

# Unit 20: Hospitality Operations in Travel and Tourism

<b>Unit code:</b>	<b>H/600/8489</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours:</b>	<b>30</b>

## ● Aim and Purpose

The aim of this unit is to develop learners' knowledge of hospitality providers within the travel and tourism sector, and the products and services they offer to meet different customer expectations. Learners will develop skills in the planning of hospitality provision and gain an understanding of the factors affecting hospitality operations.

## ● Unit introduction

Hospitality is an important element of travel and tourism. Tourism often involves an overnight stay which requires accommodation and catering. The provision of food and beverages as secondary products in travel and tourism organisations has increased in importance to maximise income generation. Examples include airlines selling food and drink on board and tourist attractions providing cafes and restaurants.

The hospitality products and services of a travel and tourism organisation can be a means of attracting customers or of offering superior customer service. They offer a means of differentiating from competitors. For example, a customer may choose a particular airline because its in-flight catering is better than a competitor's flying the same route. In this unit, learners will find out about the wide range of hospitality providers in the travel and tourism industry and their products and services.

A hospitality organisation must meet customer expectations in order to succeed in a competitive business, so learners will consider what the expectations of different types of customers are, and how hospitality providers meet them.

Learners will have the opportunity to develop their creativity and apply their understanding of customer expectations by planning hospitality provision for a travel and tourism organisation. They will also explore factors that affect hospitality and the ways in which organisations have responded to these.

## ● Learning outcomes

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

- 1 Know the products and services offered by hospitality providers to meet customer expectations
- 2 Be able to plan hospitality provision in a travel and tourism context
- 3 Understand factors affecting hospitality operations in travel and tourism organisations.

# Unit content

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## 1 Know the products and services offered by hospitality providers to meet customer expectations

*Types of provision:* as a main business eg hotels, guest houses, restaurants, holiday centres, camp sites, caravan parks; as an additional service eg airlines, conferences and exhibitions, attractions

*Products and services:* core, eg food, drink, accommodation; to meet specific needs eg children's menus, vegetarian menus, family seating, adjoining rooms, valet parking

*Customer expectations:* level of service; range of products and services provided; location; accessibility; availability; quality; speed of service; level of hygiene; value for money; classification eg AA, Michelin, tourist board

*Customer types:* eg family, solo travellers, corporate, special needs, group

## 2 Be able to plan hospitality provision in a travel and tourism context

*Hospitality provision:* eg catering provision, accommodation provision

*Context:* eg for an attraction, travel agency, tourist information centre, festival, event, transport operator

*Plan:* eg theme, furnishing, level of service, location, size, name, layout (front and back of house), customer flows, products and services

## 3 Understand factors affecting hospitality operations in travel and tourism organisations

*Internal factors:* eg products and services offered, brands, pricing strategies, promotional strategies, location, image, appeal (to target customers)

*External factors:* eg legislation, economy, availability of skilled workforce, competition, accessibility, proximity to markets, trend for healthy eating

## Assessment and grading criteria

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

Assessment and Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe different types of hospitality providers and the products and services they offer to meet differing customer expectations [IE 1]	<b>M1</b> compare how two selected hospitality providers meet the expectations of different types of customers through the provision of products and services	<b>D1</b> recommend, with justification, new or enhanced products and services that could be provided by a selected hospitality provider to complement current provision.
<b>P2</b> produce a plan for hospitality provision in a travel and tourism context [CT 1]	<b>M2</b> explain how the plan for hospitality provision meets the needs of the travel and tourism organisation's customers	
<b>P3</b> explain how internal and external factors affect hospitality operations in travel and tourism organisations.	<b>M3</b> assess how hospitality operations in travel and tourism organisations have responded to internal and external factors.	

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

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

## Essential guidance for tutors

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### Delivery

Most learners will have experience of buying or using hospitality products and services and this can be the basis of initial discussion to identify different types of hospitality providers and to share both good and bad experiences of provision. It is likely that learners will have already been introduced to the concept of products and services through completion of other units in the BTEC Nationals in Travel and Tourism. This experience will help them to explore products and services in a hospitality context.

Learners could then explore hospitality provision in their locality by visiting local providers or inviting guest speakers. They could also carry out internet research into the range of products and services provided by hospitality organisations. This initial research could be undertaken in groups, with each group producing a display about the products and services of a different type of hospitality provider.

Whole-group discussion would then ensure that learners appreciate the whole spectrum of hospitality provision and give them sufficient knowledge to gain the pass grade. Learners should understand how to compare different organisations to achieve the higher grades, looking at similarities and differences and why these occur. Learners could be provided with scenarios or pen portraits of different types of customers. From these, learners could discuss customer expectations. They could also write their own scenarios from a series of expectations provided. Using the scenarios, learners could determine the type and features of hospitality provision that can meet the expectations stated.

Many hospitality providers offer a range of brands to suit the expectations of different types of customers. Case studies can be provided for learners, for example, within the Accor group, the Ibis, Novotel and Sofitel brands appeal to different types of customers. This type of differentiation can be explored through arranged visits, case study or internet research.

A local visit would allow learners to observe how service is provided to customers. The focus of the visit could be on conducting a mystery shopper exercise or some type of assessment checklist. The discussion that would take place in developing relevant documentation would further assist learners to develop their understanding of this topic.

In learning outcome 2, learners have an opportunity to develop their creative skills in planning hospitality provision. They will first need to know about the design of other facilities. Visits to hospitality providers could help learners to understand why particular layouts and designs for hospitality provision are chosen. Learners should be encouraged to plan something feasible, for example the introduction of a tea-room in a conservatory at a stately home, or a camping area at a pop festival with catering facilities. Learners should be given flipchart paper and pens to help them plan. Where possible, they could use computer software to design facilities.

For learning outcome 3, learners should carry out research into the current factors affecting hospitality providers. They will need access to trade journals, newspapers and the internet. This learning outcome could be introduced early in the unit with learners given a specific provider to monitor throughout the unit. They could then undertake a regular review of how internal and external factors are affecting their given organisation. They could be asked to give a presentation or be involved in small group discussions on a regular basis.

## Outline learning plan

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

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

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
Sharing personal experiences of hospitality providers, their products and services
Introduction to Assignment 1: Local Hospitality Provision
Discussion of hospitality providers – primary function hospitality, eg hotel groups and brands
Case studies on hotel branding and the differences in products and services
DVD plus questions/discussion on service, eg The Hotel Inspector
Hospitality as a secondary service – examples and discussion
Research into local providers
Produce worksheet for visits
Visits to local providers, complete worksheet
Case study and discussion on different types of customers and their expectations
Practice with pen portraits and determining which types of products and services meet requirements
Working in pairs to compare provision and making recommendations for new or enhanced products and services
<b>Assignment 1: Local Hospitality Provision (P1, M1, D1)</b>
Feedback on assessment
Introduction to Assignment 2: Planning Provision
Survey of hospitality provision looking at key factors, eg student refectory, facilities at railway station or local airport
Discussion on findings and agreement of key factors to consider when planning
Individual research prior to planning hospitality
<b>Assignment 2: Planning Provision (P2, M2)</b>
Feedback on assessment
Introduction to Assignment 3: The Hospitality Environment
Discussion on internal and external factors that affect hospitality operations
Introduction to factors by tutor
Case study – organisation and how external factors currently affect it – use PEST
Guest speaker – how a hospitality provider has responded to internal and external factors
Research for assignment
<b>Assignment 3: The Hospitality Environment (P3, M3)</b>
Feedback on assessment and unit review

## Assessment

The assessment criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1, M1 and D1; P2 and M2; P3 and M3. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grades at the same time as they attempt the appropriate pass criteria.

### **P1 – M1 – D1**

For P1, learners must provide a brief description of different types of hospitality provider, and then select two providers whose main business is hospitality, for example a hotel and a restaurant, and also two providers where hospitality is an additional service, for example an airline and a visitor attraction. For each of these they must describe the core hospitality products and services and those provided to meet specific needs, for example children's menus and family seating. They should comment on how the products and services meet the expectations of different types of customers. The evidence must be clearly descriptive and not a series of bullet points.

For M1, the products and services of two selected organisations must be compared. Similarities and differences should be identified and explained, for example why they are the same and why they are different, linking these to how they meet customer expectations. Learners should be guided in their selection of organisations to ensure they are able to gain enough information to make valid comparisons. It must be clear that learners are making comparisons rather than describing the products and services provided. The same organisations as those considered for P1 may be used for this criterion.

For D1, learners must show how they have used their understanding of the needs of different types of customers to recommend new or enhanced products and services that would complement the current provision for one of their selected organisations. The proposals could be targeted at a new type of customer, or provide an alternative or enhancement to provision for current customers. Proposals should be clearly justified in relation to the needs of different types of customers. An example could be that many people have high expectations of choice and quality in food service with increased awareness of the need to eat healthily. The theme park could improve its catering provision for those interested in healthy options by having a range of fresh salads available. Many people would be prepared to pay more for freshly made salads, and these would improve the variety on the menu which currently depends on burgers. A range of smoothies with names based on the rides in the attraction is also recommended to appeal to the children's market.

Examples of evidence for P1, M1 and D1 could be in the form of a presentation to the management of the organisations studied. If oral presentation evidence is submitted, assessors will need to submit a comprehensive observation record of learner performance, showing clearly how the criteria have been met, and focusing on their depth of description, clear reasoning shown in comparisons made and justification of recommendations. Any supporting evidence, such as visual aids or research notes, should also be submitted.

### **P2 – M2**

For P2, learners should plan new or modified hospitality provision in a travel and tourism context. This can be within an existing organisation, or an event such as a festival, or a case study can be used. Learners should provide a plan; it should show the location of the provision, customer flows and layout of provision. There will be some spatial awareness shown. While the plan should be clear, learners are not assessed for their artistic ability but on the feasibility of their design and consideration of aspects such as space, customer flows, theme and other areas that are included in unit content.

For M2, the plan must be explained. The explanation will focus on their reasons for inclusion of all aspects of the design. The reasons should link to meeting the needs of the organisation's customers. The description and explanation can be presented in writing or orally. This evidence could be in the form of a report to a manager of the travel and tourism organisation. Oral presentations must be supported by observation sheets signed by the assessor detailing how criteria have been met.

### P3 – M3

P3 requires an explanation of at least two internal and two external factors affecting hospitality provision in general. Learners should be able to clearly show they are able to differentiate between internal and external factors. To demonstrate understanding learners must explain how their selected factors affect hospitality provision in specific types of travel and tourism organisations.

For M3, learners should focus on the actions that hospitality providers have taken as a result of internal and external factors. This should follow on from explanations given in P3. Learners should focus on hospitality in general, using real examples they have researched where appropriate. For example, if the effect of the economy has been one of the factors addressed for P3, learners could now cite different examples of how specific hotels, restaurants etc have reduced prices and come up with other initiatives in order to stimulate bookings (as fewer people spend money on leisure trips during an economic recession). They could also assess how businesses have been forced to close during a recession. Copies or examples of promotional materials, press cuttings etc could be included to support the assessment.

### Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1: Local Hospitality Provision	Working for a selected hospitality provider – looking at the local competition  Investigation into providers of hospitality in the local area, products and services offered, types of customers and how their expectations are met	Group research and presentation with individual contributions documented and assessed
P2, M2	Assignment 2: Planning Provision	Working for a selected hospitality provider – proposing a new hospitality provision	Presentation of plan
P3, M3	Assignment 3: The Hospitality Environment	Working for a selected hospitality provider – reviewing factors affecting provision	Article for hospitality publication

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

This unit forms part of the BTEC travel and tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Work Experience in Travel and Tourism	Preparing for Employment in Travel and Tourism	Investigating the Travel and Tourism Sector
	Developing Employability Skills for Travel and Tourism	The Business of Travel and Tourism
		Customer Service in Travel and Tourism
		Preparing for Employment in Travel and Tourism
		Marketing Travel and Tourism Products and Services
		Work Experience in the Travel and Tourism Sector
		Researching Current Issues in Travel and Tourism. (L4)

This unit offers progression from the Level 2 BTEC Firsts in Travel and Tourism and progression to the Level 5 BTEC Higher Nationals in Travel and Tourism Management.

### Essential resources

Learners must have access to the internet throughout their studies.

### Employer engagement and vocational contexts

Learners will greatly benefit if employers are engaged in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

Visits to and talks by hospitality providers will support delivery of this unit.

Work experience or work placements could also be used to help learners develop understanding of hospitality operations.

### Indicative reading for learners

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 1* (Pearson 2010) ISBN 9781846907272

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 2* (Pearson 2010) ISBN 9781846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson 2010) ISBN 9781846907296

Foskett D, Ceserani V – *The Theory of Catering* (Hodder Arnold, 2007) ISBN 0340939262007

Holloway C – *The Business of Tourism* (FT Prentice Hall, 2006) ISBN 027370161



## **Magazines, journals and other publications**

*Caterer and Hotelkeeper* (Reed Business Information)

*Hospitality* (Reed Business Information)

*The Hospitality Yearbook* (HCIMA)

## Delivery of personal, learning and thinking skills (PLTS)

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

Skill	When learners are ...
<b>Independent enquirers</b>	describing different types of hospitality providers and the products and services they offer to meet differing customer expectations [IE 1]
<b>Creative thinkers</b>	planning for hospitality provision in a travel and tourism context [CT 1]

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

Skill	When learners are ...
<b>Self-managers</b>	managing time and resources when carrying out the assessment for the unit [SM 2, SM 3, SM 5]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	describing different types of hospitality providers and the products and services they offer to meet differing customer expectations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for hospitality provision in a travel and tourism context
Manage information storage to enable efficient retrieval	describing different types of hospitality providers and the products and services they offer to meet differing customer expectations
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	describing different types of hospitality providers and the products and services they offer to meet differing customer expectations
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	describing different types of hospitality providers and the products and services they offer to meet differing customer expectations
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	explaining how internal and external factors affect hospitality operations in travel and tourism organisations
Bring together information to suit content and purpose	explaining how internal and external factors affect hospitality operations in travel and tourism organisations
Present information in ways that are fit for purpose and audience	explaining how internal and external factors affect hospitality operations in travel and tourism organisations
Evaluate the selection and use of ICT tools and facilities used to present information	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing how internal and external factors affect hospitality operations in travel and tourism organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	explaining how internal and external factors affect hospitality operations in travel and tourism organisations