

# Unit 25: Personal and Professional Development in Hospitality

<b>Unit code:</b>	<b>D/601/0502</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge of the sources of careers information and career progression routes and skills to complete a development plan by carrying out a personal assessment, monitor personal and professional development plans and propose further development activities, and prepare for employment or training in hospitality.

## ● Unit introduction

Personal and professional development is important in many careers and the hospitality industry is no exception. Increasingly, the responsibility is on employees to identify their own strengths and weaknesses and suggest ways in which they can develop their skills in order to meet the needs of the business and facilitate career progression.

This unit will look at careers within the hospitality industry. Learners will find out about sources of information available and common career progression routes, together with the ways in which the requirements for these jobs change with career advancement.

Learners will also focus on personal and professional development. They will have the opportunity to complete their own development plan by considering such factors as their past experience and their current and future needs. They will also learn about influencing factors. Learners will then be expected to monitor their plan over a period of at least six months and suggest further activities.

This unit will also cover applications and interview skills. Learners will practise preparing documents such as job application forms, CVs and covering letters. Other types of application forms, such as UCAS forms, could also be included. Learners will prepare for an interview. This activity will include research, gaining knowledge of the interview process and prediction of likely interview questions. Finally, learners will have the opportunity to practise performing in an interview situation.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the sources of careers information and career progression routes
- 2 Be able to complete a development plan by carrying out a personal assessment
- 3 Be able to monitor personal and professional development plans and propose further development activities
- 4 Be able to prepare for employment or training in hospitality.

# Unit content

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## 1 Know the sources of careers information and career progression routes

*Identify career opportunities:* hospitality industry press eg Caterer and Hotelkeeper; hospitality career websites; specialist agencies; careers service; careers advisers

*Career progression routes:* routes for entering employment eg FE/HE, apprenticeships, work experience, management training schemes, temporary work, full employment; common career entry points eg front desk, junior management; common progression routes eg from commis chef to head chef, from waiter to maitre d'; typical timescales; implications of career progression eg money, responsibility, hours; means of progression eg promotions, applications, training schemes

## 2 Be able to complete a development plan by carrying out a personal assessment

*Assessment:* analysis of prior experience; skills audit eg technical, leadership, interpersonal; training needs analysis; personal assessment questionnaires eg learning styles, Myers Briggs, Belbin; job analysis

*Development plan:* short- and long-term aims and objectives; rationale; objective goal setting eg specific, measurable, achievable, realistic and time-bound (SMART); resources required; schedule of learning activities to assist with personal development; contingency plans

*Influencing factors:* motivation; time/cost factors; work/family pressure; level of ability; additional learning needs; resources; support available

## 3 Be able to monitor personal and professional development plans and propose further development activities

*Monitor:* personal and professional development log; areas yet to be achieved; activities undertaken; revision and updating; judging outcomes against agreed targets; resources used; benefits and difficulties of personal and professional development activities; factors affecting outcomes

*Further development activities:* personal or professional eg self study, training courses, work shadowing, external personal assessments, being mentored, practical skills training, professional and other qualifications

## 4 Be able to prepare for employment or training in hospitality

*Preparing documents:* CV; application forms; letters of application; others eg UCAS application forms, training schemes

*Preparation for interview:* research eg company, job requirements; prioritising; appearance; attitude; knowledge of the interview process; prediction of likely questions; preparation of possible answers; arrival at interview in good time

*Interview skills:* importance of first impressions; body language (eg eye contact, posture); appearing prepared; careful listening; answering questions well; selling yourself; asking relevant questions

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes 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:
<p><b>P1</b> describe sources of information for career opportunities in relation to jobs in hospitality</p> <p><b>P2</b> outline career progression routes and the ways in which jobs change with career advancement [IE 1, CT 1]</p>		
<p><b>P3</b> carry out a personal and professional assessment</p> <p><b>P4</b> produce a development plan [IE 2, 3, CT 2]</p> <p><b>P5</b> monitor personal and professional development plans</p> <p><b>P6</b> suggest further development activities [IE 2, 4, SM 2, 3, 5, RL 2, 3]</p>	<p><b>M1</b> propose further development activities to future career progression</p>	<p><b>D1</b> design a plan to implement future development activities</p>
<p><b>P7</b> complete required documents to apply for a job or training</p> <p><b>P8</b> show competent preparation and interview skills. [IE 2, 4, CT 2]</p>	<p><b>M2</b> demonstrate a high level of confidence and skills in completing required documents for a job or training</p> <p><b>M3</b> show a high level of skills in preparing for and performing at an interview.</p>	<p><b>D2</b> evaluate strengths and weaknesses of own skills, relating to job or training documentation and interviews, making recommendations for improvement.</p>

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

The delivery of this unit should be as practical as possible. Tutors should guide learners to the different resources available for advice on identifying career opportunities, such as internet access, appropriate hospitality industry journals, eg *Caterer and Hotelkeeper*, newspapers and UCAS application forms.

Tutors should provide learners with information regarding different career progression routes. Programme managers from relevant higher education courses could come and talk to learners. If there is a careers advice centre within the college, tutors should encourage learners to book appointments; if there is not one available, a visit to a job centre would be worthwhile. It would be beneficial for learners to listen to talks from employers from the industry, describing the ways in which employees progress to different levels in their careers. For example, a former learner could visit and explain how their career has advanced.

To support learners in monitoring their development plans, tutors should detail the ways in which this can be done, such as providing feedback, both verbal and written, from tutors, employers, colleagues and peers. Tutors should guide learners on areas of the development plan that they need to focus on and advise them on the duration of the monitoring (this should be a minimum of six months). Learners are expected to propose further activities, which could include: further qualifications such as NVQs; membership of the Institute of Hospitality; membership of other bodies and higher education. Learners will need to be shown monitoring techniques in order to help make this part of the unit as realistic and useful to the learner as possible.

For the preparation of relevant documents, tutors will need to provide resources, for example, application forms. Learners will also need support in order to create CVs and write covering letters. Practice interviews would be helpful, ideally with someone from industry. Learners would benefit from having links with human resources departments to see what employers do.

## 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 and/assessment
Introduction to the unit and the programme of learning.
Group discussion to determine career opportunities.
Visit to careers advice centre or job centre – follow-up poster showing career opportunities.
Visit from employers from the industry to talk about the ways in which employees progress to different levels in their careers.
<b>Assignment 1 – Sources of Careers Information and Career Progression Routes (P1, P2)</b>
Learners produce a diagram or wall chart on sources of information for hospitality career opportunities and career progression routes.
Group discussion to determine influencing factors for development plans.
Learners carry out a personal assessment – receive feedback.
Learners prepare a development plan – receive feedback.
<b>Assignment 2 – Completing a Development Plan by Carrying Out a Personal Assessment (P3, P4, M1)</b>
Learners produce a development plan taking into account their personal assessment.
Learners monitor personal and professional development plans.
Learners review personal and professional development plans and identify further development activities.
<b>Assignment 3 – Monitoring Personal and Professional Development Plans and Proposing Further Development Activities (P5, P6, D1)</b>
Learners monitor personal and professional development plans over a period of time and identify further development activities to support career progression.
Learners practise completing required documents to apply for a job or training.
Group discussion to confirm preparation skills.
Role play of an interview.
<b>Assignment 4 – Preparing for Employment or Training in Hospitality (P7, P8, M2, M3, D2)</b>
Learners complete application documents and undertake a job interview.
Tutorial support and feedback.
Self initiated learning time.

## Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays 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

For learners to meet the requirements of P1, they first need to describe the different sources of information for job opportunities in hospitality. For example, learners could describe the type of job opportunities found in the trade journal *Caterer and Hotelkeeper*. Career agencies are common and many will specialise in certain areas, such as silver-service waiting staff. Evidence can be provided of where certain types of jobs can be found, through learners submitting examples of information of jobs available, eg copies from pages in *Caterer and Hotelkeeper*.

For P2, learners need to provide evidence that is twofold. Firstly, learners need to give a general outline of the different possible career progression routes, eg higher education, apprenticeship programmes and management training schemes. They also have to outline their own proposed career progression route. They also need to identify the ways in which jobs change with career progression, for example, career progression often brings managerial responsibilities which require increased specific leadership skills, or could require more advanced technical skills. At this stage learners are not required to identify how these needs could be met.

### P3 – P4 – P5 – P6 – M1 – D1

P3 requires learners to carry out their own personal and professional assessment. The assessment can be evidenced in the form of skills audits, feedback from other units, such as *Unit 6: Food and Drinks Service*, or the results of personal assessment questionnaires on matters such as learning styles.

P4 requires learners to produce a development plan after they have carried out their own personal and professional assessment. Learners can be helped with their plan by being given a template or by the group brainstorming what they feel should be on a development plan. Learners could then complete their plans individually.

To add value to the development plan, for P5 learners are required to monitor their plan over a minimum of six months. This monitoring should be a mix of their theoretical and practical activities, both inside and outside the college environment. To monitor their plans, learners will need to use feedback from tutors; this could be in the form of tutorial records, observation sheets (ie progress in the kitchen or restaurant) or improvements noted in presentation skills. Employers could also provide feedback on improvement/development, linking this unit to *Unit 26: Industry-related Project in Hospitality*.

For P6, learners are required to suggest further development activities. These need only be short term, eg for the following six months.

To achieve M1, learners need to propose further personal and professional development activities that would support their career progression. Learners should link the activities to the requirements of the jobs that they plan to do in the future, eg three to five years from now. For example, if their proposed career development requires management or leadership skills, learners should suggest developmental activities in the short and medium term which could prepare them for, and support, this transition. However, they do not need to plan how and when these activities take place.

For D1, learners are required to formulate a realistic plan of how and when the activities or training outlined in M1 can be achieved, eg in the form of a five-year plan. Learners need to justify the choice of activities, the timescales and why they have been sequenced in a particular order. It is not expected that there be only one correct plan for any individual, and it would be natural for such a plan to require regular adaptation in light of changing experience, goals and needs (a task that is beyond the scope of this unit). However, it is important that learners identify not only what they will need to do but also how and when this could be done.

### **P7 – P8 – M2 – M3 – D2**

For P7, learners need to identify the forms that must be completed when applying for a job or training/ education programme. Learners need to complete the relevant documents required when applying for a job. This, as a minimum, must include the accurate completion of a letter of application, a CV and an application form, with correct spelling and grammar. If other forms, eg UCAS, are relevant, then they could also be used and must be completed accurately.

For P8, learners need to prepare for a job interview and be interviewed. Evidence of preparation could include information on the business in which they are applying for a job. This could be a simulated activity, whereby learners are given a suitable job to research and apply for, followed by a role-play interview. The interview process would be more realistic if the interviewer were someone from industry. Evidence of the interview could be in the form of an observation sheet from the tutor and a video record. If the interview is for a real job, it is not necessary that learners are offered the job for them to successfully meet the pass criterion. Learners should demonstrate acceptable and straightforward responses to questions, but are not expected to be able to turn discussions round to highlight their own strengths, which would indicate merit-level achievement.

For M2, learners need to produce the necessary documents accurately, ensuring that they look professional. For example, the CV should look attractive, with learners using high quality paper and appropriate formatting or colour to emphasise certain points. Learners should be encouraged to experiment with different fonts to find the most suitable for their CV. Application forms, if handwritten, should be free from errors, correction fluid or marks.

M3 builds on P8, but with the additional requirement that in the interview learners answer questions fully and steer the discussion to highlight their own strengths. Learners should be confident in the interview and take the opportunity to sell themselves. Evidence could be in the form of a video, which could then be used to give feedback, and also any written criteria against which learners can be assessed.

For D2, learners need to reflect on their performance, identifying the areas in which they could improve and how. Learners should begin by analysing their strengths and weaknesses in the job application process. This should include researching the quality of completed forms and their performance in interviews. Learners should use available feedback to help with their evaluation. Recommendations should then be made on the ways that the performance could be improved when undertaking the tasks again.

## 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 Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2	Sources of Careers Information and Career Progression Routes	Learners take the role of events organiser assistant and have been asked to help prepare for a Career In Hospitality event for students.	Learners produce material in suitable format – diagram or wall chart.
P3, P4, M1	Completing a Development Plan by Carrying Out a Personal Assessment	Learners continue in the role of events organiser assistant and are asked to create a development plan considering their personal assessment as an example for students at the careers event.	Learners produce a plan in suitable format.
P5, P6, D1	Monitoring Personal and Professional Development Plans and Proposing Further Development Activities	Learners continue in the role of events organiser assistant and are asked to identify further development activities to support career progression.	Learners produce material in suitable format – diagram or wall chart.
P7, P8, M2, M3, D2	Preparing for Employment or Training in Hospitality	Learners continue in the role of events organiser assistant and are asked to give a presentation to students on how to complete application documents and undertake a job interview.	Learners create a presentation for use with students.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
Investigate the Catering and Hospitality Industry	Personal Selling and Promotional Skills for Hospitality
Products, Services and Support in the Hospitality Industry	Human Resources in Hospitality
Applying Workplace Skills	



## Essential resources

Learners must be provided with access to the internet, specialist journals, newspapers and textbooks relating to employment and career development. Learners should be provided with sample CVs, career development plans and skills assessment tools. They could need access to a library/learning resource centre, careers service personnel, published material and presentation tools, eg Microsoft Word and PowerPoint.

## Employer engagement and vocational contexts

Employers could be invited to support the assessment of this unit by giving talks about career progression. The speakers may explore their own career paths or the paths within their business. Learners could be guided to look at career opportunities in the employer's sector or industry. Some employers will wish to be involved in the selection process. They may want to undertake a review of any written material, eg application forms and CVs or attend the selection interviews and provide feedback.

## Indicative reading for learners

### Textbooks

Eberts M, Brothers L and Gisler A – *Careers in Travel, Tourism and Hospitality, 2nd Edition* (McGraw-Hill Education, 2006) ISBN 9780071448567

Jackson T – *The Perfect CV* (Piatkus Books, 2005) ISBN 9780749926076

### Journals

*Caterer and Housekeeper* – Reed Business Information

*Hospitality Matters* – British Hospitality Association

### Websites

[careerscope.springboarduk.net](http://careerscope.springboarduk.net)

CareerScope – Careers Advice for Hospitality, Leisure, Travel and Tourism

[www.bii.org](http://www.bii.org)

British Institute of Innkeeping – Professional Body for the licensed retail trade

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business Link – Businesses support, information and advice

[www.caterer.com](http://www.caterer.com)

Caterer.com – catering jobs

[www.catersource.com](http://www.catersource.com)

Catersource – Education, products and news for caterers

[www.cipd.co.uk](http://www.cipd.co.uk)

The Chartered Institute of Personnel and Development

[www.connexions-direct.com](http://www.connexions-direct.com)

Connexions Direct – Information and advice for young people

[www.instituteofhospitality.org](http://www.instituteofhospitality.org)

Institute of Hospitality – Professional body for hospitality, leisure and tourism industries

[www.people1st.co.uk](http://www.people1st.co.uk)

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

[www.princes-trust.org.uk](http://www.princes-trust.org.uk)

Prince's Trust – helping change young lives

[www.prospect.ac.uk](http://www.prospect.ac.uk)

Graduate Prospects

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	P1 describing sources of information for career opportunities in relation to jobs in hospitality [IE 1] P2 outlining career progression routes and the ways in which jobs change with career advancement [IE 1] P3 carrying out a personal and professional assessment [IE 2, 3] P4 producing a development plan [IE 2, 3] P5 monitoring personal and professional development plans [IE 2, 4] P6 suggesting further development activities [IE 2, 4] P7 completing required documents to apply for a job or training [IE 2, 4] P8 showing competent preparation and interview skills [IE 2, 4]
<b>Creative thinkers</b>	P1 describing sources of information for career opportunities in relation to jobs in hospitality [CT 1] P2 outlining career progression routes and the ways in which jobs change with career advancement [CT 1] P3 carrying out a personal and professional assessment [CT 2] P4 producing a development plan [CT 2] P7 completing required documents to apply for a job or training [CT 2] P8 showing competent preparation and interview skills [CT 2]
<b>Reflective learners</b>	P5 monitoring personal and professional development plans [RL 2, 3] P6 suggesting further development activities [RL 2, 3]
<b>Self-managers</b>	P5 monitoring personal and professional development plans [SM 2, 3, 5] P6 suggesting further development activities [SM 2, 3, 5].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	trying out alternative development plans [CT 5] adapting their ideas after the feedback from their selection interview [CT 6]
<b>Reflective learners</b>	inviting feedback after their interview and dealing positively with the outcome [RL 4].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	searching for information about career opportunities, in relation to jobs in hospitality
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching for information about career opportunities, in relation to jobs in hospitality
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	carrying out a personal and professional assessment and producing a development plan and undertaking a selection interview
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	carrying out a personal and professional assessment and producing a development plan.