Unit 26: Industry-related Project in Hospitality

Unit code: K/601/0504

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to develop and use skills to research, plan, carry out and present a hospitality industry related project to an audience.

● Unit introduction

This unit gives learners the opportunity to investigate an aspect of a hospitality business. This could be learners' current place of work, a hospitality work placement or a suitable alternative. Tutors, learners and employers could work together to devise a project that learners will carry out. The project will be an area of interest to learners, so that they benefit from the work carried out. The project will need to last for at least two weeks, which will allow learners to develop their planning and monitoring skills.

Learners need to identify several possible opportunities for a project, from which one project will be chosen. They will plan their work, set objectives, and monitor the work that they carry out, keeping a record of their activities in a diary or log. Learners will present their results to a selected audience.

Learners will develop and show skills in research, analysis, verbal and written communication, information technology and presentation. These skills are, in the main, generic and transferable, which means that they can be applied to any aspect of the hospitality industry or in further study. Being able to reflect on and evaluate their performance and progress, as well as learn from the challenges other successful project leaders face, will help learners understand the importance of planning, monitoring goals and the skills developed while carrying out the project.

● Learning outcomes

On completion of this unit a learner should:

1   Be able to identify opportunities for a hospitality project

2   Be able to plan and research the hospitality project

3   Be able to carry out and monitor the hospitality project

4   Be able to present the hospitality project to an audience.

Unit content

1 Be able to identify opportunities for a hospitality project

Scope of project: interdisciplinary; industry-related; interdepartmental issues; types of project eg scale, formality

Purpose, aims and objectives: defining project (importance to business eg improve administrative procedures, improve customer service, develop new products); background research; evaluation criteria

Hospitality industry businesses: hotels eg budget, one star; restaurants eg fast food businesses, fine dining; pubs, bars and nightclubs; contract food service providers eg education, healthcare; hospitality services eg business, Government and local authority provision; membership clubs eg professional or employment association clubs, sporting clubs; events eg music events, meetings and conferences

2 Be able to plan and research the hospitality project

Research: the business; the subject

Plan: objectives eg knowledge development, skills development, career development; criteria for success of project; what needs to be done; when it needs to be done eg milestones; resources needed

Skills required: planning; gathering and interpreting information eg theory, data; time management; referencing; information and communications technology

3 Be able to carry out and monitor the hospitality project

Carry out: according to set timescales; gather information; interpret information; reach conclusions; decide format of report; produce report

Monitor the project: activities undertaken against timescales; skills and knowledge developed; skills and knowledge yet to be achieved; additional skills and knowledge developed; against success criteria; scope for further work

Skills required: time management; gathering and interpreting information; analysis; written communication; project-specific skills

4 Be able to present the hospitality project to an audience

Deliver a presentation: using appropriate format of delivery eg verbal, written, ICT, graphics, written materials; using appropriate resources eg PowerPoint, hand-outs, photos, display, exhibition; key elements of presentation (rationale, aims, findings, conclusion, recommendations)

Audience: types eg employer, tutor, peer group

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:
P1 identify opportunities for a hospitality project [IE 1, CT 1]		
P2 plan and research a hospitality project, including the skills needed to carry out the project [IE 2, 3, CT 2]	**M1** plan and research the project independently, using different resources and showing high levels of skills	
P3 carry out and monitor the hospitality project [IE 2, 4, SM 2, 3, 5, RL 2, 3]	**M2** carry out and monitor the project showing independence and initiative.	
P4 present the hospitality project to an audience. [RL 6]		**D1** evaluate their project and its presentation, explaining strengths and weaknesses, and making recommendations for improvements.

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit is intended to be delivered in the workplace or under simulated conditions, for example at the centre or training provider; it does not require a work placement. Tutors must ensure that sufficient time is provided to support the knowledge and understanding for this unit. If simulations are being used, care must be taken to ensure that learners appreciate the type of business in question and at least 25 per cent of the industry-related project should be in a hospitality context. Learners should not cover what they have previously studied in other units.

If learners are carrying out the industry-related project while in a work placement, this must be within the hospitality industry, and could be their current employment if they are already working in a part-time job, or it could be an organised work placement. If the project is going to be conducted in a work placement, the project title needs to be agreed at a very early stage.

Learners are likely to need support to come up with at least three possible titles for their project. The project chosen should be agreed with the tutor and, if possible, the employer. The project should be appropriate to the needs and interests of learners and, if applicable, should aim at benefiting the business in some way. So, for example, the project should not just be about improving learners' own skills because when learners leave, the benefit to the business disappears.

The structure of the project should follow SMART principles:

- specific, for example to develop new skills in a practical environment, or to extend knowledge and understanding of an area or process
- measurable, in that it can show new and/or extended learning that learners have achieved
- achievable by learners, ie within learners' capability
- realistic with regard to the resources available
- timed around the project schedule, ie achievable within the timeframe of the work placement.

The project should last for a significant part of the work placement, if appropriate; it must not be something that can be achieved in less than two weeks as learners will not be able to demonstrate their planning and monitoring skills. Learners need to keep a record of their activities and progress, for example a diary or log.

Learners need to use IT resources. In preparation for the project, it will be necessary to ensure that learners have the requisite research skills.

When presenting their findings, learners should ideally present to their tutor as well as the employer. If this is not possible, learners could deliver the presentation to their tutor and, possibly, their peers. If the tutor cannot be present, reliable witness testimony will be required.

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 and assessment.
Group discussion to determine types of project.
Visits to hospitality businesses – follow-up poster showing different types of businesses.
Learners interview a member of staff from their own institution on types of project.
Visits to hospitality businesses to find out about opportunities for projects.
Assignment 1 – Identification of Opportunities for a Hospitality Industry-related Project (P1)
Learners create a presentation on ideas for projects based on visits.
Group discussion to determine skills required for project planning.
Learners research business and subject of their interest – developing research skills. Tutor input on how to research and manage a project.
Learners plan their project – receive feedback.
Assignment 2 – Planning and Researching the Hospitality Industry-related Project (P2, M1)
Learners produce a project plan with research evidence.
Group discussion to determine skills required to carry out and monitor the project.
Learners carry out and monitor the project.
Assignment 3 – Carrying Out and Monitoring the Hospitality Industry-related Project (P3, M2)
Learners provide evidence in the form of a diary or log of carrying out and monitoring the project.
Learners practise presentation skills.
Assignment 4 – Presenting the Hospitality Industry-related Project (P4, D1)
Learners present their project to an audience.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Ideally, learners would base their work for this unit on a real work-based project for which they have some responsibility as part of their work role. If this is not possible, learners could produce a project plan based on their assignment work. Assessment evidence could include:

- a project plan
- records of meetings and reports
- records of methodology used for implementing and monitoring a project
- a project diary or evaluation of project outcomes.

Learners can provide records to show how they have evaluated and implemented improvements through supporting projects. These can be witness testimonies, tutor observations, or a logbook kept by the learner. This unit gives learners the opportunity to develop functional skills evidence through their learning activities. This could be through their research, formal presentations, discussions and written submissions of their findings.

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

To achieve P1, learners must identify opportunities for an industry-related project in the hospitality industry. They should identify a minimum of three different ideas. They then need to negotiate and agree with their tutor and employer which idea will be developed as the project. This needs to be decided at a very early stage of a placement.

P2 – M1

For P2, learners need to produce evidence of planning and researching their chosen project, including identifying the skills required to carry it out. At pass level, it is expected that learners will need some guidance from the tutor, for example identifying where they can get information for background research. Research requirements will largely depend on the nature of the project, but could include the internet, textbooks, journals, interviewing employers, questionnaires, surveys etc. The background research is likely to relate both to the subject and the business in which they are working.

M1 is a development of P2. At this level, learners need to demonstrate high levels of skills in terms of both research and planning, and with minimal guidance from tutors. Learners should independently identify the best way to plan their project and the research resources that will give them the information they need to carry out the project, ie they must not be influenced by the thoughts or actions of others. Examples of this could include learners preparing an action plan that sets out how they are going to complete their project, identifying resources they will need and the research they need to undertake.

P3 – M2

For P3, learners need to carry out and monitor the project. Learners will keep a record, eg a diary or log, which can be used as part of their evidence. At pass level, it is to be expected that learners might struggle to meet the timescales, and that they will not provide great detail or show much originality in their work. However, they must ensure that the activities listed in the unit content are covered, and the carrying out and monitoring must be acceptable to the appropriate standard.

M2 builds on P3 in that learners need to carry out and monitor the project independently, using their own initiative. The difference from P3 is that at merit level learners will require only minimal support from tutors. Learners need to take responsibility for the action plan they may have set out for M1 and be able to adapt their plan if required. One way to show initiative will be for learners to highlight the difficulties they have had keeping to their action plan and then identify the ways in which they have managed to find their own solutions to these problems.

P4 – D1

P4 will be assessed in the form of a presentation on the project delivered by the learner to an audience. This should ideally be to someone in the business where the work placement was conducted, but could be the tutor if this is not possible. One option would be for the learner to present twice: once to the employer and once to the tutor and, possibly, their peers. If it is not possible for the tutor to be present, witness testimony from a reliable source would be required. The presentation must be delivered in an appropriate format. All of the 'key elements of a presentation' listed in the unit content will be included, although different terminology may be used.

For D1, learners need to evaluate their project and their presentation skills and suggest improvements. Examples of improvements might be: work-related skills that they need in order to perform more effectively; better research skills; different ways they could have approached the project; and improvements to their presentation skills, such as better visual aids or slower/faster delivery.

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 Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Identification of Opportunities for a Hospitality Industry-related Project	Learners take on the role of adviser to a medium-sized hospitality business on a project proposal that they have unveiled and have been asked to identify opportunities for the project.	Learners create a presentation.
P2, M1	Planning and Researching the Hospitality Industry-related Project	Learners continue in their role as adviser and in consultation with a selected hospitality business they are required to plan and research a hospitality project.	Learners create a project plan with research evidence including the skills needed to carry out the project.
P3, M2	Carrying out and Monitoring the Hospitality Industry-related Project	Learners take on the role of project leader and are asked to carry out and monitor the hospitality project.	Work placement or role play simulation supported by observation sheets.
P4, D1	Presenting the Hospitality Industry-related Project	Learners continue in their role as project leader and are asked to present the hospitality project to an audience and evaluate it, explaining strengths and weaknesses, and making recommendations for improvements.	Learners create a presentation for a selected audience.

Links to other BTEC units

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
	The Hospitality Industry
	Supervisory Skills in the Hospitality Industry
	Food Service Organisation
	Environment and Sustainability in Hospitality
	Principles of Nutrition for Healthier Food and Special Diets
	Hospitality Business Enterprise
	E-business for Hospitality
	Human Resources in Hospitality

Essential resources

It is essential that learners have access to well-stocked libraries and/or learning resources centres, trade journals and the internet.

Employer engagement and vocational contexts

Employers can provide very useful additional and even essential resources to enable learners to achieve the industry-related project's aims and objectives. Learners can gain valuable insights into aspects of the industry that are difficult to teach or replicate in an educational context. Learners' work placements and part-time employment in the hospitality industry could help learners generate possible project scenarios and titles. This should be encouraged as the investigations and outcomes can directly relate to the needs and requirements of employers and real live situations. This way of generating project ideas presents excellent opportunities to test ideas, assumptions and possible impact on a business, customers and employees.

Employers will bring an added dimension to the management or supervision of the project. Employers could also be part of the invited audience to listen to the presentation, providing specialist knowledge and questioning learners on the depth of research, and therefore understanding, of the subject, issue and initiatives they have investigated.

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 …	
Independent enquirers	P1	identifying opportunities for a hospitality project [IE 1]
	P2	planning and researching a hospitality project, including the skills needed to carry out the project [IE 2, 3]
	P3	carrying out and monitoring the hospitality project [IE 2, 4]
Creative thinkers	P1	identifying opportunities for a hospitality project [CT 1]
	P2	planning and researching a hospitality project, including the skills needed to carry out the project [CT 2]
Reflective learners	P3	carrying out and monitoring the hospitality project [RL 2, 3]
	P4	presenting the hospitality project to an audience [RL 6]
Self-managers	P3	carrying out and monitoring the hospitality project [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 …
Effective participators	evaluating their project, explaining strengths and weaknesses and making recommendations for improvements.

Functional Skills – Level 2

Skill	When learners are …
ICT – Use ICT systems	
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	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out background research before beginning the project
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	presenting the results of the project to an audience
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	presenting the results of the project to an 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 …
Mathematics	
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	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	investigating opportunities for a industry-related project presenting the results of the project to an audience
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	carrying out background research before beginning the project
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a diaries, logs, project plans.