

HOSPITALITY

LEVEL 3
BTEC National

This teaching support guide will help you get started with your BTEC delivery. It includes:

- An overview on planning course delivery: Should I teach unit-by-unit? What resources will I need? How should I induct my learners?
- A comparison chart to show how the specification has changed, unit by unit
- Ideas for tracking learner progress
- A sample scheme of work
- Case studies from schools and colleges delivering BTEC
- Hints and tips on good practice
- A walk through the assessment process, including a sample assignment with learner work and grading
- Frequently asked questions

Teaching BTEC will give you the confidence to guide your learners through their BTEC course and achieve their highest grades.

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Product code: BN025709



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HOSPITALITY

LEVEL 3
BTEC National

Teaching BTEC

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Registered company number: 872828

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Registered office: One90 High Holborn, London, WC1V 7BH.
VAT Reg. No. 278537121

Publication code: BN025709

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Designed by Pearson Education Limited/DSM Partnership
Produced by Ken Vail Graphic Design
Cover design by Visual Philosophy, created by eMC
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Acknowledgements

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Introduction

This publication supports your delivery of BTEC Level 3 National Hospitality qualifications and should be read in conjunction with the published specification. It provides an overview of how the qualifications have changed, how the BTEC unit specifications should be used, and how best to deliver the course and assess your learners' progress.

These materials are not prescriptive. You may feel that the course can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within your centre or because a different approach suits your learners better, after taking into consideration their learning styles and prior learning. BTEC qualifications are designed to enable you to plan and deliver programmes that are dynamic and relevant to local needs.

Further information and support

For a complete guide to all support offered by Edexcel at every stage of your BTEC delivery, please refer to *BTEC Support*. This booklet is available in your Specification Pack.

What's new for BTEC

Edexcel has redeveloped its suite of BTEC Level 2 First and BTEC Level 3 National qualifications to ensure that they are aligned with the new Qualifications and Credit Framework (QCF). Wherever possible the changes have been minimal and in all cases BTEC units have retained their key characteristics.

What is the Qualifications and Credit Framework?

The Qualifications and Credit Framework (QCF) is a system whereby credit is awarded for qualifications and units (small steps of learning). It enables learners to work towards qualifications at their own pace and along flexible routes.

All QCF units are published on the Register of Regulated Qualifications (RRQ). Every unit and qualification has a credit value indicating how much time it takes to complete and a level showing how difficult it is (ranging from Entry Level to Level 8). Learners are given a unique learner number (ULN) where their individual record of credit accumulation is logged. For more information see www.accreditedqualifications.org.uk

How does this affect the BTEC Level 3 National qualifications?

The new family of BTEC Nationals – which are all at Level 3 – is made up of four sizes of qualification: Certificates, Subsidiary Diplomas, Diplomas and Extended Diplomas. (Qualification names have changed during the revision of BTEC Nationals to meet the QCF structure – please see the table below to compare the new names to the old if you have taught BTEC before.)

The Certificate has been introduced as a new BTEC Level 3 National qualification, to be broadly equivalent to one AS Level. This increases flexibility and improves opportunities for co-teaching with A Levels and other qualification types. The BTEC Level 3 Certificate will be nested wherever possible in the corresponding BTEC Level 3 Subsidiary Diploma, and the BTEC Level 3 Diploma in the corresponding BTEC Level 3 Extended Diploma.

	BTEC Level 3 National Qualifications			
	Certificate	Subsidiary Diploma	Diploma	Extended Diploma
Previous name	this is new	Award	Certificate	Diploma
Credits (minimum)	30	60	120	180
Guided learning hours (GLH)	180	360	720	1080
Broad equivalence	1 AS-Level	1 A-Level	2 A-Levels	3 A-Levels

All BTEC Level 3 National qualifications (whether Certificates, Subsidiary Diplomas, Diplomas or Extended Diplomas) comprise a mix of units and these can be at different levels but the majority of units must be at the main level of the qualification: Level 3.

Rules of unit combination have been determined to show how learners can select and combine unit choices to achieve new BTEC Level 3 National qualifications (see the specification for the list of available units). In some cases, there will be mandatory units which all learners must take to achieve their qualification.

The overall grade for any BTEC qualification will be based on a table in the specification that converts pass, merit and distinction unit grades to points and then totals those points.

For full information about these qualification types, rules of unit combination and grading, please see the specification.

New features for BTEC units

There are some new features common to all new BTEC units:

- credit level and guided learning hours (GLH)[†] are stated
- expanded guidance is given on delivery and assessment
- BTEC units now contain guidance and mapping to functional skills and personal, learning and thinking skills (PLTS) – so you can embed learning for these skills
- outline learning plans give suggestions for unit delivery and assessment
- a programme of suggested assignments gives ideas for assignments that will cover the unit's grading criteria
- each unit suggests how you can link with employers.

†Guided learning hours (GLH): all the times when a member of staff (for example, tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their work towards assignments.

Every BTEC unit contains an assessment and grading criteria grid. For the purpose of brevity, this will be referred to as the 'grading grid' / 'grading criteria' throughout this booklet. (In official terms assessment criteria are pass criteria; grading criteria are merit and distinction criteria.)

This additional information is not meant to be prescriptive. A key feature of BTEC is that you can match your delivery of the qualifications to local needs and circumstances, and to the opportunities that present in your area to give a real vocational focus. For more information about BTEC units see page 22.

Functional skills

Functional skills have replaced key skills. These are a set of standards that establish a benchmark in English, mathematics and ICT. Functional skills are available from Entry Level to Level 2.

BTEC specifications now offer guidance on how these functional skills can be embedded in your delivery of each unit. Please note: functional skills can be tested while delivering a BTEC course but they are not an integral part of the qualification. They are designed to be assessed by externally set and marked tests.

Personal, learning and thinking skills (PLTS)

BTEC Level 3 National units offer guidance and signposting to help you develop learners' personal, learning and thinking skills. Along with functional skills, these are seen as key elements for success in learning, life and work. Please note that PLTS are not a compulsory or integral component of the BTEC Level 3 National, but should you wish to integrate your PLTS delivery with this qualification, we provide this guidance for you to do so.

The PLTS framework consists of six groups of skills:

- independent enquiry (IE)
- creative thinking (CT)
- reflective learning (RL)
- team working (TW)
- self-management (SM)
- effective participation (EP).

These have connected outcome statements (to view these visit www.qcda.org.uk).

Although each skill set is distinctive, they may be interconnected and any assignment or learning experience may explore one or more PLTS. BTEC Level 3 National qualifications offer the opportunity to cover PLTS, but in order for learners to recognise this coverage the PLTS would need to be made explicit at delivery. To record competence in PLTS effectively, use a tracking system that is linked to the PLTS references in the unit specifications.

WorkSkills

Edexcel has developed a range of WorkSkills qualifications at Entry 3, Level 1 and Level 2 that may also be studied alongside BTEC Level 3 Nationals. WorkSkills comprise a range of units that focus on personal development, work, social and domestic skills.

For more information on WorkSkills see www.edexcel.com/workskills

So, why choose BTEC?

BTECs are an established and highly successful alternative to general qualifications, suitable for a wide range of learners. As work-related qualifications, they are designed to accommodate the needs of employers as well as allowing progression to university.

BTECs provide a practical, real-world approach to learning alongside a theoretical background, giving learners the knowledge, understanding and skills that they need to prepare for employment. BTECs also provide career development opportunities for those already in work. They can be taken as well as, or instead of, GCSEs and A-levels in schools and colleges.

Comprising individual units, which can be built to form a qualification at a size that is suited to the learner, BTECs can be delivered as a full or part-time course. Each unit is assessed through the completion of assignments that are designed by you as tutor and call on a range of evidence types. Such flexibility enables you to deliver a qualification that is just right for your learners and your centre.

What's new for BTEC Level 3 Nationals in Hospitality

Units have been revised and updated so that they can be mapped to the Qualifications and Credit Framework. This table summarises the specification changes unit by unit. For a complete list of new units, including rules of combination and mandatory/optional unit status, please see the specification.

New units		Old units		Mapping/comments
Number	Name	Number	Name	
Unit 1	The Hospitality Industry	Unit 1	The Hospitality Industry	Topics that remain the same: scale, scope and diversity; classification systems; organisation and structure; support functions.
Unit 2	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	Unit 2	Customer Care in Hospitality	Topics that remain the same: key features; communication, presentation and teamwork; provision of customer care; sources of information; customer requirements. <i>New topics: how to develop a customer service culture within their business; how to build teams and motivate colleagues through techniques such as on-site coaching; how to effectively monitor and communicate levels of customer service performance.</i>
Unit 3	Providing Customer Service in Hospitality			
n/a		Unit 3	Health, Safety and Security in the Hospitality Industry	Topics from the old unit have been incorporated throughout new units: common hazards; safety legislation; safety information; safe working practices; implications of legislation.
Unit 4	Financial Control in Hospitality	Unit 4	Hospitality Business Operations	Topics that remain the same: principles of goods selection; costing and pricing; controlling and accounting methods; financial statements.
Unit 5	Supervisory Skills in the Hospitality Industry	Unit 5	Hospitality Team Leadership and Supervision	Topics that remain the same: types, benefits and role of teams; how to apply staff supervisory skills within a small team; monitoring of team performance; leadership and interpersonal skills; team building, team management. Topic that has been removed: threats to team cohesion. <i>New topic: support to meet health and safety legislative requirements.</i>
Unit 6	Food and Drinks Service	Unit 6	Food Service Operations	Topics that remain the same: meal experience; preparation and layout; providing food service; evaluation techniques and criteria.
Unit 7	Alcoholic Beverage Service	Unit 7	Alcoholic Beverage Service Operations	Topics that remain the same: alcoholic beverage service; types of alcoholic beverages and food matches; storage, equipment and presentation; cocktails; legal, health, socio-cultural and moral issues.
Unit 8	The Principles of Food Safety Supervision for Catering	Unit 8	Kitchen Organisation and Food Safety	Topics that remain the same: production and staff organisation systems; food storage procedures and documentation; compliance and legislation; workflow analysis.
Unit 9	Food Service Organisation	Unit 9	Food Service Organisation	Topics that remain the same: staff organisation; practices and procedures; workflow systems; legislation and regulations; service methods; liaison with other departments.
Unit 10	European Food	Unit 10	Introduction to European Cuisine	Topics that remain the same: equipment; commodities; storage and cooking methods; styles of cuisine and range of dishes; professional, safe and hygienic skills; food preparation skills; evaluation techniques.
Unit 11	Asian Food	Unit 11	Introduction to Asian Cuisine	Topics that remain the same: equipment; commodities; storage and cooking methods; professional, safe and hygienic skills; food preparation skills.
Unit 12	Contemporary World Food	Unit 12	Introduction to Contemporary Cuisine	Topics that remain the same: equipment; commodities; storage and cooking methods; professional, safe and hygienic skills; food preparation skills.
Unit 13	Advanced Skills and Techniques In Producing Desserts and Petits Fours	n/a		New unit.
Unit 14	Environment and Sustainability in Hospitality	n/a		New unit.
Unit 15	Principles of Nutrition for Healthier Food and Special Diets	Unit 13	Principles of Healthy Eating	Topics that remain the same: planning and promoting healthy eating; nutritional requirements of a balanced diet; nutritional requirements for different ages, situations and special dietary needs; recipe and menu planning. <i>New topics: effects of nutrients on health; effects of food processes on nutrient content.</i>
Unit 16	Hospitality Business Enterprise	Unit 14	Hospitality Business Enterprise	Topics that remain the same: legal and financial considerations; business proposals; planning and setting up a business; feedback and evaluation.
Unit 17	E-business for Hospitality	Unit 15	E-business for Hospitality	Topics that remain the same: impact of e-business; benefits; barriers; effective hospitality websites; features of effective websites; sales and marketing issues.
Unit 18	Marketing for Hospitality	Unit 16	Marketing for Hospitality	Topics that remain the same: marketing principles and strategies; marketing research; market environment analysis; marketing mix and product development; objectives of marketing strategies.
Unit 19	Personal Selling and Promotional Skills for Hospitality	Unit 17	Personal Selling and Promotional Skills for Hospitality	Topics that remain the same: benefit of personal selling and promotional activities; types of consumers and factors that influence their decision to purchase; use of personal selling skills; designing promotions.
Unit 20	Human Resources in Hospitality	Unit 18	Human Resources in Hospitality	Topics that remain the same: issues, responsibilities and policies; recruitment, selection and induction procedures; appraisal procedures; disciplinary, grievance and termination procedures; relevant legislation.

New units		Old units		Mapping/comments
Number	Name	Number	Name	
Unit 21	Events Organisation in Hospitality	Unit 19	Understanding Large-scale Events	Topics that remain the same: types of event; features; tasks; skills required; key planning; liaison with third parties; safety; security; management of people and crowds. <i>New topic: facilities.</i>
		Unit 20	Conference and Banqueting Operations	Topics that remain the same: facilities. Topics that have been removed: venues; activities; operational processes and working procedures; resources and requirements; planning and participation in a conference or banqueting event; evaluation.
Unit 22	Planning and Managing a Hospitality Event	Unit 21	Planning and Managing a Hospitality Event	Topics that remain the same: characteristics of events; proposal from a client brief; non-themed events; staging the event; reviewing the event.
Unit 23	Accommodation Operations in Hospitality	Unit 22	Accommodation Operations	Topics that remain the same: role and responsibilities; methods of documentation used; cleaning and servicing of rooms; health and safety; structure of accommodation operations; security and environmental issues.
Unit 24	Front Office Operations in Hospitality	Unit 23	Front Office Operations in Hospitality	Topics that remain the same: structure, role and responsibilities; reservations and registration; guest accounting; data and room statistics.
Unit 25	Personal and Professional Development in Hospitality	Unit 24	Personal and Professional Development in Hospitality	Topics that remain the same: application documents; preparation and interview skills; personal assessment; completing a development plan; monitoring the development plan.
Unit 26	Industry-related Project in Hospitality	Unit 25	Work-related Project in Hospitality	Topics that remain the same: planning, carrying out, evaluating and presenting the project.
n/a		Unit 26	Current Issues in Hospitality	

BTEC success stories

Cirencester College

Why did you choose to run this BTEC course?

We chose to run BTEC Level 3 Nationals in Hospitality after seeing an increase in learner interest in joining the hospitality industry after finishing college at 18. We realised this during open days and when talking to learners; it was clear that the hospitality industry was an area of interest for many. As a college we aim to offer as diverse a range of subjects as possible. We also have tutors who have a background in the hospitality industry and their enthusiasm to run the course was clear.

The BTEC was the obvious choice due to the range of units available and all the practical elements involved. It was evident that this BTEC would give the learners a very good insight into the industry and they would leave with a range of skills to help them in their career.



What have you enjoyed most about the course as a tutor?

I enjoy seeing the diverse range of learners who apply to come on the course. I especially love the practical side to the qualification and the enjoyment the learners get out of all the practical elements. This BTEC gives me the opportunity to show learners how diverse the industry is and give them a real insight into what the hospitality industry can offer them and their future. By doing a BTEC, the learners achieve an excellent range of skills and knowledge for the industry.

How has your teaching changed since you started to deliver it?

My teaching has changed a lot as the course involves a lot of practical elements. The BTEC gives you as a tutor the opportunity to assess learners in a range of ways and not just through written assignments. The learners who choose to do the course grow in confidence and enjoy the range of assessment techniques that are used. I love to bring the course to life with scenarios and the BTEC allows you to be creative as a tutor, which the learners find motivating.

What changes have you observed in the learners as they have progressed through the course?

I love watching the learners grow in confidence in their own abilities. As the BTEC is very practical, learners often find they have skills they never thought they had and this motivates them. As they start to do well in one unit they then try hard to achieve good results in all units. Once the learners start to complete units, they love to keep their records up to date and then improve on their work. The flexibility of the BTEC gives them the constant opportunity to improve their grades and I often find learners are keen to progress from Pass to Merit to Distinction.

Can you give any examples of how your learners have progressed since embarking on a BTEC course?

One learner in particular was very unmotivated in lessons and not confident in any of their abilities. The BTEC in Hospitality, with its practical elements, unlocked a talent that this learner did not know they had. They were excellent in all the cookery elements and produced excellent food throughout the practical units. This success made the learner realise they could achieve and they then started to achieve higher grades in all the other units. It was very rewarding to see.

Sheffield Park Academy

Why did you choose to run this BTEC course?

I chose to run BTEC L3 Nationals in Hospitality to give the learners further opportunities in the hospitality industry.

What have you enjoyed most about the course as a tutor?

I have enjoyed seeing learners progress, and that the course work handed in is to a high standard. This shows that the course is successful and that the learners are learning.

How has your teaching changed since you started to deliver the course?

The course has helped me to understand the different needs of the learners and has enabled me to access other areas of information required for learning. It has also been refreshing in the way that I have personally regained knowledge of subjects that I have experienced in the past.

What changes have you observed in learners as they have progressed through the course?

They have gained new knowledge of the hospitality trade and industries, and I have observed them grow in their ability to share this new knowledge with their peers.

Can you give any examples of how your learners have progressed since embarking on a BTEC course?

I have three learners who have learning difficulties and I have been impressed with their progression and the quality of work they have handed in. All learners will pass and one learner will be achieving a Merit grade – this shows how accessible BTEC courses can be and that learners can achieve, given the learning and support that they require.



Getting started: planning course delivery

Good planning is the first step to successful BTEC delivery and assessment. It is the best way of making sure everything is in place and that your unit coverage is robust and achievable. This guide should help you get started.

First things first

- Understand the structure of a BTEC unit (see page 22).
- Read and understand the specification.
- Decide whether you will teach unit by unit or if it is best to integrate unit delivery (for further guidance on this see page 18).
- Plan your programme of assignments (see page 34).

Key areas to consider

- Resource planning, such as when you might need to call on the expertise of specialist staff.
- Timetabling, practical lessons and enrichment opportunities.
- Interim and major assessment points.
- Planning for internal verification.

The BTEC assessment and delivery process



Overview of roles and responsibilities

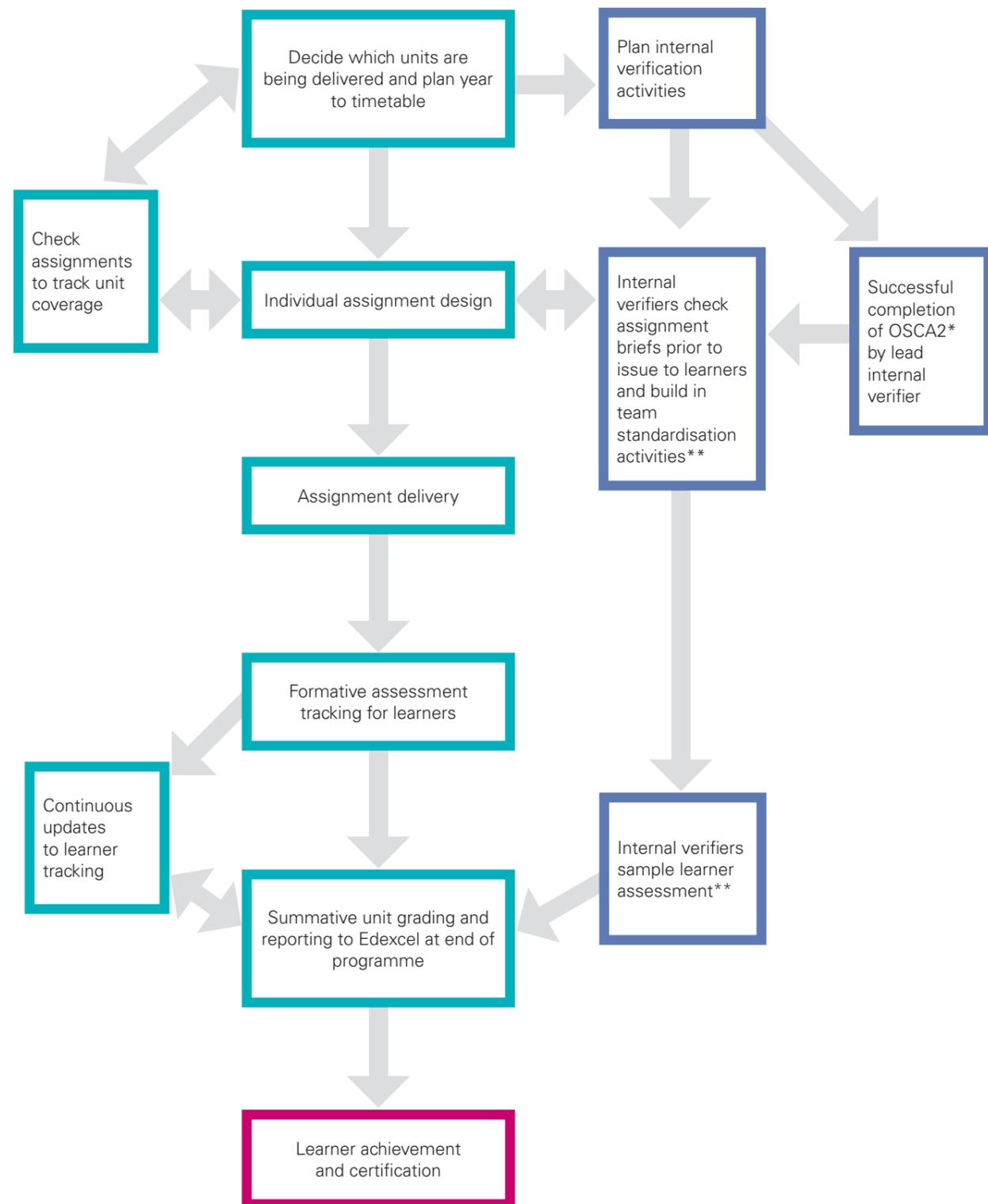
	Tutors/Assessors	Learners	Internal verifiers*	Programme managers/ Heads of department
Planning	Read the specification Work with colleagues in their department, planning the course as a team Design assignments which are suited to local and learner needs and matched to unit grading criteria Action the internal verifier's advice on planning	Manage and organise their own time to prepare evidence for assignments	Support programme planning Arrange standardisation meetings across teams and multi-sites Ensure an effective system for recording learner achievement is in place Advise programme team on any training needs	Manage the team to devise assessment programme in collaboration with tutors (assessors) and internal verifier(s) Prepare resource plan to match assignment programme Manage timetable and room allocation Organise a tracking mechanism for learner achievement
Implementing	Deliver unit content and assignments Guide learners towards approaches in gathering assessment evidence Complete observation and witness statements to support demonstration of practical skills Observe, scrutinise and record evidence of individual work within group activities Review progress of learners to give opportunities for achieving grading criteria Award unit grades when the unit has been completed and internally verified	Participate fully in the learning programme Produce work for assessment	Provide advice and support to assessors on regular basis Advise on opportunities for evidence generation and collection Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency Advise on the interpretation of national standards and undertake standardisation exercise Keep records of the verification process Liaise with Edexcel assessment associate where appropriate	Take part in the programme Monitor delivery Organise regular team meetings Coordinate tutor/assessor activity Liaise with the internal verifier(s) Deal with learner issues Oversee maintenance of learner record
Internal Verifying	Action internal verifier's advice on assignment design Check authenticity and sufficiency of assessment evidence produced against grading criteria/unit content Record assessment decisions and puts these forward for internal verification Action internal verifier's advice on grading decisions	Check the validity and sufficiency of the evidence with the assessor Review opportunities for achieving grading criteria Participate in self- and peer-assessment activities where appropriate	Check if assignments are fit for purpose Use their subject specialism to sample assignments to check the quality of assessment and to ensure that it is consistent, fair and reliable Ensure own assessment decisions are sampled when teaching on the programme	Collaborate with internal verifier(s) to maintain the programme Check the validity of overall verification programme Coordinate awarding body requirements Update internal verifier team on current practice Respond to any awarding body action
Feedback	Give constructive feedback to learners and record learners' formative achievements Provide guidance for learners to enhance achievement Plan next steps with learners Record learners' summative achievements	Receive assessment recommendations and feedback from the assessor Plan next steps with the assessor	Give decisions and feedback on the sampling Ensure appropriate corrective action is taken where necessary Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel Take part in the formal stages of any appeal	Coordinate and contribute to final internal awarding meetings Oversee recording and transmission of accurate results Review the course for the year with an end of year report including resource and teaching evaluation Plan for the next academic year



*Lead internal verifiers who have passed the new OSCA2 test can seek certification of learner work for the programme(s) they manage without annual external sampling. (Some centres may be randomly sampled.)

*Some of these functions may be undertaken by the lead internal verifier (see page 40)

Overview of year



*OSCA2 is the online standardisation test that would give a lead internal verifier, and consequently the programme(s) they manage, accredited status. With this status a lead internal verifier can seek certification of learners' work during the period of that accreditation without annual external sampling. (Some centres may be randomly sampled.)

**Where the centre has a lead internal verifier who has passed the OSCA2 test, this process is coordinated by them.

Learner induction

It is crucial that you familiarise your learners with how BTEC delivery and assessment work. Consider developing learners' understanding of:

- the specification (structure, content, grading grids, level of programme and equivalency)
- the purpose of assignment briefs
- the relationship between the tasks given in an assignment and the grading criteria
- the way that the BTEC grading grids work in relation to their prior experience of other assessment models
- internal assessment procedures and centre policies
- the concept of deadlines/hand-in dates
- the concept of vocational and work-related learning
- learner responsibility.

Setting expectations

It is common practice to provide induction books for learners to sign at the beginning of the programme. These could set out your centre's expected rules and recommendations, for example adherence to health and safety legislation, and your centre's plagiarism policy. These could also contain rules and procedures about the facilities learners will use.

You might decide to show your new learners some work from previous years. This will give them a realistic idea of what is required and how assessment is carried out for a unit.

Progression

It is your duty to provide learners with clear guidance on progression and models of continued study that are relevant to their abilities. For more information on how learners might progress from a BTEC Level 3 National, see www.btec.co.uk

There are a number of different management training routes offered by hospitality providers. Learners should consider the opportunities that come with qualifications which include work placements – these will give them the chance to gain experience within different sectors of the industry, in contrast to the more traditional degree programmes.

External links

All work-related programmes benefit from external links with the vocational sector. These links could be developed in many ways:

- provision of 'live' case study material that is company or organisation based
- learner visits to vocational settings
- professional input from practitioners, especially where vocational expertise is clearly identified in the delivery section of the units
- work placements that are specifically related to the qualification
- tutor placements to enhance vocational expertise
- regular use of vocational language and skills in class, in assignments and on work placement
- assignments set in a strong vocational context.

Forging links with local businesses

The delivery of BTEC Level 3 Hospitality programmes can be much enhanced by involving local organisations and businesses.

However, organisations that are keen and willing to take learners on work experience can be difficult to find. Try to forge links with local organisations as well as encouraging learners to find their own placements. If your centre has an employer engagement department then they may be able to offer contact details of suitable businesses for work experience. The Chamber of Commerce may also be able to provide help.

There are a number of ways of managing the organisation of work experience placements:

- Learners are given contact details for a business and they approach them to organise their own placement. This allows the tutor to monitor which businesses have been approached and by which learner. The learners are given information packs to take to the employer explaining what is expected.
- The institution takes the lead and organises placements for the learners and matches learners to businesses. It is a good idea for a business to interview a number of suitable learners so they can select the most suitable for their business. This also gives the learner the invaluable experience of being interviewed.
- The learners are expected to find their own places and inform their tutor when this has been done.

It is important that no matter how a work placement is organised and agreed all the necessary risk assessments, health and safety checks and safeguarding issues have been considered. Contact should be made with the organisation over the period of the work placement to ensure that everything is running smoothly. There may also be opportunities to do some assessment in the workplace and these opportunities should be explored with the learner and the business.

To be successful, work experience needs the commitment of both the learner and the employer. The experience can be fulfilling, enlightening and motivational if well structured and well supported.

Learners should be given the opportunity to visit the different departments within a hospitality organisation and should be encouraged to make a valuable contribution to the working environment. To fully achieve this, the work experience needs to be over a number of weeks throughout the year, including the summer break. This allows the learner to see the industry in each season and to experience the changes in work patterns, products and services offered at different times of the year.

Ideally the learner will work the shift patterns of the department they are working within in order to get the most from the experience. This requires a huge commitment from the hospitality organisation and the learner and, in some cases, the learner's parents/guardians – a 6 am breakfast shift is a very early start!

It is appreciated that this kind of work experience can be difficult to arrange, manage and monitor; therefore, if a more pragmatic approach to work experience is needed, tutors should ensure that realistic and achievable outcomes are agreed with the learner and the hospitality provider before the work experience begins.

Work experience should ideally be linked to an assignment or unit that the learner is currently studying so the learner has some knowledge of the role they will be undertaking. This link will also mean that they can be of some use to the employer and it will provide the learner with a real opportunity to carry out research and contextualise their knowledge and understanding. Evidence can also be usefully generated from learners' part-time work.

Keeping up to date

Learners should be encouraged to read the travel sections of quality newspapers and relevant trade journals as this will give them an insight into current trends and developments for the leisure traveller. Tourism has its roots within hospitality and the changing needs and experiences of customers will influence products and services offered across a range of hospitality industries.

There are a number of trade magazines that hospitality learners would find useful in order to research current developments within different sectors. Many of these can be found online, e.g. www.eatoutmagazine.co.uk, www.hotelfandb.com, www.specialevents.com.

Career opportunities

Throughout the programme, it is important that learners are informed of career opportunities that exist within the different sectors of the industry. By studying *Unit 1: The Hospitality Industry* learners should begin to grasp the wide range of career choices that are open to them.

Good teaching practice and resources

Staffing

All staff must be appropriately qualified to teach this course. It is ideal if tutors delivering the BTEC Level 3 Nationals in Hospitality also have relevant vocational experience. Tutors should have subject-specific knowledge for the unit(s) that they deliver.

It is advisable that, as part of your continuous professional development, you spend some time in a work placement to ensure you keep up to date with developments in the hospitality sector. This would be particularly important if your particular specialism is not directly related to hospitality. BTEC National qualifications should be as exciting and engaging as possible and learners will benefit from tutors who are able to teach areas of hospitality with up-to-date practical experience of working in the sector.

Familiarity with current professional practice

It is important to have knowledge of current professional practice in order to set standards within each specialist area. It is a feature of the design of BTEC qualifications that they have the flexibility to respond to National Occupational Standards in each area as current practice changes. They also offer the opportunity for innovative approaches to teaching and learning.

Additional specialist practitioners

You may have to employ specialist practitioners to deliver certain units of the Level 3 National courses. Take care that legal requirements are met. Where external tutors are delivering units, the internal verifier should carry out close monitoring to help ensure the quality of the assessment process.

Awareness of learners requiring reasonable adjustment

Be aware of individual requirements and ensure that learners can achieve the unit grading criteria in all of the units that the planned programme contains. You are free to make adjustments to programme delivery to ensure that learners can be guaranteed to gain the qualification if they comply with all unit grading demands (see more information about reasonable adjustment in the panel on the next page).

What is a reasonable adjustment?

Reasonable adjustments are arrangements which give a learner access to a qualification. Reasonable adjustments must be agreed at the pre-assessment planning stage and comprise any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. For example, these actions might involve changing or adapting the assessment method, adapting assessment materials or using assistive technology. Reasonable adjustments must not affect the reliability or validity of assessment outcomes and they must not give the learner an assessment advantage over other learners undertaking the same or similar assessments.

How do I apply for a reasonable adjustment for internally assessed BTEC qualifications?

For BTEC qualifications that are internally assessed centres do not need to apply to Edexcel to implement a reasonable adjustment. However, centres must only make reasonable adjustments in line with Edexcel policy and keep a record on Form RA1, which can be found on the Edexcel website.

Learning resources

A range of current resource material to support the programme is essential, for example visits, textbooks, videos, magazines, journals, other publications and access to websites.

Sufficient resources to meet the number of learners

Your centre signs a commitment to ensure adequate provision as part of the approval process. This must be adhered to in all cases so that learners are guaranteed the very best provision a centre can provide. Ongoing Edexcel quality assurance processes will check that the centre has sufficient resources to support the delivery of the programme, and that the centre has made provision to meet any specialist resource requirements at the approval stage.

Where resources are shared, carefully assess, plan and determine the access demands of all programmes within your subject area.

Teaching space

For hospitality programmes, some units only require a teaching room and access to computing facilities. The room needs to be spacious enough for other learning resources to be housed, such as books, hospitality journals, newspapers, etc.

Optional unit choices should be made with care – these units are likely to require access to specialist facilities and equipment. Check the unit content for every unit to ensure that your resources are adequate in terms of physical equipment and appropriate technology and that you have access to well-trained staff to deliver the more specialist unit content.

Try to ensure that the learners have a base room where their work can be displayed, along with relevant posters, etc. If there is a value placed on where they work, learners are more likely to engage with the programme.

Tutorials, individual learning plans and individual study time

If you are able to offer additional access or time allocated to independent learning, this will enhance your learners' development and enable achievement at merit and distinction levels.

You will need to track each learner's progress and spend at least a session per term on a one-to-one basis so you can see if any difficulties are arising with assignments and progress, and adjust deadlines as appropriate.

Health, safety and environmental issues in classrooms, IT laboratories and off-site visits

Consider health, safety and environmental issues in relation to work spaces. Take personal responsibility for health and safety and conduct risk assessments for all activities.

Awareness of legislation within vocational practice

Make learners aware of any relevant legislation for vocational practice, where learners may endanger themselves or others if they do not know and understand what is required. Be sure that you are aware of any new or pending legislation that could impact on practice.

Planning unit delivery

BTEC qualifications are designed to be flexible in their delivery and assessment, giving you the opportunity to construct and deliver programmes to suit your resources and learners. There are two main methods for approaching BTEC delivery: single unit delivery or integrated delivery.

Single unit delivery

BTEC qualifications comprise individual units that represent clusters of learning outcomes. For many sectors, a unit-by-unit approach to delivery is a valid and appropriate method for meeting the learning outcomes and delivering the unit content within the specification. Vocational applications of knowledge gained through unit-by-unit assignments allow learners to reflect on their practice, resulting in focused and in-depth evaluations.

Integration of units

For some sectors, however, it is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In these sectors, unit delivery is best integrated, with assignment evidence mapped across two or more units. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to a deeper practical and vocational understanding of the content.

Delivering BTEC Level 3 Nationals in Hospitality

Integrated unit delivery can be a very effective way of delivering parts of BTEC Hospitality programmes. For example, any of the food preparation units (*Unit 10: European Food*, *Unit 11: Asian Food* and *Unit 12: Contemporary World Food*) can be effectively combined with *Unit 8: The Principles of Food Safety Supervision for Catering* because naturally occurring evidence can be used for the assessment of Unit 8 when preparing food. Learners need the knowledge and understanding Unit 8 in order to work in a kitchen safely.

It is also possible to combine the practical assessment for *Unit 5: Supervisory Skills in the Hospitality Industry* with that for *Unit 22: Planning and Managing a Hospitality Event* and *Unit 3: Providing Customer Service in Hospitality*. Tutors should, where possible, plan cross-unit assessment at it eases the assessment burden for learners and encourages them to view their studies as a whole rather than as separate units.

Similarly, a number of units allow for co-teaching with units from other BTEC qualifications. For example, *Unit 18: Marketing for Hospitality* could be co-taught with BTEC Travel and Tourism marketing units. This can be particularly useful if class sizes are small.

It is important that the learner is exposed to some of the business-related units during their study so they can gain an appreciation of how the business of hospitality is based on the theory of business. *Unit 4: Financial Control*

in Hospitality, Unit 16: Hospitality Business Enterprise, Unit 17: E-business for Hospitality and *Unit 20: Human Resources in Hospitality* all give the learner an insight into business-related skills and theory.

For information on how to design assignments that cover one or more units see page 36. Information on tracking single/integrated delivery can be found on page 20.

Theory should always underpin practice

By encouraging your learners to refer to the work of others, you will help them to integrate theoretical research with their practical assignments.

At Level 3, learners must conduct research with real hospitality businesses. This can be facilitated through work experience, part-time jobs or visiting speakers. Where no alternative business research opportunities exist then aspects of the school or college hospitality provision, e.g. canteen or coffee shop, may be researched.

Referencing

Ensure that learners acknowledge the sources of their research and encourage them to adopt formal referencing in their work. By the end of the programme, learners should be able to reference and acknowledge sources as a matter of course and this will prepare them well for progression to higher programmes.

Presentations and teamwork

At an early stage in the programme, encourage learners to make presentations to other members of the class, and ensure that learners work in groups as frequently as possible. Group presentations are an effective method of involving learners in the delivery of the qualification whilst simultaneously providing assessment opportunities. These are important PLTS skills, which the BTEC programmes have been successful in developing and which will certainly prove of benefit in the world of work and in higher education or further vocational programmes.

Selecting the right units

- Look to the specification for information on which units are mandatory and which are optional, and the specific rules of unit combination for each qualification (Certificate, Subsidiary Diploma, Diploma, Extended Diploma).
- Consider which units your centre is best equipped to deliver (consider staffing, expertise, resources).
- Give learners a choice of units so they might follow a course that is appropriate to their needs, abilities and interests.

A suggested course structure

The tables below provide suggestions only as to how you might choose to structure the course. Refer to the specification to check other optional units available and to view rules of unit combination. It is key that you make unit choices that are relevant and appropriate to your own learners and centre resources.

Optional units can be taught at the beginning of year one if desired (or integrated with mandatory unit delivery). Plan this carefully to ensure that learners cover any relevant content of mandatory units which may feature in the optional units.

BTEC Level 3 Certificate in Hospitality (30 credits):

One mandatory unit, plus optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

Year 1		
Term 1	Term 2	Term 3
Unit 1: The Hospitality Industry (10 credits, mandatory)	Unit 19: Personal Selling and Promotional Skills for Hospitality (10 credits, optional)	Unit 26: Industry-related Project in Hospitality (10 credits, optional)

BTEC Level 3 Subsidiary Diploma in Hospitality (60 credits):

Three mandatory units, plus optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

Year 1		
Term 1	Term 2	Term 3
Unit 1: The Hospitality Industry (10 credits, mandatory)	Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (2 credits, mandatory)	Unit 9: Food Service Organisation (10 credits, optional)
	Unit 3: Providing Customer Service in Hospitality (8 credits, mandatory)	

Year 2		
Term 4	Term 5	Term 6
Unit 18: Marketing for Hospitality (10 credits, optional)	Unit 21: Events Organisation in Hospitality (10 credits, optional)	
	Unit 22: Planning and Managing a Hospitality Event (10 credits, optional)	

BTEC Level 3 Diploma in Hospitality (120 credits):

Four mandatory units, plus optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

Year 1		
Term 1	Term 2	Term 3
Unit 1: The Hospitality Industry (10 credits, mandatory)	Unit 6: Food and Drinks Service (10 credits, optional)	Unit 12: Contemporary World Food (10 credits, optional)
Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (2 credits, mandatory)	Unit 9: Food Service Organisation (10 credits, optional)	Unit 25: Personal and Professional Development in Hospitality (10 credits, optional)
Unit 3: Providing Customer Service in Hospitality (8 credits, mandatory)		

Year 2		
Term 4	Term 5	Term 6
Unit 17: E-business for Hospitality (10 credits, optional)	Unit 20: Human Resources in Hospitality (10 credits, optional)	Unit 4: Financial Control in Hospitality (10 credits, mandatory)
Unit 18: Marketing for Hospitality (10 credits, optional)	Unit 23: Accommodation Operations in Hospitality (10 credits, optional)	Unit 16: Hospitality Business Enterprise (10 credits, optional)

BTEC units: a quick overview

Every BTEC unit is structured in exactly the same way, and this structure has been developed to facilitate your delivery of the course. The notes here give a quick overview. For full details of this structure please see the specification.

Title page

The first page of the specification gives the unit title, QCF level, the credit value and the guided learning hours (GLH)*. It also sets out the unit aim and purpose, the unit introduction and the learning outcomes.

*Guided learning hours: all the times when a number of staff (for example tutor, trainer or facilitator) is present to give guidance.

Programme of suggested assignments
For guidance only, this table lists ideas for assignments that would cover the grading criteria. It is recommended that you write your own assignments or adapt Edexcel's to meet local needs and resources. Remember: all assignments must be internally verified by your centre before issue to learners to ensure they are fit for purpose.

Links to National Occupational Standards, other BTEC units and BTEC qualifications
Shows opportunities for integrated delivery of units.

Unit content

Lists the breadth of knowledge, skills and understanding needed to achieve each of the learning outcomes. This outlines what you should cover in your delivery and what your learners need to know.

Assessment and grading criteria grid
The evidence that each learner must produce to achieve pass, merit or distinction. **This is the most important section of each unit** – units must be taught and assessed by these criteria (not the learning outcomes).

Indicative reading, resources packs and websites
Suggested learner resource material.

Essential guidance for tutors

Unit-specific guidance on delivery and assessment.

Outline learning plan
This suggests **one way** you could deliver the unit. Design your own learning plan to mirror your preferred delivery and assessment methods for unit coverage. (This will be crucial where a more integrated delivery profile is adopted.)

Functional skills signposting
Opportunities to generate evidence to meet the requirements of functional skills tests.

Developing a scheme of work

All BTEC Level 3 National units are structured in a way that should facilitate your delivery of the course. Each unit includes an **outline learning plan**. This is provided as an **example only** to illustrate just one way you might deliver that unit. This plan includes suggested assignments that will cover the unit's grading criteria.

From this outline learning plan you might then develop a more detailed scheme of work. To show how this might be done, the outline learning plan opposite is taken from *Unit 1: The Hospitality Industry*. An example of a scheme of work for this unit is given on pages 26–33.

Design your own scheme of work to factor in the needs of your learners and local resources, and to reflect the assignments that you have designed for the unit. (Always ensure that assignments – whether designed by yourself, Edexcel or by others – are internally verified **in your centre** before use; see page 40.)

Delivery notes

The **introductory session** could be delivered using practical activities. For example, when explaining what constitutes appropriate evidence for an assignment, learners could work in groups to identify the various methods for themselves. (For more information on assignment evidence, see page 36.)

Always try to **make your teaching as learner-centred as possible**, and apply it to the hospitality industry using realistic scenarios. This approach allows learners to investigate and apply knowledge within their work.

Visiting speakers are particularly useful in hospitality because they are able to give the topics covered a sense of realism. You should forge links with local hospitality businesses not only for the valuable input they provide via guest speakers, but also as a possible source of work experience opportunities. They can also make a significant contribution to all aspects of the programme by attending course team meetings.

When learners are working on their assignments, advise them to **remain focused on providing evidence that is relevant and fulfils the grading criteria**. It is helpful to demonstrate a 'model answer' to an assignment or task. Giving learners guidance regarding the volume of work expected can be useful; for example, suggested word limits for written tasks, or the size required for a poster.

Learners should understand how **continuous assessment** works in terms of interim and formative assessment. All learners should submit interim work or show you where they are with their assignments so that you can feed back on how well they are meeting the tasks against the criteria that they are working towards. If a learner has already met the pass criteria, you should indicate how the learner can achieve merit and distinction grades. If the pass criteria

are not yet met, indicate what the learner has to do to get to the appropriate standard.

Group work

Group work is vitally important on BTEC programmes and you should provide opportunities for group work frequently throughout the course. Remember, however, that if any group work contributes towards an assignment, individual learners must be able to provide evidence that they have individually met the criteria.

Looking out for plagiarism

Be careful with the use of the internet – unfortunately the copying and pasting of text into assignments is happening with alarming regularity. Even at this level, a plagiarism policy may be required to encourage learners to reference the work of others as far as possible. See www.jcq.org.uk for advice on detecting plagiarism. On the first assignment make sure that any cut and paste evidence is rejected and learners are made to do the work in their own words. This will pay dividends in the long run.

How do I cover the unit content?

- Work closely with the specification document to ensure that you fully understand the coverage for each learning outcome within each unit.
- Check your content coverage against the grading criteria.
- Make sure that you understand the distinction between content that must be covered and content that is optional, such as topics listed after 'eg' in the specification – here tutors may use these examples or replace them with relevant alternatives of their own choice.
- Rather than following the assignment ideas in the specification, it may be possible for you to consider smaller assignments over shorter periods of time which will keep your learners engaged. Remember that your assignments must always be designed for **your** learners.
- Use a tracking sheet to plan your assignments and cross check to see if all content is covered. See page 21 for examples of tracking sheets.

Outline learning plan for Unit 1: The Hospitality Industry

Topic and suggested assignments/activities
Introduction to the unit and the programme of learning.
Group discussion about the hospitality industry and types of businesses within it. Tutor explanation of key terms.
Visits to hospitality businesses and observation of levels of service – follow-up poster showing different types of products and services offered by the businesses.
Learners interview a member of staff from their own institution on customer types and requirements.
Visits to hospitality businesses to find out about ownership.
Assignment 1: The scale and diversity of the hospitality industry (P1, M1, D1) Learners produce a booklet to raise awareness about the hospitality industry based on visits.
Learners interview a small-scale employer to find out about their classification system and their standards.
Learners interview a small or medium-sized enterprise (SME) or large national or multinational employer to find out about their classification system and their standards.
Learners compare national and international classification standards and systems.
Pair work based on a simulated small business receiving their classification – learners research the different classification systems, produce standards and propose recommendations for additional criteria.
Assignment 2 – Classification systems and their standards (P2, M2) Learners produce a booklet raising awareness about the classification systems and their standards based on visit.
Learners visit a small-scale business and find out about its organisation and structure, plus follow-up discussion.
Learners interview an SME or large national or multinational employer to find out about the structure and organisation of their operations.
Assignment 3 – Organisation and structure of hospitality businesses (P3) Based on visit, learners report on the organisation and structure of different hospitality businesses.
Assignment 4 – Support functions in hospitality businesses (P4, M3, D2) Based on chosen businesses, learners investigate support functions used to support the operation of different hospitality businesses and make recommendations for improvement.
Tutorial support and feedback.
Self-initiated learning time.

Sample scheme of work for Unit 1: The Hospitality Industry

Session	Teaching topic	Hours/approximate time allocated*	Linked assessment	Core content and delivery methods	Resource checklist
1	Introduction to BTEC National in Hospitality programme Hospitality – type of business and ownership	2 hrs	P1	Tutor presentation Group work on evidence Tutor presentation followed by group discussion about the hospitality industry and types of businesses within it Visits to hospitality businesses to find out about ownership	PowerPoint – the structure of the programme: units to be covered, deadlines and assessment outlines Handouts of PowerPoint presentation PowerPoint – sectors of industry and types of ownership, with examples of businesses within each sector Flip chart – each group records discussion points and feeds back to the class Handouts of types of suitable questions to ask on visits to local businesses
2	Hospitality – type of business products	2 hrs	P1/M2	Brief feedback from groups on findings from visit Tutor-led presentation on different types of products and services within hospitality – covering each sector. List examples showing the diversity of the industry	Handouts – each group to give a brief report on findings from visit and provide a handout with summary of findings for the class PowerPoint – types of products and services offered within each sector
3	Hospitality – type of business products	2 hrs		Visits to hospitality businesses and observation of levels of service – follow-up poster showing different types of products and services offered by the businesses Brief feedback from groups on findings from visit	Whiteboard – summary of what to observe on visits so learners can gather evidence to produce poster on return. Each group to decide which business they will visit – at least two from different sectors Produce a poster explaining the products and services on offer
4	Scale of the hospitality industry Hospitality products and services	3 hrs	P1/D1	Recognise the scale of the industry in terms of number of outlets and employment Learners interview a member of staff from their own institution on customer types and requirements	PowerPoint – scale of the industry in terms of numbers employed, turnover and numbers of outlets. Research source for economic data is www.statistics.gov.uk . Handouts of types of suitable questions to ask on visits to local businesses
5	Assignment 1: Understand the scale and diversity of the hospitality industry	½ hr 1½ hrs	P1/M1/D1	Review interview findings Introduce Assignment 1 Individual work on preparation for Assignment 1 Tutor advising and guiding – individual review appointments	Whiteboard – discussion then record conclusions Handouts – assignment pack PowerPoint – go through assignment and expectations, research needs and suggest presentation formats. Each learner to complete a brief action plan of what needs to be achieved and when in order to meet the deadline Learners start assignment on computers with internet access

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their work towards assignments.

Session	Teaching topic	Hours/approximate time allocated*	Linked assessment	Core content and delivery methods	Resource checklist
6	Assignment 1: The scale and diversity of the hospitality industry	2 hrs	P1/M1/D1	Individual work on preparation for Assignment 1 Tutor advising and guiding – individual review appointments	Computers
7	Assignment 1: The scale and diversity of the hospitality industry	2 hrs	P1/M1/D1	Individual work on preparation for Assignment 1 Tutor advising and guiding – individual review appointments	Computers
8	Assignment 1: The scale and diversity of the hospitality industry	2 hrs	P1/M1/D1	Individual work on preparation for Assignment 1 Tutor advising and guiding – individual review appointments	Computers
9	Assignment 1: The scale and diversity of the hospitality industry	2 hrs	P1/M1/D1	Individual work on preparation for Assignment 1 Tutor advising and guiding – individual review appointments	Computers
10	Assignment 1: The scale and diversity of the hospitality industry	2 hrs	P1/M1/D1	Individual work on preparation for Assignment 1 Tutor advising and guiding – individual review appointments	Computers
11	Assignment 1: The scale and diversity of the hospitality industry	½ hr	P1/M1/D1	Individual work on preparation for Assignment 1 Hand in completed work	Computers
	Classification systems	1½ hr	P2	Tutor-led presentation and group discussion Visit and interview a small-scale employer to find out about their classification system and their standards	PowerPoint – classification systems: purpose, types and examples The most current information on who has what classification can be found in the published guides; VisitBritain website has some good information on their awards and classification system Whiteboard – each group to decide which businesses they will visit (at least two) Handouts of types of suitable questions to ask on visits to local businesses
12	Classification systems	3 hrs	P2	Visit and interview an SME or large national or multinational employer to find out about their classification system and their standards Brief feedback from groups on findings from visit Tutor-led presentation on international classifications	Whiteboard – each group to decide which businesses they will visit (at least two) Handouts of types of suitable questions to ask on visits to local businesses Short PowerPoint presentation by each group – a 10-minute presentation with handouts for each member of the class
13	Classification systems	2 hrs	P2 M2	Group discussion to compare national and international classification standards and systems Pair work based on a simulated small business receiving their classification – learners research the different classification systems, produce standards and propose recommendations for additional criteria	PowerPoint – international classifications systems Flipchart – record key points of comparison Computers – paired research: learners research the different classification systems, produce standards and propose recommendations for additional criteria and produce a leaflet

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their work towards assignments.

Session	Teaching topic	Hours/approximate time allocated*	Linked assessment	Core content and delivery methods	Resource checklist
14	Classification systems	2 hrs	P2/M2	Introduce Assignment 2: Classification systems and their standards Hand back Assignment 1 – give feedback Individual work on preparation for Assignment 2 Tutor advising and guiding – individual review appointments	Handouts – assignment pack PowerPoint – go through assignment and expectations, research needs and suggest presentation formats. Each learner to complete a brief action plan of what needs to be achieved and when in order to meet the deadline Learners start assignment on computers with internet access
15	Assignment 2: Classification systems and their standards	2 hrs	P2/M2	Individual work on preparation for Assignment 2 Tutor advising and guiding – individual review appointments	Computers
16	Assignment 2: Classification systems and their standards	2 hrs	P2/M2	Individual work on preparation for Assignment 2 Tutor advising and guiding – individual review appointments	Computers
17	Assignment 2: Classification systems and their standards	2 hrs	P2/M2	Individual work on preparation for Assignment 2 Tutor advising and guiding – individual review appointments	Computers
18	Assignment 2: Classification systems and their standards Organisation and structure of hospitality businesses	2 hrs 1 hr	P2/M2	Individual work on preparation for Assignment 2. Learners hand in assignments Tutor-led presentation on organisational structures	Computers PowerPoint – organisational structures. Business Studies textbooks will have information on structures
19	Organisation and structure of hospitality businesses	2 hrs		Tutor-led presentation on organisational structures Visit and interview a small-scale employer to find out about their organisational structure	PowerPoint – organisational structures and factors that affect the types of structure in place within an organisation. Again, Business Studies textbooks will contain suitable information Whiteboard – each group to decide which businesses they will visit (at least one from two different sectors)
20	Organisation and structure of hospitality businesses	3 hrs	P3	Visit and interview small and SME or large national or multinational employer to find out about each organisation's structure Tutor-led discussion Introduce Assignment 3: Organisation and structure of hospitality businesses Hand back Assignment 2 – give feedback	Whiteboard – each group to decide which businesses they will visit (at least two from two different sectors) Produce an organisational chart for each organisation visited Flipchart – the external and internal factors that affect each business Handouts – assignment pack PowerPoint – go through assignment and expectations, research needs and suggest presentation formats. Each learner to complete a brief action plan of what needs to be achieved and when in order to meet the deadline
21	Assignment 3: Organisation and structure of hospitality businesses	2 hrs	P3	Individual work on preparation for Assignment 3 Tutor advising and guiding – individual review appointments	Computers
22	Assignment 3: Organisation and structure of hospitality businesses	2 hrs	P3	Individual work on preparation for Assignment 3 Tutor advising and guiding – individual review appointments	Computers

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their work towards assignments.

Session	Teaching topic	Hours/approximate time allocated*	Linked assessment	Core content and delivery methods	Resource checklist
23	Assignment 3: Organisation and structure of hospitality businesses	2 hrs	P3	Individual work on preparation for Assignment 3 Tutor advising and guiding – individual review appointments	Computers
24	Assignment 3: Organisation and structure of hospitality businesses Support functions in hospitality businesses	2 hrs	P3 P4/M3/D2	Hand in completed Assignment 3 Tutor-led presentation and discussion on purpose of support functions Introduce Assignment 4: Support functions in hospitality businesses Each learner needs to select two different businesses and prepare to fully investigate the support functions at each business	PowerPoint – the purpose of each function area Discussion on the impact of each function on a hospitality business and the effects if not properly managed Handouts – assignment pack PowerPoint – go through assignment and expectations, research needs and suggest presentation formats. Each learner to complete a detailed action plan of what needs to be achieved and when, including research and visits, in order to meet the deadline Ensure that learners have selected suitable and appropriate businesses and that they have not all chosen the same ones if visits are needed. A lot of learners asking for the same information can upset relationships with businesses. It may be that case studies are a more appropriate method for assessment for this assignment
25	Assignment 4: Support functions in hospitality businesses	2 hrs	P4/M3/D2	Individual work on preparation for Assignment 4 Tutor advising and guiding – individual review appointments Hand back Assignment 3 – give feedback	Computers/case studies
26	Assignment 4: Support functions in hospitality businesses	2 hrs	P4/M3/D2	Individual work on preparation for Assignment 4 Tutor advising and guiding – individual review appointments	Computers/case studies
27	Assignment 4: Support functions in hospitality businesses	2 hrs	P4/M3/D2	Individual work on preparation for Assignment 4 Tutor advising and guiding – individual review appointments	Computers/case studies
28	Assignment 4: Support functions in hospitality businesses	2 hrs	P4/M3/D2	Individual work on preparation for Assignment 4 Hand in completed work Hand back Assignment 4 after marking	Computers/case studies
Total guided learning hours		60 hours			

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their work towards assignments.

Assessment and grading

Learners work through BTEC units by participating in the learning programme and tackling the assignments you set for them. The ultimate aims in the setting of assignments are to cover the grading criteria for each unit and to set learning within a vocational context. (Full guidance on assignment design can be found on page 36.)

Tell me more about assignments

The number of assignments for each unit will vary. It is up to you how you decide to cover the grading criteria for each unit. Take into account the ability of your cohort of learners, the requirements of the unit itself, local resources and not least your imagination as tutor.

There are drawbacks in setting both too few and too many assignments. If you set **too few** (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting **too many** assignments can put a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

Your delivery can be through **differently paced assignments** so that learners realise that some assignments have to be completed in a short space of time, while others may have a half or whole term to be completed. You may also find that activities such as classroom quizzes and tests can be used successfully to evidence some pass criteria – learners can be involved in designing such quizzes and tests for the rest of the learner group.

As an example, there are four suggested assignments for *Unit 1: The Hospitality Industry* in the unit's *Programme of Suggested Assignments* (see the specification) and its associated *Outline Learning Plan*.

It is good practice to provide learners with a list of assignment deadlines over the period of study. This will help them to manage their workload. The table below shows part of an example assignment plan (the table could be extended to cover two years).

	September	October	November	December	January
Unit 1	Assignment 1	Assignment 2			Assignment 7
Unit 2			Assignment 4		
Unit 3		Assignment 3		Assignment 6	
Unit 4			Assignment 5		

Kick-starting an assignment

The most successful assignments are those set in the context of a suitable practical or work-based scenario. It is also possible for learners to use their work experience or part-time employment/voluntary work to generate evidence for their assignments. Where learners have the opportunity to undertake work experience, ensure that they are provided with suitable witness testimonies to capture any appropriate evidence (a template for witness testimonies can be found on page 39). (Your teaching programme should always lead learners into each assignment.)

Engage your learners

Ensure that initial assignments relate to a topic of particular interest to the learners. Learners are expected to visit hospitality businesses during their assignments and such targetting will enable them to visit sectors that they may wish to work in once they complete their studies. In addition, select an assignment methodology that can give them a sense of achievement when the task has been successfully completed. For example, the booklet task suggested for Assignment 1 of *Unit 1: The Hospitality Industry* can be produced using a Word template or with the use of Microsoft Publisher – learners are free to use the package they are most familiar with. A booklet is only one of the ways in which the evidence for this assignment could be produced. Learners may feel more comfortable preparing and presenting a PowerPoint presentation or recording a presentation onto a DVD.

Building a portfolio of evidence

Learners should be encouraged to compile a portfolio of evidence to meet the assessment and grading criteria for each unit. It is worthwhile spending time developing these skills during the course induction period.

What about grading?

Learners need to provide evidence to meet the grading criteria shown in the unit specification.

- To **pass** a unit, every pass criterion needs to be achieved.
- To gain a **merit**, all the pass and merit criteria need to be achieved.
- To gain a **distinction**, all the pass, merit and distinction criteria need to be achieved.

See the specification for further information on how unit grades are converted to points to calculate a learner's overall grade for the course. Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Each criterion generally begins with an operative verb, for example:

Pass = describe (what)
 Merit = explain (how)
 Distinction = justify/evaluate (why)

It is crucial that these same operative verbs are used in the wording of assignment tasks to yield correct evidence from the learner to meet each criterion.

Each assignment must cover all or part of a unit's grading criteria. This will be dependent on the nature and size of the individual assignment, and how it relates to the content of the unit (or units, if you are integrating unit delivery through assignments). See page 18 for more information.

The grading grid in *Unit 1: The Hospitality Industry* has a total of nine pass, merit and distinction grading criteria. This unit's programme of suggested assignments groups these into four assignments. If Unit 1 is delivered first, then it may be advisable to break Assignment 1 down into smaller tasks consisting of just P criteria. It is up to you to decide whether to include the merit and distinction criteria in these early stages or to introduce them into later assignments once you are happy that the building blocks of understanding and application have been achieved.

Working towards merit and distinction criteria

As programmes progress, some learners may struggle to achieve the merit and distinction criteria. It is imperative that in giving assignment feedback, you clearly show all learners what they need to do to improve their grades and achieve the higher levels.

For full information on grading, please see the specification.

Tracking learner achievement

There is an example of a learner tracking grid on page 21. This type of grid enables you to keep a record of learners' progress during the course. If your unit delivery is integrated with other units, the grids facilitate your tracking of just which assignments have covered which grading criteria.

It is important to ensure that assessors, internal verifiers and external verifiers have easy access to learner evidence for each of the unit grading criteria. The evidence must be clearly referenced and annotated in each learner's portfolio.

Assignment design

Assignments must be designed to motivate learners, to allow learners to achieve specified unit grading criteria in vocational contexts, and must call on learners to produce varied forms of evidence.

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

The assignment brief must include:

- the title and level of the qualification
- the title and number of unit(s) under assessment
- the title of the assignment
- the date the assignment is set (start date)
- submission/assessment date(s)
- the name of the assessor(s)
- the name of the learner
- space for the learner to sign to confirm the work is their own.

In addition to this, the use of interim/milestone assessment dates is recommended – especially where assignments cover a number of criteria. It is essential that assignments have a suitable timescale.

The scenario

The assignment should be based within an **interesting vocational scenario** so that learning can be applied to the real world of work.

The tasks

Each assignment is divided into tasks – detailed descriptions of the activities learners will undertake in order to produce evidence to meet the unit's grading criteria and complete the assignment. Each task must:

- specify the extent and nature of evidence that learners should present
- be clear, specific, time-bound, stepped, relevant and realistic
- address the grading criteria it targets, paying careful attention to the operative verb of each criterion ('describe', 'explain', 'evaluate' etc.)
- reference the grading criteria it addresses
- be presented in learner-friendly, engaging and inspirational language, not simply repeating the grading criteria
- address the grading criteria in full, and not split a criterion across more than one assignment.

Evidence

Clearly state what learners are expected to provide as evidence for each task. Forms of evidence can include:

- recorded discussions
- log books/diaries
- artefacts

- presentations
- performance
- brochures/leaflets/posters
- case studies
- web-based material (websites, blogs, VLE, podcasts etc)
- role plays
- reports/written investigations
- annotated photographs
- promotional material
- work-based evidence.

For evidence that is not written, observation records or witness statements can be completed. See opposite for further information.

Assessment and grading criteria

- The assignment must state exactly which assessment and grading criteria are being addressed.
- Centres **must not** rewrite any aspect of the unit's assessment and grading criteria nor add their own centre-devised criteria.
- Centres may provide additional guidance, explaining criteria requirements in learner-friendly language, but the exact wording of the published criteria must appear on the assignment.
- An assignment can have one unit as the main focus, but learners may also be producing evidence towards other units at the same time.

Local needs

Assignment briefs should always be developed and adapted to meet the needs of learners at your centre and to take account of your centre's resources. They must also be checked by someone in your centre (internally verified) to ensure they are fit for purpose **before** they are given to learners (for more information on this see page 40).

The assignment brief will often need to be supplemented with further information, for example:

- a demonstration
- handouts
- videos or DVDs
- references to books
- references to websites
- visits to local hospitality businesses

Access to real-life settings

If learners are unable to gain access to local hospitality settings in order to contextualise their assignments, then tutor-generated material should be provided. A lot of the major hospitality businesses have easily accessible information on their websites. This can be adapted to provide the learners with the information needed to complete their assignment. Websites such as InterContinental Hotels Group, Marriott, YUM! Brands Inc and Whitbread all have lots of useful information that can be adapted for learner use.

- interviews with key personnel from local hospitality businesses
- visits from guest speakers such as local hospitality businesses and/or the tourist information centres
- functional skills/PLTS opportunities as identified in the specifications.

An example of a fully worked assignment can be found on page 46.

Learner responsibility

Learners need to take responsibility for completing their assignments. Many centres have instigated learner agreements or contracts, which learners sign to commit themselves to meeting all deadlines and the other demands of completing their programme. Learners must produce assessment evidence that is all their own work. Plagiarism can be an issue; it is important that learners are instructed on the correct use of referencing. For more information, see Edexcel's *Centre Guide to Managing Quality: Policies, Procedures and Practice*.

Engage your learners

The most successful assignments will engage and excite learners to take responsibility for the progress of their own learning.

Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (for example, during presentations, practical activity, performance or role play) against the targeted grading criteria. The record:

- will relate directly to the grading criteria in the unit specification
- may confirm achievement or provide specific feedback
- will provide primary evidence of performance
- will be sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance.

Observation records should be accompanied by supporting additional evidence. This may take the form of visual aids, video or audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary records, log books and/or peer assessment records. Observation records should also:

- note how effectively these were used to meet the assessment criteria
- record the assessor's comments
- be evidenced in a learner's portfolio when assessment is carried out through observation, together with relevant supporting evidence
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor.

An observation record can have greater validity than a witness statement since it is capable of directly recording an assessment decision without reference to others.

Witness statements

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of a witness statement is greatly improved and enables the assessor to judge the standard and validity of performance against the assessment criteria if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance by including a checklist
- the grading criteria are present on the witness testimony (this may need further amplification for a non-assessor)
- the witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- every witness testimony should be signed and dated by the witness
- information of their job role/relationship with the learner should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

Example forms for observation records and witness statements are given on pages 38 and 39 and can be modified to show a centre's own logo. These are available in Word format on the CD-ROM in your Specification Pack.

Observation record (by tutor)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria			
Assessor signature		Date	
Assessor name			

Witness statement (by external observer)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place			
Witness name		Job role	
Witness signature		Date	
Assessor name			
Assessor signature		Date	

Internal verification of assignment briefs

Internal verification is a quality assurance system you must use to monitor assessment practice and decisions. It is there to ensure that:

- assessment and grading are consistent across the programme
- assignment briefs are fit for purpose
- assessment decisions accurately match learner work (evidence) to the unit assessment and grading criteria
- standardisation is a feature of centre assessment practice.

All assignment briefs must be internally verified **before they are issued** to learners. Every assignment must be internally verified by a tutor who is vocationally competent and understands BTEC Level 3 National Hospitality units. This is to ensure that:

- the tasks and evidence will allow the learner to address the targeted criteria
- the assignment brief is designed using clear and accessible language
- learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

The system used to do this is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems if they ensure robust internal standardisation.

Internal verification of assignment briefs should always be reported and recorded. If action is required, the assessor should complete this and return the form to the internal verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners.

Internal verifiers are advised to use the paperwork that is available in the CD-ROM in the Specification Pack as this meets all Edexcel requirements. See the example on page 50.

Internal verification is to be seen as a supportive process. If an assignment is not fit for purpose, the internal verifier should return the assignment with appropriate comments. There should be a deadline set for the amendments to be made and, when all is approved, the documents should be signed and dated to give the team an auditable document. Tutors can engage in professional discussions where there is disagreement so that all standards and decisions are shared and understood.

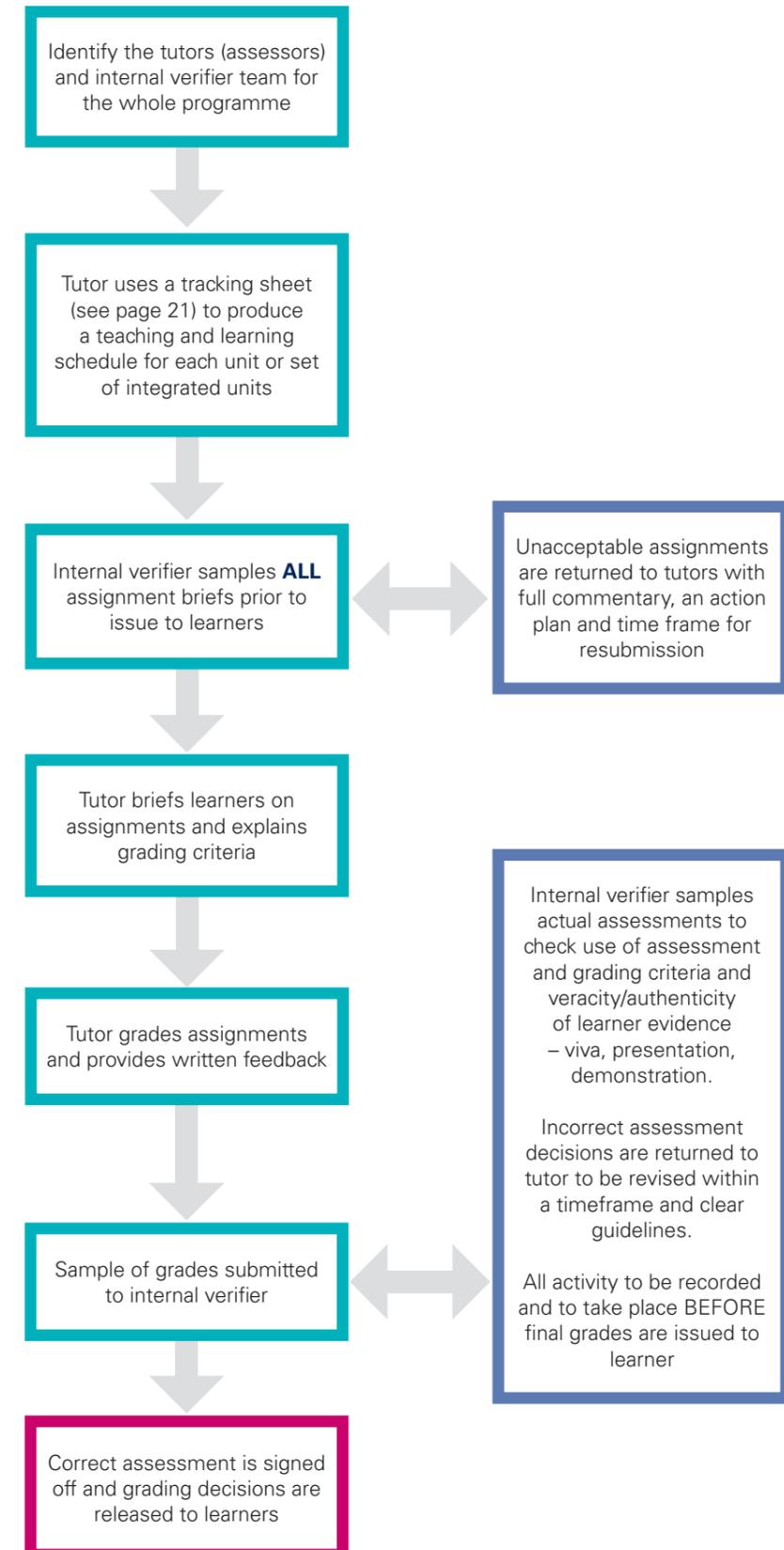
For an example of a worked assignment with internal verification forms see page 46.

Lead internal verifiers (new from 2010)

Each centre's group of programmes has a lead internal verifier who coordinates the work of other internal verifiers and offers leadership on issues of internal standardisation and related training. The lead internal verifier will be expected to gain accreditation via the Edexcel online OSCA2 test. The achievement of this test will permit release and certification of learner attainment. For more information on becoming a lead internal verifier, see www.btec.co.uk

(Some programmes may be subject to annual sampling prior to release and certification of learner attainment.)

Procedure for internal verification



Grading an assignment

When designing an assignment, it is key that you set the level of expectation for learners and provide guidance related to the kinds of evidence that they should be producing. Assignments will not, ideally, require a uniform response, otherwise you will have difficulty in assessing across the range of grading criteria – differentiated learning would be constrained. Learners should have the freedom to develop their own responses within the demands of the learning outcomes and grading criteria.

When grading an assignment it is good practice to use a form such as that shown on the CD-ROM in your Specification Pack. Alternatively, you can devise your own assessment record sheets but these should always allow feedback to learners on their performance against the criteria. It is also good practice to have space for learners to comment on their own work. It is important to give learners positive feedback that tracks and records their learning journey and achievement but also identifies areas for improvement. This is very valuable for learners who have missed criteria and need further encouragement and direction to achieve these criteria.

Learners normally receive feedback after each assignment has been assessed and internally verified.

Maximising learner achievement

Unit grades need not be submitted to Edexcel until the centre wishes to claim certification. Learners should have every opportunity to obtain the best unit grades they are able to achieve.

Learners could be encouraged to tackle criteria that they have missed, or are weaker in understanding and achieving via newly designed assignments. Mini assignments, or a second opportunity to meet the criteria in a fresh way, is good educational practice. Newly designed assignment briefs must be internally verified before issue to learners.

Key points

- **Always use the specification document** and cross reference learner evidence to the learning outcomes, unit content and the unit's assessment and grading grid to ensure that the criteria specified in the assignment are fully met. For merit and distinction grades, the decisions should not be based on quantity of evidence presented but on its quality (in meeting the criteria).
- **The guidance section of each unit specification will assist you** in reaching a decision. Delivery teams will find that standardisation prior to major unit assessment will be very useful in setting the standard of individual assessors' decisions. Use of a sample of learner work across the grade boundaries, especially if there are 'cusp' decisions, is the best way to set the team standard. This activity builds confidence among the assessor team. A post-standardisation session can be very useful for further discussions on the quality and standard of the work that has been assessed and it provides an opportunity for internal verification to take place before grading decisions are confirmed to learners.
- **Good feedback can identify the way that learners can achieve a higher grade** and positive feedback will assist learners who may be diffident about gaining more than a pass grade, which is a common problem with learners who are only prepared to do the bare minimum to pass. Assessors can encourage learner self-esteem and confidence by setting clear expectations. The feedback section can also provide learners with an individual learning plan, giving clear targets for completion, dates and deadlines.

Improving grades

In general, BTEC units expect a gradual improvement in grades over the progress of the course as learners become more familiar with the degree of independence and self-responsibility that is required to meet the higher grading criteria.

For an example of a worked assignment with internal verification forms see page 46.

Internal verification of assessor's comments

Once assignments have been graded, the internal verifier should sample these to ensure that the assessor is:

- conducting assessment in a fair and equitable way
- using the specification document
- using grading criteria
- checking the veracity and authenticity of learner evidence through vivas, presentations, demonstrations etc.

Centre teams can hold standardisation sessions to establish the veracity and accuracy of the team's assessment decisions.

Any incorrect assessment decisions will be returned to assessors to be revised within a timeframe. Where the internal verifier deems the assessment decisions to be invalid, there must be dialogue between assessor and internal verifier to discuss the issues raised. This dialogue should be documented on the internal verification form together with the action to be taken and the resulting grading outcome. There must be a clear audit trail of the closing of the 'quality loop'.

All activity should be recorded and should take place before final grades are issued to learners.

For an example of a worked assignment with internal verification forms see page 46.

Frequently asked questions

How many assignments should there be?

As many as are necessary to assess the unit. Determine the most appropriate assessment strategy for the unit, taking into account the ability of your cohort of learners, the requirements of the unit, local resources and your imagination as tutor.

If you set too few assignments (by, say, adopting the one-off project approach) you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting too many assignments puts a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

When should assignments be set?

There are two issues when considering timing. First, be aware of the possibility of assessment overload – when there is a bunching of assignment deadlines across a number of units at any point in the programme. To avoid overload, detailed planning needs to take place at programme level to spread the assessment load. Second, there is the issue of identifying the most appropriate place within the unit for the assignment. This will be determined by a combination of the nature of the unit and the way the outcomes link together plus the overall approach taken to teaching and learning.

As a third consideration, if you are aware of the timing of external quality checks, it is good to prepare for this early in the year by setting some assignments and assembling all learner work. This will take away any pressure on your delivery and assessment.

Can tests be used?

Any valid method of assessment can be used and this includes tests in the appropriate place. However, the assessment must be made against the grading criteria set within the unit and this applies equally to tests as to any other method. The overriding issue is the need to prepare assessment instruments that are fit for purpose, challenging, vocationally relevant and provide a vocational focus that will interest and engage the learner.

Pacing for your learners

Using Unit 1 as an example, the outcomes and assessment criteria can be covered either through the four assignments suggested in the unit specification, or through a smaller number of larger assignments, or through a larger number of smaller assignments.

As this unit should be assessed at the start of the programme, it is suggested that the unit is broken into smaller assignments so as not to overburden the learner. The assessment for the latter part of the unit (P3, P4, M2, D2) could be combined rather than assessed separately as shown in the unit specification to reduce the number of assignments from four to three. The unit could also be assessed in one assignment if the learners have experience of working in the hospitality industry and have returned to education to formalise their knowledge and experience.

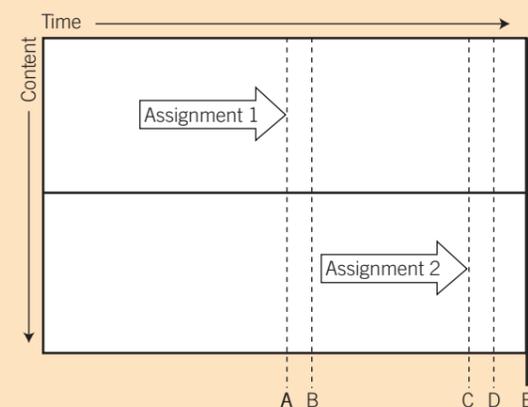
What if the work is handed in late?

Deadlines are an important aspect of any work. In general, time deadlines should be given for the end of the unit. Centres need to inform learners about their policy towards late work. If a learner hands in work late without prior negotiation, then the centre may decline to mark it. If the centre marks the work, then all grades applicable to the unit must be considered. If the work is marked, the learner must not be punished for handing it in late. As these programmes are vocational, some assignments will not permit late submissions, such as those that involve the performance to an audience or production of a newspaper.

How can learners be encouraged to achieve more than just a pass?

The assignment design, guidance and support are all important factors in learners achieving at the highest possible level. It must be recognised that learners do have choice and if they make a conscious and informed choice to achieve only at pass level then there is probably very little anyone can do. However, experience shows that learners who become fully engaged in their BTEC programme – understanding its interim and varied assessment model, the importance of tutorials and clear recording of the criteria that they have achieved – will be encouraged and will aim higher.

Example of an assessment plan for two assignments



The first assignment covers the first outcome and has an initial deadline for feedback indicated at A. If this deadline is met, the work is reviewed and detailed feedback provided to learners at B. Learners can then rework the evidence, based on the feedback provided and resubmit for final assessment at E.

The deadline for feedback on assignment 2 is C, with feedback provided at D and final submission for assessment also at E. To encourage learners to meet the deadlines, work submitted after point B will only be assessed and then returned with feedback at D. Learners' work is only ever double-handled using this process but it does provide learners with an opportunity to reflect on their work and achieve at the highest possible level.

Concerns about the advantages in this system for those learners who 'take more time' to achieve are balanced out by the advantages gained by the informed feedback and, possibly, the removal of the work burden for those who meet deadlines. What this system does achieve is that it encourages learning based on sound assessment decisions.

What if a learner doesn't achieve a pass?

Feedback and support should be provided to ensure that the learner is aware of any failings in the work presented for assessment and then given the opportunity to rectify these failings through some means (such as reworking material, taking advantage of a further assessment opportunity, etc).

If the learner has not attempted assessment, then the programme team could indicate that the unit/course had not been completed by the learner, and in such cases the qualification certificate would be withheld.

How many times can a learner re-work or re-sit an assignment?

The issue here is the validity of the assessment instrument. If a learner is simply going round and round on a single task or activity brief, then the validity of the assessment must come into question and the tutor should consider the need for an alternative assessment instrument.

If the assignment is prompting learning, then that is what the course is about in the first place and therefore re-work is to be encouraged whenever applicable.

The final assessment evidence simply needs to be a valid and reliable measure of the learner's current level of achievement against the outcomes and criteria of the unit.

Improving grades

Lack of achievement can usually be attributed to poor attendance and learners not completing and handing in work for assessment. Ongoing formative assessment through teaching tutorials and portfolio reviews with reference to the unit grading criteria will highlight weaknesses in performance, which can then be addressed through individual learning plans. Tutorials can also reinforce achievement.

Appendix: A sample assignment

Sample assignment for Unit 1: The Hospitality Industry

The assignment that follows addresses criteria P1, M1 and D1 for **Unit 1: The Hospitality Industry**. There are a number of different ways that evidence could be generated for these criteria. In this case, an information pack has been produced which allows learners to be creative with layout and presentation thus making it a little more interesting than a written report. Alternatively the evidence could be presented in the form of a PowerPoint presentation supported by detailed notes, or as pre-recorded narrative on a DVD.

Setting a scenario for the assignment provides some contextualisation for the learner; they are more likely to engage with an assignment if they can visualise a real-life scene. Alternative scenarios for this assignment could include asking the learners to do a display for a careers event or asking them to prepare a presentation for an audience that is unfamiliar with the hospitality industry, for example parents/guardians.

The tasks for P1, M1 and D1 in this unit should ideally be designed to allow the learner to develop their ideas and understanding as they progress from the pass criterion through to merit and distinction.

All assignments you set for your learners must be internally verified

It is intended that sample assignments are used as examples of good practice. However, they may not be entirely appropriate for every learner in every centre. You are advised to make suitable amendments to sample assignments in response to your own centre's requirements to meet the needs of your learners. All sample assignments used, whether amended or not, must be internally verified by a suitable person at your centre.

All learners are different and will approach their assignments in different ways

The sample assignment that follows shows how one learner answered a brief to achieve pass, merit and distinction level criteria. The learner work shows just one way in which grading criteria can be evidenced. There are no standard or set answers. If your assignment is fit for purpose, and if your learners produce the required evidence for each task, then they will achieve the grading criteria covered by the assignment.

Sample assignment front sheet

This front sheet must be completed by the learner where appropriate and be included with the work submitted for assessment.

Learner name		Assessor name	
Julia Upton		Pearl Diaz	
Date issued	Completion date	Submitted on	
21 October 2010	11 November 2010	11 November 2010	
Qualification		Unit	
BTEC Level 3 Extended Diploma in Hospitality		Unit 1 The Hospitality Industry	

Assignment title	The Scale and Diversity of the Hospitality Industry
In this assignment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Evidence
P1	Explain the scale and diversity of the hospitality industry	1	Information pack
M1	Analyse the structure and organisation of different hospitality businesses, showing links with the scale and diversity of the industry	2	Information pack
D1	Evaluate the extent to which the scale of hospitality businesses affects the diversity of products and services offered	3	Information pack

Learner declaration	
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.	
Learner signature: <i>Julia Upton</i>	Date: <i>11 November 2010</i>

Sample assignment brief

Qualification	BTEC Level 3 Extended Diploma in Hospitality
Unit title	Unit 1 The Hospitality Industry
Start date	21 October 2010
Deadline date	11 November 2010
Assessor	Pearl Diaz

Assignment title	The Scale and Diversity of the Hospitality Industry
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The purpose of this assignment is:

To give you the opportunity to investigate and explore the hospitality industry and gain an understanding of the scale and diversity of the industry.

To allow you to develop an overview of the importance of the hospitality industry within the economy in terms of its scale and diversity.

You will investigate the hospitality industry, and develop an understanding of businesses that provide accommodation, catering and related services. You will explore the diverse types of ownership, products and services offered, as well as customer types, and you will develop an understanding of trends within the industry.

Scenario

You work for a large hotel group at their head office as an assistant in the HR department. It is the start of the summer season and the hotel group has recruited 100 new employees nationally in response to the increase in domestic tourism.

You have been asked to produce an information pack that will be used at all of the induction sessions. The information pack needs to give the new employees some information on the scale and diversity of the hospitality industry. New employees need to be aware of the size and scale of the industry so they see the career potential and opportunities the industry can offer. Ideally the hotel group hopes to encourage good employees to stay within the industry as there is still a real skills shortage across all sectors. Remember that your information pack needs to be interesting, informative and present the industry in a positive way as well as being user-friendly.

Task 1

- a) Provide an introduction to the hospitality industry. This needs to include its size and scale. Consider:
- 1) turnover
 - 2) number of businesses
 - 3) number employed in industry
 - 4) economic value of industry
 - 5) purchasing power.
- b) Select one business from each of the following sectors and provide an explanation of its size, scale, facilities, products and services.
- 1) one hotel (state whether it is budget or has a brand attached to it and the star rating if any)
 - 2) one restaurant
 - 3) one pub, bar or nightclub
 - 4) one contract food service provider
 - 5) one hospitality service
 - 6) one membership club
 - 7) one events business

This provides evidence towards P1

Task 2

- a) Analyse the links between the size and style of hospitality businesses and their structures and organisations.
- b) Explain, through comparison of products and services, why small, independently-owned businesses are operated in a different way to large, branded operations.

This provides evidence towards M1

Task 3

- a) Develop the work you have provided for M1, by giving more detail and analysis, for example by showing an understanding of how the scale of a hospitality business affects its ability to expand its products and services.
- b) Explain why the industry is made up of many thousands of independent small businesses but dominated by a few large operators.

This provides evidence towards D1

Remember you need to:

1. Prepare an information pack so think about the layout and presentation. The information pack can be A4 or A5. Proof read your work so you can correct any typing or spelling errors – presentation is important. Print your information pack a few days before the deadline to avoid any last minute technical problems.
2. Tasks 2 and 3 could be combined, but please ensure that you cover the full demands for each task.
3. Check your work to make sure that you have covered everything required.
4. Save all your work on your user area and also a copy onto a memory stick, so that if anything becomes corrupted or lost you still have a back up. Unfortunately a corrupted file or lost work only means you have to start again and still meet the deadline!

Sources of information

Websites

Useful websites for this assignment include:

www.statistics.gov.uk:

Key report:

- Title: Workforce jobs by industry
- Economic & Labour Market Review

www.caterersearch.com

Also look at local government websites

This brief has been verified as being fit for purpose.

Assessor	Pearl Diaz	Date	1 October 2010
Signature	<i>Pearl Diaz</i>	Date	1 October 2010
Internal verifier	Petro Shapko	Date	1 October 2010
Signature	<i>Petro Shapko</i>	Date	1 October 2010

Sample internal verification of assignment brief

Qualification	BTEC Level 3 Extended Diploma in Hospitality
Unit title	Unit 1 The Hospitality Industry
Assignment number	Assignment 1
Assessor	Pearl Diaz

Internal verifier checklist		Comments
Are accurate programme details shown?	Y	
Are accurate unit details shown?	Y	
Are clear deadlines for assessment given?	Y	Clear dates are provided on the assignment front sheet and brief.
Is this assignment for whole or part of a unit?	P	This is assignment 1 of three assignments that cover the unit.
Are the grading and assessment criteria to be addressed listed?	Y	P1, M1 and D1.
Does each task show which criteria are being addressed?	Y	Grading criteria are shown against each task so learners can clearly identify where assessment opportunities occur.
Are these criteria actually addressed by the tasks?	Y	
Is it clear what evidence the learner needs to generate?	Y	Information pack.
Are the activities appropriate?	Y	Gives learners the opportunity to present information in an interesting way.
Is there a scenario or vocational context?	Y	Appropriate scenario provided.
Are the language and presentation appropriate?	Y	The language is appropriate for Level 3 learners and presentation is clear.
Is the timescale for the assignment appropriate?	Y	Learners are given 4 weeks to complete the assignment.
Overall is the assignment fit for purpose?	Y	Assignment is fit for purpose and addresses the target grading criteria.

* If "No" is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor and the internal verifier should confirm that the action has been undertaken.

Internal verifier	Petro Shapko		
Signature	<i>Petro Shapko</i>	Date	1 October 2010

Action required:

No action required for this assignment. The assignment brief is fit for purpose.

Action taken:

N/A

Assessor	Pearl Diaz		
Signature	<i>Pearl Diaz</i>	Date	1 October 2010
Internal verifier	Petro Shapko		
Signature	<i>Petro Shapko</i>	Date	1 October 2010

Sample learner work for Task 1 P1

The hospitality industry - its size and scale

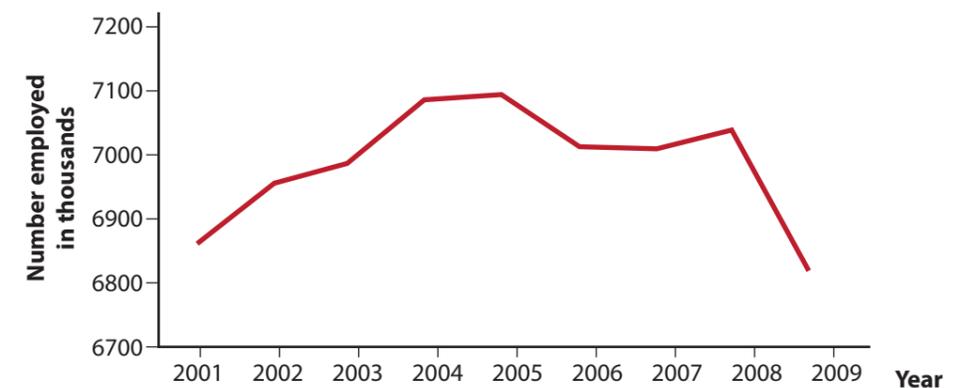
Over the last few years the world economy has been in a recession and this has affected all industries to some degree. The hospitality industry has been affected in several different ways:

- If people are out of work they don't have the money to spend on going out and holidays
- Supermarkets sell really cheap alcohol so people can drink at home
- As fewer people are going to pubs many have shut down – according to a report published by People 1st called 'State of the Nation Report 2009' pubs closed down 10 times faster in 2009 than in 2006 – 39 a week compared to 4 a week. This means more unemployment as the staff lose their jobs.
- The report states that in December 09 64,100 fewer people were working in the industry than in December 07. This is a 19% decline.
- 23% fewer bar staff in 2009, and a 35% decline in the number of publicans and managers of licensed premises since 2006.
- Part-time and hourly pay staff have been most affected and these types of staff are used to help out over busy times.
- Public sector spending continues to be reduced and this decreases the budgets for school and hospital meals and staffing.

However the Hospitality, Leisure, Travel and Tourism still accounts for 1 in 14 jobs across the UK and is nearly 5% of the UK's total economic output.

Source: State of the Nation Report Executive Summary - 2009 www.people1st.co.uk

As you can see from the chart below the numbers employed within the industry have dropped over the last few years, but they are now just about back to where they were in 2001.



Source: **Title:** Workforce jobs by industry, **Last Updated:** 17/3/10, www.statistics.gov.uk

It is not all doom and gloom as People 1st state in their 'State of the Nation Report Executive Summary' that total employment in the sector is forecast to grow by nearly 10% by 2017. This means 1,063,000 jobs by 2017 and there will be more demand for graduates as the industry will require 69,000 more managerial jobs in 2017 than in 2007. There is never a better time to prepare to enter a management training programme than now.

- According to the British Hospitality Association, the industry is made up of about 127,000 businesses and employs a workforce of 1.6 million people.
- There are approximately 22,000 hotels and guest houses, plus around 16,000 bed and breakfasts, in the UK.
- Restaurants employ over 500,000 full-time and part-time staff.
- Contract catering and hospitality services account for 19% of the sector.
- (all figures from Trends and Statistics, 2006, British Hospitality Association).

Sample learner work: page 2

Hotels

There are many different types and categories of hotels offering a wide range of products and services. As you will know Meadow Hotels have 4 or 3 star hotels in the Gloucestershire, Somerset and Devon area. The group has 6 country hotels. Meadows Manor is the flagship and is based near Cirencester in Gloucestershire. They are a privately owned family business.

Accommodation

The Meadows Manor hotel is a 4 star luxury hotel. It has 36 en-suite bedrooms. This includes 2 Suites and 11 Executive rooms which have bespoke furniture and are elegantly decorated. The hotel provides high level accommodation with very modern facilities catering to their guests every need.

Each room has

- En suite bathroom • Satellite TV • Direct dial telephone • Tea and Coffee making facilities
- Hairdryer • High Speed Wi-Fi internet access • Access to laundry facilities • Room service

Conference and Business services

Meadows Manor Barn is a very impressive conference centre which can cater for up to 300 delegates in the theatre-style Cotswold Suite.

The Cotswold Suite can also be divided into three smaller meeting rooms, the Birdlip, Woodchester and Amberly rooms. The adaptability of meeting areas makes Meadows Manor Barn a very versatile conferencing facility.

In addition, there is a separate event room, The Angus Suite, located in the Old Granary which can accommodate up to 120 guests.

The hotel offers a range of packages for businesses who wish to use the conference facilities, from including meal and accommodation as well as just meeting room rates. There is full disabled access and Wi-Fi throughout the conference area.

Dining

There are two restaurants at the hotel

The informal Corinium Brasserie which is in the Old Granary. The restaurant has an award-winning table d'hôte and a la carte menus and wine-list.

The Minstrel Gallery Restaurant offers fine cuisine from best quality local and organic ingredients sourced by its award winning chefs.

Weddings

The Meadows Manor is, in their opinion, *the* wedding venue in Gloucestershire. The Chapel is set in beautiful grounds which provides the ideal setting for any wedding/blessing. For larger weddings for 60 guests or more the couple can get married/have a civil ceremony or blessing in the Meadows Manor Barn. The lake, herbaceous borders, immaculately manicured lawns and secret walled garden provide an idyllic setting. They offer packages to accommodate up to 200 guests.

The group offer an on-line reservation service for rooms and dining and, through their web site, customers can email for information or to book an appointment for a consultation visit.

Each hotel is run separately with a General Manager and Managers of each function area.

However, some functions are centrally managed:

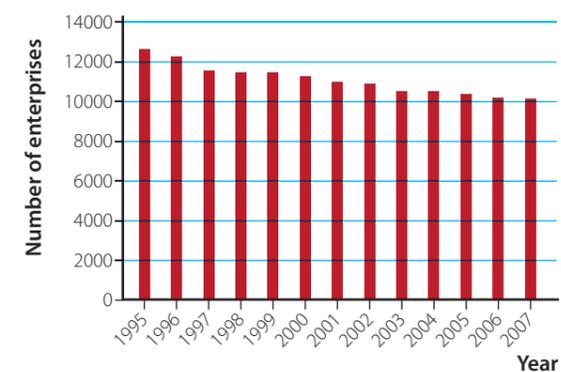
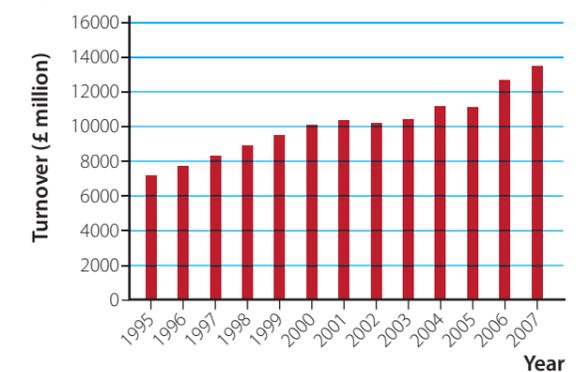
- Human Resources (Recruitment, pay, holiday etc)
- Marketing
- The central reservation system
- Purchasing of bulk items (not including food as this is done by the Head Chef of each kitchen)

Sample learner work: page 3

As a group they decided to refurbish the Meadows Manor Barn to allow expansion of the business. In order to be competitive they needed to be able to offer their customers as much flexibility as possible. The internal walls move so they can offer small intimate meeting rooms or larger airy function rooms. This has certainly worked as they have a wedding booking every Saturday in June, July, August and September for the next 2 years.

We can see that from 1995-2007 the number of hotels has decreased (Figure 1). This will have further decreased as the recession has taken its toll on all sectors of the industry.

As we can see from graph in figure 2 the turnover has increased over the same period. This means that customers are spending more in fewer hotels.

Figure 1: Total number of hotels (enterprises) 1995–2007**Figure 2: Hotel industry turnover (£ million)****Restaurants**

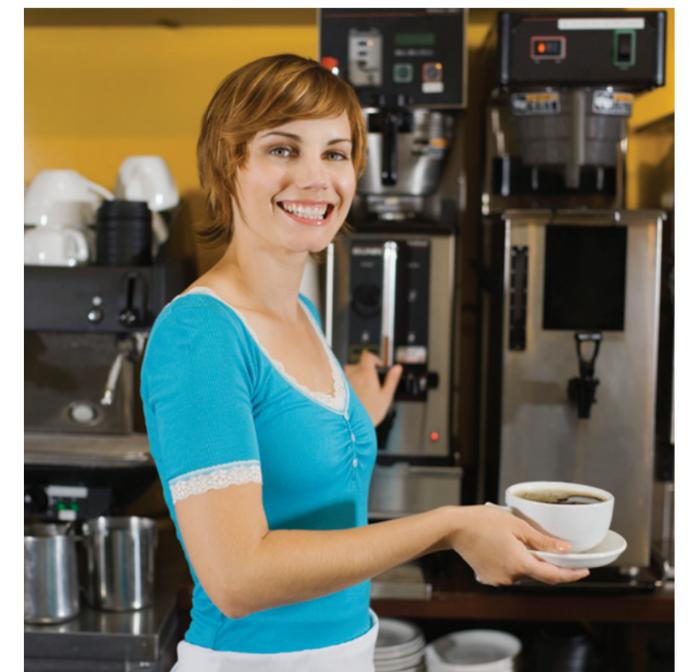
Fifteen was started by Jamie Oliver and was featured in a TV programme. Now there are restaurants in Amsterdam, Cornwall, London and Melbourne which provide an apprenticeship scheme for young people, between the ages of 18 and 24. These apprentices run a professional restaurant that is open to the public. The menus are based on Italian-Mediterranean food.

Dining Room

There are two dining rooms at the London restaurant and Dining Room and Trattoria. Fresh seasonal produce is used in the menus, which are changed daily.

At lunchtime there is an à la carte menu, or set lunch menu where 2 courses cost £22.50, or 3 for £25.00. To help people each dish has a recommended wine.

Trattoria serves breakfast, lunch and dinner in a rustic and relaxed dining room. The information on their web site promotes their friendly service.



Sample learner work: page 4

Fifteen shop

There is also a shop that you can buy gift vouchers and kitchen items from. You can also shop on-line.

Fifteen is a charity 'The Jamie Oliver Foundation' and its aim is to offer an opportunity to disadvantaged young people who are homeless, unemployed, overcoming drug or alcohol problems. The idea is to help them gain skills so they can pursue a rewarding career in Hospitality. All the profits go to the Fifteen Foundation (no.1094536) which funds helps pay for the training.
Source www.fifteen.net

Admittedly Fifteen is an unusual example within the Restaurant trade. It has been included to show how the industry can embrace and benefit from training. At the end of the day this is still a commercial enterprise and operates as a business. The customers needs still have to be met. The two different restaurants are examples of how restaurants can appeal to different markets in order to expand their business.

Figure 1: Total number of restaurant enterprises 1995–2007

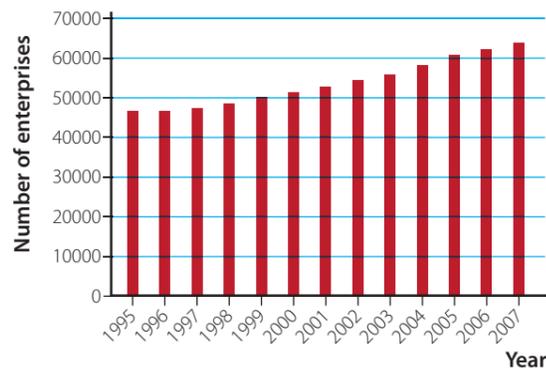
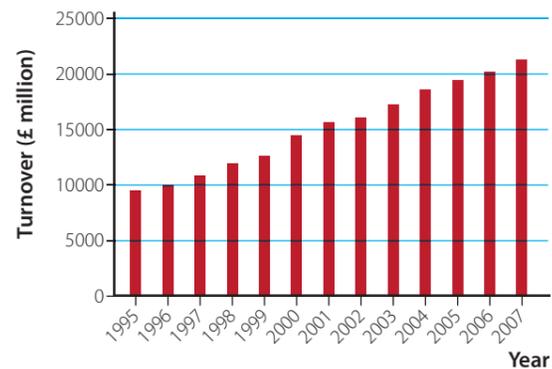


Figure 2: Restaurant industry turnover (£ million)



From figure 1 we can see that unlike hotels the number of restaurants increased from 1995-2007. Our culture moved to eating out a lot more and the industry responded by more restaurants opening. The types of restaurants also increased as our tastes have been influenced by our increase in travel overseas, exposure to other cultures as more EU workers come to the UK and by what we see on TV. A huge number of cookery programmes show us different foods and encourage us to broadening our culinary experiences. One way we do this is to eat out at themed restaurants that clearly have dishes that give us the chance to eat foods from somewhere else. Indian and Chinese food have been part of our culture for a long time, but this has expanded to now include Spanish Tapas bars, Mexican restaurants, Polish restaurants and more fine-dining restaurants.

The turnover has increased at about the same rate as we can see in figure 2.

Pubs, Bars and Nightclubs

Dakota is a Cheltenham nightclub. It is based in a large open plan New York Loft style space but also has smaller more intimate areas. It boasts a state of the art digital sound system and also air conditioning to add to the comfort of the clientele.

The main features are

- A large space for over 1000 people
- 5 different bars
- An outside terrace for smokers
- 2 floors of Digital sound and lighting systems
- A DJ booth with a VIP area
- VIP tables and booths which can be booked

The venue has a timetable of different events and themed evenings and can also be hired privately. The themes are aimed at different types of clubber during the week and offer drinks and entrance at low prices to attract customers.

Sample learner work: page 5

The themed nights are as follows:

Monday: The Faculty

A student night with Chart, Indie, Dance & Student Anthems which includes drink prices from 50p, giveaways, prizes and free entry before 10.

Tuesday: available for private hire

Wednesday: Lollipop

Advertised as a 'sweet party' night
Drinks are £1 there are different types of music over two different floors
Free entry is offered before 10pm and £4 after 10pm

Thursday: Hypersonic

Offering Indie & Alternative music

Friday: The world's best DJs

Advertised as being 'Cheltenham's Biggest Friday Night.'

Saturday: Love

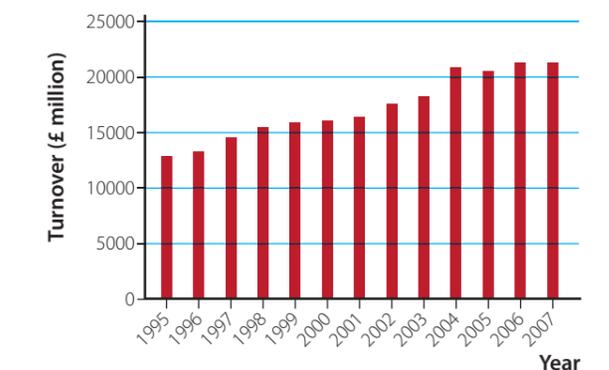
Usual Saturday night clubbing

The idea of these nights is that if alcohol is cheaper then customers will buy more. There is increasing pressure not to offer these kinds of cheap prices for alcohol as it leads to antisocial behaviour and binge drinking.

I am sure that this sector looks very different in 2010 than 2007 as the pub trade has been dramatically affected by the recession. However looking at this data this has happened to the sector before, in the late 1990's. With the introduction of no smoking and the availability of cheap alcohol in supermarkets I don't think that the drinking pub/bars will ever regain its popularity.

Pubs/bars have had to diversify in order to survive with some offering food. Also we no longer accept the pub food of old, customers expect good quality food offered at a good price. This is a good example of where the industry has had to adapt to changing needs and expectations of customers and where diversification has been needed. Pub and bars are more family friendly as well. Nightclubs have seen a change as the DJ is now the draw and there is considerable competition to get the best DJ and DJ's are now celebrities. There has also been a change in the types of nightclubs. Clubs have become more of a culture. Tourism has tapped into the culture and many resorts have been re-launched as clubbing destinations.

Figure 1: Pub and nightclub industry turnover (£ million)



You can see from figure 1 that in 2007 turnover has already started to drop as the recession started to hit jobs and therefore there was less disposable income in people's pockets. If you don't have much money then one of the first things to go is nights out in the pub or at a club. Supermarkets offer really cheap alcohol and this encourages people to stay at home and drink rather than go to a pub. I have already shown that pubs are one of the industry's main casualties of the recession. When people do go out to bars, pubs or nightclubs then they are spending less while they are out. Lots of business offer 'deals' on alcohol that attract customers, but excess drinking and drunk behaviour cause a lot of problems. A lot of money is spent on policing cities and towns to sort out drunken behaviour and hospital A&E departments are very busy on Friday and Saturday nights in particular caring for those that have injured themselves, been injured or are ill due to alcohol. The Government is also trying to promote a more sensible approach to drinking and to stop people from binge drinking as it is very unhealthy. This has also given this sector of the industry a bad name as they try to encourage people to drink more.

Sample learner work: page 6

Contract Food Service Provider

Edward and Ward have the contract to provide school meals for over 160 schools through Gloucestershire County Council. The business has been operating for less than 2 years and provides healthy school meals that are value for money. Their website says that they have increased the number of schools meals served across the county and they exceed nutritional guidelines. Their site also says that they cater for other types of outlets but doesn't give any examples of business they provide catering for.

This is their philosophy

'We'd like to think our philosophy is simple;

listen, create, deliver, inspire and retain.

Listen to what our clients want, we never attempt to deliver a service that we "think" they may want!

Create inspired, fresh and innovative solutions to add value to their food service operation.

Deliver these solutions via our teams who we hand pick for their passion and commitment to our values.

Inspire our teams to constantly stay one step ahead of our clients expectations.

Retain each and every site we are awarded, we are proud to be chosen as a caterer and we work extremely hard to make sure we have long and rewarding relationships with every client.'

In 2007 they did have a contract to supply some of the schools meals in North Somerset and they have participated in a meal for a £1 trial to try to get more children to try school meals. The article on North Somerset's web site states that:

'The pilot, which offered children in 20 local primary schools all meals for £1, saw school meal take-up rise from 6,360 a week to an average of 11,242 during the first half of the spring term. During the trial, some schools more than doubled the number of children usually served.'

Source: www.n-somerset.gov.uk/Education/News/news-20100312. Date: 12/03/2010

It will be interesting to see how many children continue to have school meals when the price returns to its normal cost of £2.

The menus offered by Edward and Ward include a daily vegetarian and salad option, fresh vegetables and a well balanced daily pudding.

Ownership: Edward and Ward are an Ltd.

Sources: www.edwardsandward.co.uk

Contract caterers have had to move with the times and respond to concerns over where our food comes from and how it is managed. Responsible resourcing has become very important and it is no longer acceptable to charge more for certain produce, organic for example. The 'green' issue is also a buying factor – how much does it cost to obtain food. This has affected the competitiveness of the industry as there is still a very limited budget available for school meals. Staffing costs have to be carefully managed and unfortunately this is still a very poorly paid sector of the industry. Many contract businesses offer services to a range of different customers and have to remain competitive in order to keep the contract.

Sample learner work: page 7

Hospitality service

A lot of the organisations that operate within this sector also operate within the Contract Food Service sector. For the purposes of Hospitality service I have selected to cover in-house school catering that is managed by the local authority.

There is a great deal of information on the www.gloucestershire.gov.uk web site to help schools who provide their own meal service.

- In House Catering Support Package 2010/11
- In House Catering Guide for Schools
- Example Monitoring Report for School Meals
- A Guide to the Food Based Standards for School Lunches 2007
- Checklist for the Food Based Standards
- Nutrient Based Standards 2008
- School Food Nutrient Based Standards - A quick guide for cooks and caterers
- ParentPay Discounted Price for Gloucestershire Schools
- ParentPay Flyer on discounted price for Gloucestershire Schools
- ParentPay brochure for Primary Schools
- ParentPay Flyer for Secondary Schools

As you can see there is a lot of information to enable school meals to be properly balanced as meet nutrition requirements. The Schools Food Trust is also a good source of help (www.schoolfoodtrust.org.uk) including: Guide to the nutrient-based standards.

A guide to introducing the Government's food-based and nutrient-based standards for school lunches. There are strict standards that need to be applied not only for school meals but also now there is guidance for packed lunches as well.

Trusts basic standard and as you can see it is all about healthier living and nutritious food.

The way the food is procured is also very important and there is a drive towards using locally sourced food. This, again, raises the issue of how important it is to consumers to know where their food comes from and that farming methods are responsible. There is a link from the www.gloucestershire.gov.uk to For The DfES has produced a "Food Procurement Action Plan", which sets out how they will address the objectives of the Public Sector Food Procurement Initiative (PSFPI). Parents and schools can find out more about this programme to promote more locally and sustainably sourced food at: www.defra.gov.uk/FARM/policy/sustain/procurement.

To make it easier for Parents to pay for school meals, trips, after school clubs and uniforms a web based payment system has been introduced and it is called ParentPay. Secure online payments by credit and debit card to schools and other service providers. ParentPay also offers a socially inclusive service whereby cash-based families can pay in cash through PayPoint in local convenience stores. A great idea that makes life easier for parents and guardians.

County councils are in the public sector.

Sample learner work: page 8

Membership Club

Brickhampton Golf Club and Complex has conference facilities for hire as well as a club house bar. The conference facilities include:

- Car parking
- 3 conference suites for up to 100 delegates
- State of the art Audio Visual equipment
- Fully air conditioned
- Audio Visual equipment
- Internet link
- Flipchart

Some businesses have corporate membership and it may suit them to have a meeting at the club followed by lunch and a round of golf. It also encourages local businesses to use the facilities for meetings and conferences therefore putting the facilities to good use and generating additional income.

The conference suits can also be hired for event and there are several different types of menus on offer:

- Banqueting menu
- Sample menu has 2 vegetarian options for Starter and Main
- Finger buffet – hot and cold
- Several vegetarian options
- Corporate golf day menu
- Sample menu has 1 vegetarian option for Starter and Main
- Their web site also says that they will create menus to suit the customers' needs.

Again this enable the club to generate additional income by offering the venue for parties

The club house bar caters for different needs by offering breakfast, snacks and light meals, tea and coffee. The menu includes vegetarian options. The Bar is open 9am daily but closing times vary with the season. This caters for those who want to go out early to play golf and then have a bite to eat once they return and well as those that want to eat before they play. The food offered in the bar is suitable for those that don't have much time and only want a quick snack to more substantial meals for those that have a bit more time.

Brickhampton Court Golf Complex was created in 1994 by Creed Golf & Leisure Ltd, a company owned by a local family who have maintained a keen interest in ensuring its development into a golfing centre of true quality.

Source: www.brickhampton.co.uk

Even though the golf club is a member's only club they still have to operate as a business. In order to make the most of the facilities it makes sense to offer these for hire to members and non-members. This also introduces new people to the club and could encourage them to join.

Sample learner work: page 9

Events

Keith Prowse is the UK's leading hospitality and tours provider, specialising in sporting and cultural events. Keith Prowse's market leading position is supported by its parent company, Compass Group. Looking at www.keithprowse.co.uk I can see that there are a huge number of options and events to chose from. There is also information about what to look for when buying a Hospitality package.

As an example Cowes Week is an international yachting regatta held every year at the end of July/beginning of August. It has grown in popularity since it started in the late 19th Century. The hospitality offered during the week is varied and diverse.

There is a comprehensive package that caters for the VIP guests needs. It is also a good example of how Event hospitality has developed over the decade. We expect hospitality at key sporting events such as football matches, Wimbledon Fortnight or Henley Regatta but this is very exclusive and offers a different experience. Another example of diversification.

The parent company is Compass Group which operates in 60 countries, employing 388,000 people, with annual sales of over £11 billion. In July 2000, Compass Group's UK business merged with the catering arm of Granada PLC to become the UK & Ireland division of Compass Group – the UK market leader in foodservice and hospitality.

Sectors that Compass work in:

- Business and Industry Fine Dining
- Education
- Sports & Leisure
- Senior Living
- Healthcare
- Defence & Government
- Hotels & Aviation

'Our purchasing team seeks out the freshest ingredients, sourced from the UK wherever possible, and always purchased ethically and safely'

Their sustainable sourcing strategy includes using approved and supply chain to ensure that sustainable, ethical and safety standards, working with British farmers and growers locally and using Fairtrade farmers and communities. All of this meets the current trends in consumer views on food.

Sample learner work for Task 2 M1

As you can see from the information provide the industry is diverse and far reaching. The industry is dominated by several large multi-national and global companies. However, Self-employment is common in the sector. According to the Office for National Statistics (ONES) Labour Force survey (2007), over 14% of all people working within the hospitality sector were self-employed and almost 85% of hotels and restaurants in 2006 were independently owned and operated. The size of the business will determine the organisational structure and how the business is operated. Many smaller businesses are owner managed with a small number of people employed to help run the business, e.g. cleaners and waiting staff. These business can be effected by the seasonality of tourism and only operate a full capacity in the summer months. Many have diversified into offering other types of products and services, e.g. Stag and Hen parties and themed weekends. There is an argument that bigger organisation are able to respond more easily to new markets and customer demands because they have more access to resources and money. However, smaller organisation can respond more quickly to changes as the structure is much flatter and only one or two people need to be involved in making a decision. Bigger organisations can use branding to place themselves in the market. The brand can be easily identifiable and link them to products and services. Most people have heard of Holiday Inns and Marriott hotels for example and Best Western have recently carried out TV advertising to raise awareness of their brand.

Branding can allow a business take a lead in a market as the brand becomes well known. It can also allow a business to enter other markets building on that brand awareness. While not a hospitality example, Virgin is a good example of a brand that has crossed into different markets – media, phones, holidays, airline, fizzy drinks to name a few different markets.

Bigger businesses have access to more 'buying power'. This means that they can buy products for all of the businesses via one contract that can be negotiated so as the best price can be obtained because the quantity of goods and services needed. For example the laundry generated by a multi-national hotel chain is enormous so they can negotiate a really good deal for laundry hire and cleaning as they use so much. This means that the resources needed to provide this service in-house is not needed where as this is more difficult for a small hotel, guest house or B&B as they don't have the bulk needed to get the best prices so may have to do the laundry themselves. This need space for the equipment, the time or the staff to do the laundry and the money to keep the linen in a suitable condition to use. The equipment also needs to be bought and maintained.

It is far more difficult for local and independently run organisation to raise awareness of their business as they can't afford to buy the advertising needed to raise awareness of the brand and their market segment maybe be small. It is better for these types of business to respond to customer needs by tapping into a current trend or niche market. A lot of restaurant will advertise that the only use season food that has been responsibly sourced. Thus building on the trend of knowing where our food comes from and being more aware of how our food is produced. The products and services offered is extremely important to any business, as is the customer service provided by an organisation. An advantage to being a smaller and independent organisation could be the level of care customers receive and the flexibility that can be offered to customers. A relationship can be formed as the turnover of staff could be less frequent and this makes it easier to identify regular customers and be more aware of their needs. For example Mr Amile like room 12 because to the view and Ms Smyth likes the window table at the side of restaurant so feels less uncomfortable about dining on her own. Larger organisation and businesses could find it more difficult to firstly pick up on this type of information as the numbers of people they deal with is much larger and secondly the staff turnover can make it very difficult to build a relationship as staff are not in place long enough.

Sample learner work for Task 3 D1

It is important to realise that there are a number of major players that own the main brands of hotels. Thus gives a small number of organisations enormous power within the hotel trade as they can benefit from economies of scale, negotiate discounts for purchasing and set industry prices for goods and services as they influence and control so much of the global market.

The restaurant sector is dominated by a number of chains, especially the fast food/take way sector. This does give these organisations a huge advantage as they have the money to advertise on TV and nationally. This gives them a competitive advantage. All of the top companies own the household names. This means that smaller and local restaurants need to offer better value for money, better quantity food and better

service in order to compete. Smaller companies still offer deal and discounts via local papers or on their web pages but as they don't have the buying power of bigger companies they can't afford the advertising. Being an independent business allows restaurants to offer products that suit the local market and respond to produce on offer from suppliers. Often smaller businesses have out of town locations as they can't afford the town centre rent and rates. This is an advantage for bigger business as they can and they can select menus that encourage a fast turnover of customers so the table is used a lot over the course of a day. Also with a branded restaurant is easily identifiable and customers know what to expect from the menu and quality of food.

Figure 1: Large hotel companies and their main brands

Large companies	Main brands
Accor Hotels	Sofitel, Novotel, Ibis
Carlson Hotels	Raddison Edwardian, Park Inn, Park Plaza
Hilton Hotel Corporation (HHC)	Hilton
InterContinental Hotels Group	Intercontinental, Crowne Plaza, holiday Inn, Express by Holiday Inn
Marriot International	Renaissance, Marriot
The Real Hotel Company (was CHE Hotel Group)/Choice Hotels International	Comfort, Quality, Sleep Inn
Thistle Hotels	Thistle
Travelodge	Travelodge
Whitebread Hotel Company	Premier Inn
Wyndham Worldwide	Days Inn, Ramada, Days Hotel

Source: BHA Trends and Statistics Caterersearch.com

Figure 2: Ten large restaurant companies and their main brands

Large companies	Main brands
Burger King	Burger King
Caffe Nero	Caffe Nero
Domino's	Domino's
Gondala	Pizza Express, Ask, Zizzi
Greene King	Hungry Horse, Lock Fyne
McDonalds	McDonalds
Mitchells and Butlers	Harvester, Browns, Toby
Nando's	Nando's
People's Restaurant Group	Little Chef
Pret a Manger	Pret a Manger
Restaurant Group	Frankie & Benny's, Garfunkels
Spirit Group	Chef and Brewer, Two for One, Miller's
SSP	Upper Crust, Millie's Cookies
Starbucks	Starbucks
Subway	Subway
Tragus	Bella Italia, Café Rouge, Sirada, Belgo, Ma Potter's

Sample learner work: page 12

As with other sectors there are a number of major players in the pub sector. They still offer a very good career path as you can progress from smaller pubs to bigger ones within the same company.

Even though many sectors of the industry are dominated by a few big organisations there are still many smaller businesses:

- According to the British Hospitality Association, the industry is made up of about 127,000 businesses and employs a workforce of 1.6 million people
 - There are approximately 22,000 hotels and guest houses, plus around 16,000 bed and breakfasts, in the UK
 - Restaurants employ over 500,000 full-time and part-time staff.
 - Contract catering and hospitality services account for 19% of the sector
- Source: Trends and Statistics, 2006, British Hospitality Association).

This may not be a true reflection of the current picture, but this data still gives an indication to the scope of the industry. There are many different types of business catering to different markets and different types of customer. Businesses have expanded in to new markets to grow their business, and this has increased competition across sectors. Hotels are no longer just places to stay, you can now get married, have a meeting or hold an exhibition in them. The recession has hit business usage really hard and hospitality businesses have had to look at other ways of generating income. The industry has benefitted from an increase in UK residence staying in the UK for their holidays as the exchange rate for the Euro is so terrible. Holidaying overseas has become very expensive as the cost of food and going out has increased because the pound buys fewer Euros. However inbound tourism has been on a downward trend. The number of visits by overseas residents to the UK decreased by nearly a million from 32.8 million in 2007 to 31.9 million in 2008. This was the first decrease in visits to the UK since 2001. The number of visits abroad by UK residents also went down from 69.5 million in 2007 to 69.0 million in 2008. This was the second consecutive year a fall in visits abroad by UK residents has occurred, following 15 years of growth. Despite the decline in number of visits, spending on trips to and from the UK rose in 2008 to record levels.

Overseas residents spent a total of £16.3 billion on visits to the UK, an increase of 2.3 per cent compared to the previous year. So fewer visitors are coming to the UK but those that come are spending more money and a lot of this money will be sent within the hospitality sector.

It is quiet common to hear people say that they would like to retire to run a pub or a B&B near the seaside. While running any business is hard work, the seasonality of many hospitality businesses can both attract and dissuade people for entering the industry. Long hours, demanding customer and long periods without any time off can also be seen as constantly meeting new people, making people happy and seeing your customers enjoy themselves, being sociable and having the winter months off and chance to travel and see the world is the other way of seeing some sectors of the industry! Hospitality business work while others play! The industry provides products and services for other while they are not working or helping them conduct their business. This allows many to enjoy providing these products and services.

In order to survive the industry is going to have to continue to respond to the economic climate by offering more value for money, better quality produces and continues to adapt products to suit demand. Our weather may not be great, but the UK has a lot of other culture and heritage to offer.

I hope that you agree that the whole world is in the grip of a global recession, but the Hospitality industry still offers excellent career opportunities and is a vibrant and exciting industry to work in.

Figure 3: Large pub, bar and nightclub companies and their main brands

Large companies
Admiral Taverns
Enterprise Inns
Frederick Robinson
Greene King
JD Wetherspoon
Marston's (Pitcher and Piano)
Mitchells & Butlers (Ember, Scream, O'Neills, All Bar One)
Punch Taverns
Trust Inn
Wellington Pub Co
Luminar

Source: BHA Trends and Statistics, Caterersearch.com

Sample assessor's comments

Programme	BTEC Level 3 Extended Diploma in Hospitality	Assessor name	Pearl Diaz
Unit number and title	Unit 1 The Hospitality Industry	Learner name	Julia Upton

Grading criteria	Achieved?
P1 Explain the scale and diversity of the hospitality industry	Y
M1 Analyse the structure and organisation of different hospitality businesses, showing links with the scale and diversity of the industry	Y
D1 Evaluate the extent to which the scale of hospitality businesses affects the diversity of products and services offered	Y

Learner feedback

I have really enjoyed working on this assignment as I feel that I have a much better understanding of the Hospitality industry and the types of businesses that operate within it. I have learnt how to interpret data and information from reports and how to research better on the internet.

Assessor feedback

You provided a researched information pack, well done. You demonstrated a very detailed understanding of the diversity of the industry. Your research is well referenced and you have provided evidence of the scale and size of the industry. Your evaluation for D1 is a little weak, but overall you have met the criteria.

Action plan

No action needed for this assignment. For future assignments please consider how you structure some areas of your assignment: D1 asks for an evaluation therefore you really need to include a conclusion.

Assessor signature	Pearl Diaz	Date	21 November 2010
Learner signature	Julia Upton	Date	5 December 2010

Sample internal verification of assessment decisions

Qualification	BTEC Level 3 Extended Diploma in Hospitality		
Unit number and title	Unit 1 The Hospitality Industry		
Assessor	Pearl Diaz		
Assignment title	The Scale and Diversity of the Hospitality Industry		
Learner's name	Julia Upton		
Which criteria has the assessor awarded?	Pass P1	Merit M1	Distinction D1
Do the criteria awarded match those targeted by the assignment brief?	Yes Details: P1, M1 and D1 have been addressed within the learner's work.		
Has the work been assessed accurately?	Yes Details: Yes. Agree that D1 is weak, but the criterion has been addressed and there is evidence of understanding within other tasks in the assignment.		
Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive? • Linked to relevant assessment and grading criteria? • Identifying opportunities for improved performance? 	Yes Details: The feedback is positive. There could be more guidance on how to improve so that the learner can approach higher grades for the next assignment.		
Does the grading decision need amending?	No		
Remedial action taken	N/A		
Internal verifier name	Petro Shapko		
Internal verifier signature	<i>Petro Shapko</i>	Date	<i>5 December 2010</i>
Confirm action completed	N/A		
Assessor name	Pearl Diaz		
Assessor signature	<i>Pearl Diaz</i>	Date	<i>5 December 2010</i>