices through buying in bulk, and organisations have more control if they own the organisations they are dealing with or buying from. Tutors could provide case studies for discussion and debate.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit and methods of assessment.
Use TV footage of traditional British seaside holidays or holiday camps to create an interest in the unit and demonstrate how UK tourism has changed.
Discussion to identify different types of tourism and introduce terminology. Discussion to identify reasons why people travel and categorise. Use scenario worksheets to consolidate understanding of the above

Topic and suggested assignments/activities/assessment
Economic contribution of tourism: gross domestic product, employment, UK tourist numbers. Use worksheets to ensure understanding of the contribution that tourism makes to the UK economy.
Independent study and research in preparation for assessment.
Assignment 1 – Exploring UK Travel and Tourism (P1, P2, P3, M1)
Feedback on assessment.
Introduction to different travel and tourism organisations (roles). Guest speakers from different sectors of the sector. Recent travel programmes can be accessed.
Introduce private and public sectors and ownership. Use worksheets to ensure knowledge of above.
Categorise travel and tourism organisations: domestic, inbound, outbound. Small-group research, discussion and presentation of findings. Suggested tutor resources.
Supporting organisations. Worksheets.
Interrelationships: working together and common ownership. Small-group work, production of spidergrams and present back.
Assignment 2 – Exploring Travel and Tourism Organisations (P4, P5, M2, D1)
Assessment and internal verification of presentations. Feedback on assessment.

Assessment guidance

Where work is carried out in groups, each learner needs to provide evidence for all of the grading criteria claimed. This may take the form of an observation or witness statement detailing the criteria and how they were met.

The sub-headings in this section mirror the opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – P3 – M1

For P1, learners should describe the three different types of tourism outlined in the unit content. They should do this using their own words. For P2 this should be linked clearly to the reasons why people travel. Learners should be encouraged to give examples of different reasons why people travel, relating these to types of tourism. An example of this could be 'Many people travel for their work; they may have to attend meetings or exhibitions and these might be overseas. Because they are travelling for business reasons this means that they are outbound business travellers'.

Evidence for P3 must show assessment of how tourism contributes to the UK economy. Learners should demonstrate an understanding of how UK tourism contributes to the national gross domestic product, to employment and in relation to UK tourist numbers. Tourism Alliance and VisitBritain are good sources of information which can be used to gather information relating to this topic. Gross domestic product should be described simply and in the learners' own words, so that they demonstrate a basic understanding of how the UK tourism sector contributes to GDP and how it can be measured in terms of revenue generated by tourists. An example of this could be that tourists spend money on transport, accommodation, food and beverage; this contributes to the UK GDP by generating money across different component industries and contributes to the UK economy. This also generates employment.

To achieve M1, learners are required to give an explanation of how different types of tourism contribute to the UK economy, by giving specific examples for each type. For instance inbound business travellers will spend money on transport to get to the UK, and on accommodation during their stay. They may also spend money on public and private transport, food and beverages, and gifts to take back with them. This helps to create and maintain jobs within transport and accommodation organisations, and it also generates money and employment within hospitality and retail businesses within the UK.

The assessment evidence could be presented in the form of a detailed written case or a written report, and illustrated with statistics provided within graphs and charts.

P4 – P5 – M2 – D1

There are many organisations that come under the travel and tourism umbrella and learners need to acquire knowledge of domestic, inbound and outbound organisations and an understanding of their roles and their inter-relationships.

For P4, organisations have been categorised in the unit content under three headings: domestic, outbound, inbound. Learners must provide an outline description of the roles of the organisations that fall within each category as listed in the unit content. It is essential for learners to be guided to explore across the sector to gain a wide understanding of how it is made up. For each category learners should outline the roles and provide an example for each type of organisation listed in the content. For example, under the heading 'domestic tourism', learners should outline the roles and provide an example for each of the following types of organisations: domestic tour operators; transport providers (rail, air, road); accommodation (youth hostels, self-catering, serviced accommodation, hotels); visitor attractions (heritage, natural, built); supporting organisations (national and regional tourist boards, VisitBritain); ancillary organisations, for example insurance, car hire. The examples provided must be relevant and the organisations selected should span the public and private sectors in the entirety of the evidence; learners do not need to give an example of a public and private organisation for each type. Examples for transport providers could be: rail – Cross Country Trains; air – British Airways; road – National Express. For the purposes of assessment, all items in brackets must be covered. The outline of roles will be similar for many organisations and can be supported by printouts from webpages, leaflets etc.

For P5, learners must describe the interrelationships between organisations, including working together and common ownership. The descriptions should be illustrated with a minimum of two examples of each type of interrelationship. An example for working together could be Virgin Trains and Alton Towers, which have collaborated to provide an inclusive ticket which provides transport from various locations and admission to the theme park. Learners should provide enough examples of relationships to include domestic, outbound and inbound organisations.

M2 is an extension of P4 and P5 and learners must analyse the interrelationships of organisations. An example of a response at this level could be: 'Alton Towers and Virgin Rail have chosen to work together to offer the customer a complete package comprising a rail ticket from a range of destinations and admission into the theme park. This will increase the appeal of a visit by making it easier and cheaper for the customer to purchase, and will therefore hopefully increase sales for both organisations.' Learners should support their evidence with print-outs of the details of the packages and any other relevant information. Similarly, learners should be able to analyse the reasons why common ownership occurs across the sector, for instance tour operators and transport providers and how this type of interrelationship operates. For the purposes of assessment learners should cover both types of interrelationship (working together and common ownership) and cover all categories of organisations (domestic, inbound and outbound) across the entirety of their evidence.

For D1 learners must give an evaluation of at least two positive aspects of interrelationships to organisations covering working together and common ownership. For example, in terms of working together, a positive aspect of an outbound tour operator becoming a member of the Federation of Tour Operators (FTO) is that the FTO can support tour operators by influencing governments on health and safety issues. This can bring about change and create a safer, more secure holiday environment for customers.

This should be an in-depth evaluation and learners should be encouraged to support their evaluation where possible with additional information such as articles, data and statistics.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	Exploring UK Travel and Tourism	You are employed in a Tourist Information Centre and required to investigate different types of tourism and the contribution of tourism to the UK economy.	Written report or case study.
P4, P5, M2, D1	Exploring Travel and Tourism Organisations	You are employed in a Tourist Information Centre and required to investigate organisations in Travel and Tourism and the relationships between them.	Presentation with accompanying notes and observation records.

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *Level 2 BTEC First Travel and Tourism Student Book* (Pearson, 2010)
ISBN 9781846907494

Ingle S, King C, Jefferies M, Rock T, Spencer C and Woodhead V – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson Education, 2010)
ISBN 9781846906312

Journals and magazines

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Video and TV footage resources:

www.movinghistory.ac.uk/archives/ea/collection.html

Websites

www.abta.com

The Travel Association

www.britainexpress.com

The UK Travel and Heritage Guide

www.caa.co.uk

UK Civil Aviation Association

www.fto.co.uk

Freedom of Tour Operators

www.statistics.gov.uk

UK National Statistics

www.visitbritain.co.uk

VisitBritain

Unit 16: Hospitality Operations in Travel and Tourism

Level:	3
Notional Learning Hours:	50 (including 30 GLH)
Unit value (NLH/10):	5
SRF unit code:	20701G

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' knowledge of hospitality providers within the travel and tourism sector, and the products and services they offer to meet different customer expectations. Learners will develop skills in the planning of hospitality provision and gain an understanding of the factors affecting hospitality operations.

Unit introduction

Hospitality is an important element of travel and tourism. Tourism often involves an overnight stay which requires accommodation and catering. The provision of food and beverages as secondary products in travel and tourism organisations has increased in importance to maximise income generation. Examples include airlines selling food and drink on board and tourist attractions providing cafes and restaurants.

The hospitality products and services of a travel and tourism organisation can be a means of attracting customers or of offering superior customer service. They offer a means of differentiating from competitors. For example, a customer may choose a particular airline because its in-flight catering is better than a competitor's flying the same route. In this unit, learners will find out about the wide range of hospitality providers in the travel and tourism industry and their products and services.

A hospitality organisation must meet customer expectations in order to succeed in a competitive business, so learners will consider the expectations of different types of customers, and how hospitality providers meet these expectations.

Learners will have the opportunity to develop their creativity and apply their understanding of customer expectations by planning hospitality provision for a travel and tourism organisation. They will also explore factors that affect hospitality and the ways in which organisations have responded to these.

Outcomes of learning

On completion of this unit a learner should:

- 1 Know the products and services offered by hospitality providers to meet customer expectations
- 2 Be able to plan hospitality provision in a travel and tourism context
- 3 Understand factors affecting hospitality operations in travel and tourism organisations.

Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe different types of hospitality providers and the products and services they offer to meet differing customer expectations	M1 Compare how different hospitality providers meet the expectations of different types of customers through the provision of products and services	D1 Recommend new or enhanced products and services that could be provided by a selected hospitality provider to complement current provision
P2 Produce a plan for hospitality provision in a travel and tourism context	M2 Explain how the plan for hospitality provision meets the needs of the travel and tourism organisation's customers	
P3 Explain how internal and external factors affect hospitality operations in travel and tourism organisations	M3 Assess how hospitality operations in travel and tourism organisations have responded to internal and external factors	

Unit content

1 Know the products and services offered by hospitality providers to meet customer expectations

Types of provision:

- as a main business, e.g. hotels, guest houses, holiday centres, camp sites, caravan parks
- as an additional service, e.g. airlines, conference and exhibitions, attractions

Products and services:

- core, e.g. food, drink, accommodation
- to meet specific needs, e.g. children's menus, vegetarian menus, family seating, adjoining rooms, valet parking

Customer expectations:

- level of service
- range of products and services provided
- location
- accessibility
- availability
- quality
- speed of service
- level of hygiene
- value for money
- classification, e.g. AA, Michelin, tourist board

Customer types:

- e.g. family, solo travellers, corporate, special needs, group

2 Be able to plan hospitality provision in a travel and tourism context

Hospitality provision:

- e.g. catering provision, accommodation provision

Context:

- e.g. for an attraction, travel agency, tourist information centre, festival, event, transport operator

Plan:

- e.g. theme, furnishing, level of service, location, size, name, layout (front and back of house), customer flows, products and services

3 Understand factors affecting hospitality operations in travel and tourism organisations

Internal factors:

- e.g. products and services offered, brands, pricing strategies, promotional strategies, location, image, appeal (to target customers)

External factors:

- e.g. legislation, economy, availability of skilled workforce, competition, accessibility, proximity to markets, trend for healthy eating

Information for delivery staff

Essential requirements

Learners must have access to the internet throughout their studies.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

Visits to and talks by hospitality providers will support delivery of this unit.

Work experience or work placements could also be used to help learners develop understanding of hospitality operations.

Delivery guidance

Most learners will have experience of buying or using hospitality products and services and this can be the basis of initial discussion to identify different types of hospitality providers and to share both good and bad experiences of provision. This unit will help them to explore products and services in a hospitality context.

Learners could explore hospitality provision in their locality by visiting local providers or inviting guest speakers. They could also carry out internet research into the range of products and services provided by hospitality organisations. This initial research could be undertaken in groups, with each group producing a display about the products and services of a different type of hospitality provider.

Whole-group discussion would then ensure that learners appreciate the whole spectrum of hospitality provision and give them sufficient knowledge to gain the pass grade. Learners should understand how to compare different organisations to achieve the higher grades, looking at similarities and differences and why these occur. Learners could be provided with scenarios or pen portraits of different types of customers. From these, learners could discuss customer expectations. They could also write their own scenarios from a series of expectations provided. Using the scenarios, learners could determine the type and features of hospitality provision that can meet the expectations stated.

Many hospitality providers offer a range of brands to suit the expectations of different types of customers. Case studies can be provided for learners, for example, within the Accor group, the Ibis, Novotel and Sofitel brands appeal to different types of customers. This type of differentiation can be explored through arranged visits, case study or internet research.

A local visit would allow learners to observe how service is provided to customers. The focus of the visit could be on conducting a mystery shopper exercise or some type of assessment checklist. The discussion that would take place in developing relevant documentation would further assist learners to develop their understanding of this topic.

In outcome of learning 2, learners have an opportunity to develop their creative skills in planning hospitality provision. They will first need to know about the design of other facilities. Visits to hospitality providers could help learners with understanding why particular layouts and designs for hospitality provision are chosen. Learners should be encouraged to plan something feasible, for example, the introduction of a cafe in a conservatory at a stately home, or a camping area at a pop festival with catering facilities. Learners should be given flipchart paper and pens to help them plan. Where possible, they could use computer software to design facilities.

For outcome of learning 3, learners should carry out research into the current factors affecting hospitality providers. They will need access to trade journals, newspapers and internet. This outcome of learning could be introduced early in the unit with learners given a specific provider to monitor throughout the unit. They could then undertake a regular review of how internal and external factors are affecting their given organisation. They could be asked to give a presentation or be involved in small group discussions on a regular basis.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit. Sharing personal experiences of hospitality providers, their products and services.
Introduction to Assignment 1: Local Hospitality Provision. Discussion of hospitality providers – primary function hospitality, e.g. hotel groups and brands.
Case studies on hotel branding and the differences in products and services. DVD plus questions/discussion on service, e.g. The Hotel Inspector.
Hospitality as a secondary service – examples and discussion. Research into local providers. Produce worksheet for visits. Visits to local providers, complete worksheet.
Case study and discussion on different types of customers and their expectations. Practice with pen portraits and determining which types of products and services meet requirements.
Working in pairs to compare provision and making recommendations for new or enhanced products and services.
Assignment 1: Local Hospitality Provision (P1, M1, D1) Feedback on assessment.
Introduction to Assignment 2: Planning Provision. Survey of hospitality provision looking at key factors, e.g. student refectory, facilities at railway station or local airport. Discussion on findings and agreement of key factors to consider when planning. Individual research prior to planning hospitality.

Topic and suggested assignments/activities/assessment
Assignment 2: Planning Provision (P2, M2) Feedback on assessment.
Introduction to assignment 3. Discussion on internal and external factors that affect hospitality operations- introduction to factors by tutor.
Case study – organisation and how external factors currently affect it – use PEST.
Guest speaker – how a hospitality provider has responded to internal and external factors.
Research for assignment.
Assignment 3: The Hospitality Environment (P3, M3) Feedback on assessment and unit review.

Assessment guidance

The assessment criteria shown in the grading grid can be grouped together to enable learners to expand on one criterion in order gain higher grades. The links are as follows: P1, M1 and D1; P2 and M2; P3 and M3.

Where possible learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

P1 – M1 – D1

For P1, learners must provide a brief description of different types of hospitality provider, and then describe in detail the products and services of at least one provider where hospitality is their main role and one organisation where hospitality is secondary. Learners should describe the provider's core and secondary products and services. They should comment on how the products and services meet the expectations of different types of customers. The evidence must be clearly descriptive and not a series of bullet points.

For M1, the products and services of selected organisations must be compared. Similarities and differences should not only be identified but also explained, e.g. why are they the same, why are they different and must be linked to how they meet customer expectations. Learners should be guided in their selection of organisations to ensure they are able to gain enough information to make valid comparisons. It must be clear that learners are making comparisons rather than describing the products and services provided. The same organisations as those considered for P1 may be used for this criterion.

For D1, learners must show how they have used their understanding of the needs of different types of customers to recommend new or enhanced products and services that would complement the current provision for one of their selected organisations. The proposals could be targeted at a new types of customer, or provide an alternative or enhancement to provision for current customers. Proposals should be clearly justified in relation to the needs of different types of customers. An example could be that many people have high expectations of choice and quality in food service with increased awareness of the need to eat healthily. The theme park could improve its catering provision for those interested in healthy options by having a range of fresh salads available (see current and new proposed sample menu). Many people would be prepared to pay more for freshly made salads, and these would improve the variety on the menu which currently depends on burgers. A range of smoothies with names based on the rides in the attraction is also recommended to appeal to the children's market.

Examples of evidence for P1, M1 and D1 could be in the form of a presentation to the management of the organisations studied. If oral presentation evidence is submitted, assessors will need to submit a comprehensive observation record of learner performance, showing clearly how the criteria have been met, and focusing on their depth of description, clear reasoning shown in comparisons made and justification of recommendations. Any supporting evidence, such as visual aids or research notes, should also be submitted.

P2 – M2

For P2, learners should plan new or modified hospitality provision for a travel and tourism organisation. It is preferable if this is a real organisation but, if necessary a case study can be used. Examples of the new hospitality facility could be catering provision for an attraction, travel agency, tourist information centre or transport operator or accommodation provision for a festival or tourist attraction. Learners should provide a plan; it should show the location of the provision within the organisation, customer flows and layout of provision. There will be some spatial awareness shown. Whilst the plan should be clear, learners are not assessed for their artistic ability but on the feasibility of their design and consideration of aspects such as space, customer flows, theme and other areas that are included in unit content. Learners should also include a description of all aspects of their planned provision to cover the unit content.

For M2, the plan must be explained. The explanation will focus on their reasons for inclusion of all aspects of the design. The reasons should link to the organisation's customer types. The description and explanation can be presented in writing or orally. This evidence could be in the form of a report to a manager of the travel and tourism organisation. Oral presentations must be supported by observation sheets signed by the assessor detailing how criteria have been met.

P3 – M3

P3 requires an explanation of at least two internal and two external factors affecting hospitality provision in general. Learners should be able to clearly show they are able to differentiate between internal and external factors. To demonstrate understanding learners must explain how their selected factors affect hospitality provision in specific types of travel and tourism organisations.

For M3, learners should focus on the actions that hospitality providers have taken as a result of internal and external factors. This should follow on from explanations given in P3. Learners should focus on hospitality in general, using real examples they have researched where appropriate. For example if the effect of the economy has been one of the factors addressed for P3, learners could now cite different examples of how specific hotels, restaurants etc have reduced prices and come up with other initiatives in order to stimulate bookings as fewer people are spending money on leisure trips during the economic crisis. Copies or examples of promotional materials etc could be included to support the assessment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Local Hospitality Provision	Working for a selected hospitality provider – looking at the local competition. Investigation into providers of hospitality in the local area, products and services offered, types of customers and how their expectations are met.	Group research and presentation with individual contributions documented and assessed.
P2, M2	Planning Provision	Working for a selected hospitality provider – proposing a new hospitality provision.	Presentation of plan.
P3, M3	The Hospitality Environment	Working for a selected hospitality provider – reviewing factors affecting provision.	Article for hospitality publication.

Suggested resources

Books

Ceserani V and Foskett D – *The Theory of Catering*, 11th Edition
(Hodder Arnold, 2007) ISBN 9780340939260

Dale G – *Level 3 BTEC National Travel and Tourism Student Book 1* (Heinemann, 2010) ISBN 9781846907272

Dale G – *Level 3 BTEC National Travel and Tourism Teaching Resource Pack*
(Heinemann, 2010) ISBN 9781846907296

Dale G, Kelly M, King C and Jefferies M – *Level 3 BTEC National Travel and Tourism Teaching Resource Pack* (Heinemann, 2010) ISBN 9781846907296

Holloway C – *The Business of Tourism*, 8th Edition (FT Prentice Hall, 2009)
ISBN 9780273717102

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Reed Business Information

The Hospitality Yearbook – HCIMA

Annexe

Annexe A: Calculation of the qualification grade

Generic examples of calculation of the qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted by the centre.

The two tables below (which are also included in *Section 5: Assessment and grading*) are used to calculate the qualification grade above pass. The generic examples that follow the tables demonstrate how the tables are used.

Points available per unit value at specified unit grades and levels

The table below shows the number of points scored per unit value at the unit level and grade.

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
Pearson BTEC International Level 2 Certificate	85–94	95–99	100 and above
Pearson BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
Pearson BTEC International Level 2 Diploma	340–379	380–399	400 and above

Generic examples

Please note the following examples are generic and are not based on the units included in this specification.

Generic example 1

Achievement of pass qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Pass		80

Generic example 2

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Merit		85

Generic example 3

Achievement of distinction qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a distinction qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Qualification grade totals		15	Distinction		95

Generic example 4

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Extended Certificate, qualification value of 30, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
Qualification grade totals		30	Merit		175

Generic example 5

Achievement of merit qualification grade


A learner completing a Pearson BTEC International Level 2 Diploma, qualification value of 60, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
Qualification grade totals		60	Merit		360



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