

Unit 21

Entertainment for Holidaymakers

Unit code:	D/600/9673
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit opens up to learners the exciting world of entertainment in a range of tourism contexts. They will have the opportunity to design an entertainment programme, gaining knowledge of the essential aspects of a successful entertainment activity, including the skills and qualities needed by entertainers. They will put some of these into practice when planning, preparing, delivering and evaluating an entertainment activity.

● Unit introduction

Entertainment has been a component of holidays since tourism began. Over the last 20 – 25 years it has become a key part of the 'product' on offer to holidaymakers in accommodation, resorts, visitor attractions and cruise ships.

Hotel, holiday centre, cruise ship and resort entertainment is a structured, varied and planned part of their provision. Larger organisations will offer activities to engage and entertain different customer groups, generally determined by age and the organisation's resources. Increasingly organisations look to educate through activity as well as keeping their customers entertained.

Learners will explore the range and nature of entertainment in the travel and tourism sector, and the skills and qualities of people who work in this area of travel and tourism. In planning a tailored entertainment programme learners will be able to appreciate the range and nature of activities. Learners will also be able to consider the factors that contribute to a successful entertainment activity. The unit also gives learners the exciting opportunity to plan, prepare, deliver and evaluate an appropriate performance or activity.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the qualities and skills required by entertainers to fulfil their duties
- 2 Be able to plan an entertainment programme for a specific client brief
- 3 Know the factors that contribute to a successful entertainment activity
- 4 Be able to plan, prepare, deliver and evaluate an entertainment activity.

Unit content

1 Know the qualities and skills required by entertainers to fulfil their duties

Qualities: motivated; energetic; consistent; ability to deal with difficult people; ability to work within deadlines; persuasive; professional

Skills: eg performance, public speaking, non-verbal communication

Duties: plan, prepare and deliver entertainment activities; ensure good relationships (with customers, with colleagues, business to business); encourage participation; maintain customer service standards; ensure health and safety; manage resources (financial, physical); promote corporate image

2 Be able to plan an entertainment programme for a specific client brief

Client: eg holiday centre, hotel, tour operator, cruise operator

Client brief: target audience; where it will take place, what types of activities are expected.

Types of programme: eg for children, teens, adults, older people, special interests, passive, active

Content of programme: rationale; aims; objectives; target group; outline of entertainment activities; schedule; resource requirements; health and safety issues; contingency plans eg wet weather, staff changes; method of evaluation

3 Know the factors that contribute to a successful entertainment activity

Factors: quality of performance; performance skills; skills of support staff; timing; external eg weather, facilities, resources, budget, venue

Success measures: by audience reaction; keeping within budget; keeping to timings; achieving objectives; generating revenue; customer feedback

4 Be able to plan, prepare, deliver and evaluate an entertainment activity

Plan: timescales; aim; objectives; content of activity; risk assessment; agree roles and responsibilities; promotional methods

Prepare: rehearse; review process; organise resources; agree approach for admissions or participation; promotion

Deliver: eg sing, dance, act, facilitate an activity, operate lighting, operate sound system

Entertainment activity: eg concert, costumed interpretation, game show, sporting activity

Evaluate: self; others; planning; preparation; delivery

Assessment and grading criteria

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

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the duties of entertainers and the qualities and skills required to fulfil them		
P2 plan an entertainment programme for a specific client brief	M1 justify the choice of entertainment activities in your proposed programme	
P3 describe the factors that contribute to a successful entertainment activity		
P4 plan, prepare and deliver an entertainment activity P5 review own performance and the contribution of others to the success of an entertainment activity [RL 1].	M2 make a significant contribution to the planning, preparation and delivery of an effective entertainment activity M3 suggest improvements to own performance and that of others to the planning, preparation and delivery of an entertainment activity.	D1 make a proactive and outstanding contribution to the planning, preparation and delivery of an effective entertainment activity.

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 CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit is split into two distinct parts; the first is designed to enable learners to see what is involved in working as an entertainer in a travel and tourism context such as a holiday centre. The second part is for learners to carry out an activity that, through practical application, will bring the subject matter to life. When sourcing information on entertainment it should be noted that in Europe this is more commonly referred to as 'animation' which embraces a wide range of activities to entertain holidaymakers including sporting activities, performances and special interest activities.

A useful starting point would be to consider the range and nature of entertainment jobs in the travel and tourism sector. When looking at the duties and indeed the design of a programme, it is useful to draw on personal experiences of package holidays and the entertainment that was provided. This could be the tutor's own experiences as well as those of learners. It would also be useful to access UK tour operators' websites, as most of them have a recruitment section for overseas jobs and these often carry a job description, though tutors need to be sure that learners are differentiating between entertainers and representatives. Some learning should also focus on the different communication skills that need to be employed to engage different guests in different activities: the way entertainers communicate on stage is very different from the way they communicate when playing games with children, refereeing an adults' water polo match or carrying out public relations work.

For learning outcome 2, when designing an entertainment programme learners should be guided about the different types of activities that take place to engage children, teenagers or adults. Some thought should be given to the levels of supervision needed by different groups. For example, with children there is the need for tight supervision but rules of games can be reasonably flexible, whereas with adults rules need to be very clear and supervision needs are less. The needs of different types of customer are a crucial part of the planning of a programme and should therefore be a focus of the learning process.

Guest speakers representing organisations that have different types of customers could be invited to discuss their needs from an entertainment programme. Learners could also conduct a survey amongst their own families and associates. Learners should look at the types of entertainment programmes offered by both UK-based organisations and in overseas destinations. Programmes cover morning, afternoon and evening entertainment so learning activities should focus on how the type of entertainment may differ according to time of day.

For learning outcome 3, the tutor could give formal input on different factors that contribute to an effective entertainment activity. It would be useful to run a series of mini-activities and evaluate these as a group, using the success measures from the unit content. This exercise would also introduce learners to the concept of planning aims and activities and evaluation methods for specific entertainment activities. Learners could be encouraged to complete documentation based on their own performance and that of other members of their group. Learners could be shown video clips of entertainment performances to practise evaluating the delivery of an activity. They could develop their own documentation for this and then in groups discuss their findings and the suitability of the documentation used.

Learning outcome 4 builds on earlier learning to give an insight into the practicalities of working as an entertainer. It is crucial that learning takes place over a period of time with lots of time to practise, and learners are not instantly required to plan, prepare and deliver an entertainment activity without understanding the aspects involved. It is important that learners are supervised and monitored at this stage to enable clear differentiation between the different grades. Tutors could provide a performance booklet to be completed by learners as they progress through the planning and preparation stages; this would help to document the required evidence and focus learners on essential aspects. The activity could, for example, be a concert

performed in a school or a residential home, a fun sports activity for other learners at a local leisure centre, a series of short plays or an end-of-year cabaret show in the college/school hall. In learning to deliver an entertainment activity, learners may need to develop specific skills. For example, they may need to learn magic tricks or a dance or the rules or techniques of a particular sport. Health and safety, while not the main focus of this unit, must be given due regard and considered in the planning and delivery of any activity. This is particularly important if dealing with high-risk groups (children, the elderly or vulnerable adults) or if undertaking high-risk activities (eg sports), and will involve carrying out risk assessments.

It could be a good idea to visit a local gym or health club for a talk and to attend an aerobics class or similar to see not only how the instructors instruct but also how they engage and encourage participation. This will help learners to appreciate some of the qualities needed to be an entertainer. Equally it would be useful to see the variety of classes available in a large gym as many of these could be modified for an entertainment programme. Many large gyms also have websites that can provide useful information. Working with other departments in the school/college would also prove beneficial: the sports, performing arts or health and social care (for children's activities) departments could provide tutors with delivery input.

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 to unit and assessment Share experiences of entertainment PowerPoint slideshow/explanation/group discussion and feedback
Identification of different types of entertainers Review the different duties and responsibilities of different types of entertainers Research of job profiles/group activity and feedback
Review the different skills and qualities required by entertainers Group activity – research to complete template of skills and qualities from range
Examination of the different skills and qualities required for different activities and client groups Entertainment challenge – groups to present mini-programmes for specific client groups and determine required skills and qualities
Assignment briefing and individual research Individual assignment work
Guest speaker, eg Holiday Entertainer Contingency: DVD
Individual assignment progress Assignment 1: Let Me Entertain You! (P1) Feedback on assignment
Visit to performance and review
Group work to investigate different types of activities to engage different client groups Learners to develop mini-activities for specific client groups and deliver to all
Introduction to the requirements of Assignment 2

Topic and suggested assignments/activities and/assessment

Small group work to evaluate different entertainment programmes for different client groups

Consider evaluation methods

Production of entertainment review documentation

Entertainment Challenges – opportunity to practise running mini-activities with agreed aims and objectives and specific target groups

Discussion to determine the difference between night and day activities, identifying resources and constraints

Group assessment activity using real examples of entertainment programmes

Individual Assignment progress

Assignment 2: That's Entertainment (P2, M1)

Feedback on assignment

Discussion on factors that contribute to effective activities

PowerPoint presentation and group discussion

Briefing for Assignment 3 and individual work

Completion of Assignment 3: Move Closer (P3)

Feedback on assignment

Planning performances and agreeing aims and objectives, individual roles and responsibilities to include briefing for Assignment 4

Group discussion/negotiation and voting.

Review and briefing of performance booklets

Performance risk assessment and preparation

Small group task to produce paperwork and discuss hazards and risks

Committee group roles and forward planning

Discussion and voting. Action planning

Action planning and agreed timescales plus rehearsals

Workshop

Organisation of resources and admissions plus rehearsals

Workshop

Agree review process and arrange documentation plus rehearsals

Workshop

Monitoring of plans, resources, promotion and rehearsals

Workshop

To understand the requirements of final assessment

Overall rehearsal time and completion of performance booklets –

Actual performance of activity

Completion of Assignment 4: SHOWTIME! (P4, M2)

Feedback on assignment

Review meeting plus briefing for Assignment 5

Slideshow of photographs and DVD of activity. Group discussion

Topic and suggested assignments/activities and/assessment

Delivery and review of learner PowerPoint slideshows

Individual completion of Assignment 5: Judgement Day (P5, M3, D1)

Feedback on assignment 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; P2 and M1; P3; P4 and M2; P5, M3 and D1. 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

For P1, learners are required to describe the duties of entertainers and the qualities and skills required in order to fulfil their duties. Some of these will be general, but others will be specific to different types of entertainment activity. It is essential that clear explanations are given in that each quality or skill is substantiated by a specific example or context.

For example, 'When delivering an entertainment activity it is vital to the success of any entertainment activity that the entertainer is motivated. This means that he/she is seen to be enjoying his/her job and that all tasks are carried out with enthusiasm and apparent enjoyment. For example, when an entertainer is running a pool game it is more likely that holidaymakers will join in and enjoy the game if the entertainer is keen and well motivated and this will help to ensure that good relationships with customers are maintained. If the entertainer does not appear to be motivated it is less likely that holidaymakers will enjoy the game, or even participate in the first place because there will be less incentive for them to do so.'

This evidence could be presented in writing in the format of a careers guide or a recruitment information sheet for a hotel chain or tour operator. Alternatively it could be in the form of an oral presentation, evidenced through an observation statement and supporting visual aids and notes.

P2 – M1

For P2, learners should choose a specific client brief (if necessary, devised by the tutor) for which they should develop an entertainment programme. The programme should be not fewer than five hours in duration, and may spread over a number of days. The client brief should detail all the salient points, eg target group, where it will take place, what types of activities are expected. The 'programme' can be shown as a table/diagram, as is often the case in a hotel, and must also, for pass level, be backed up with a basic description of the planned activities. For example, the description may be an information sheet given to customers at a welcome meeting or as an internet page on a hotel website.

For M1, learners should justify why they have included the activities chosen in their programme and why these are suitable for the client group. Reference should be made to the nature of the activities as well as the timing. This could include responses such as 'a cabaret has been planned for the evening as this is the time of day when families are usually together so this will appeal to a range of ages at once. A show such as a cabaret includes a good range of performances and is an ideal choice of entertainment for family groups as there is something for everyone to enjoy. It is a good idea to include passive activities such as this at the end of the day.'

P3

For P3, learners' descriptions should be in general terms with examples given from specific entertainment activities that learners have seen, where this is appropriate. Learners need to consider success measures and how these affect the overall quality of a performance in preparation for their own activity. The full range of factors and success measure must be addressed.

P4 – M2 – D1

For P4, learners should agree upon a suitable entertainment activity to plan, prepare and deliver. It may be appropriate to work as an entire cohort or in smaller groups, depending upon the nature of the chosen activity. This activity should be not less than 45 minutes in length. Each team member must make their own significant and measurable contribution to the activity in each of the planning, preparation and delivery stages. Evidence for this criterion must be supported by a signed observation sheet where the tutor has detailed specifically how the learner has achieved evidence for this assessment. Learners should also log their involvement through all stages of planning, preparing and delivering the entertainment activity, for example via a performance log book that has been authenticated by the tutor.

For M2, learners should demonstrate that they are able to work effectively without direct supervision, making a clear personal contribution to the success of an entertainment activity. It is expected that each learner wishing to claim this criterion submits a request to the tutor that details their specific, personal contribution and justifies their claim.

P5 – M3 – D1

For P5, learners should seek out feedback from a range of sources, ensuring that it is accurate and reliable. Learners should demonstrate critical awareness in evaluating their own performance and must also make reference to the overall performance of the entertainment activity. Formal and informal evaluation techniques will need to be agreed and implemented, eg tutor feedback, witness statements, surveys, video, learning logs/diaries, audience reaction/feedback. There must be evidence of both formative (considered throughout the event) and summative (carried out at the end) evaluation.

For M3, learners should make appropriate recommendations for improvements to their own and, if applicable, the team performance. Recommendations should be clear and realistic and be substantiated; these will cover planning, preparation and delivery; they will be detailed and linked to the evaluation processes.

D1 is a culmination of learners' input into the planning, preparation and delivery of the entertainment activity. Learners need to demonstrate a proactive and outstanding contribution from the outset. Individuals do not necessarily have to possess specific talents but it is expected that there will be evidence of innovative and independent input to the entire process, whether as a performer or coordinator. It may be that learners claiming this criterion take on a coordinating role, either by accident or design! Evidence will be included within log books, witness statements, peer evaluation, self-evaluation.

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	Assignment 1: Let Me Entertain You!	Working as an entertainer – attending Careers fair for entertainment company	Careers guide
P2, M1	Assignment 2: That's Entertainment	Working as an entertainer Producing a programme for client portfolio	Poster and supporting document
P3	Assignment 3: Move Closer	Working as an entertainer – friend needing advice about the industry	Letter or email to friend
P4, M2	Assignment 4: SHOWTIME!	Working as an entertainer – planning, preparing and delivering an entertainment activity for company	Performance booklet and actual activity
P5, M3, D1	Assignment 5: Judgement Day	Working as an entertainer – providing feedback to entertainment manager	PowerPoint slideshow

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 2	Level 3
Understanding Customer Service in Travel and Tourism	Customer Service in Travel and Tourism
Preparing for Employment in Travel and Tourism	Preparing for Employment in Travel and Tourism
Developing Employability Skills for Travel and Tourism	Working as a Holiday Representative

Essential resources

Essential resources will be dictated by the type of activity to be undertaken or may dictate the activity being undertaken.

They could include: performance space and/or a venue (inside or outside the centre), costumes, sports equipment, props, scenery, access to ICT and software to compile promotional materials, mailing lists, music/sound systems and live music.

Employer engagement and vocational contexts

Visits to entertainment activities would be useful for this unit, as well as guest speakers. These could be combined with residential or educational trips.

Indicative reading for learners

Textbooks

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

Houseman B – *Finding Your Voice* (Nick Hern Books Limited, 2002) ISBN 1854596594

Kettman S – *The 2,000 Best Games and Activities: The Ultimate Guide to Raising Smart Successful Kids* (Sourcebooks Inc, 2004) ISBN 140220194X

Lee A – *Childminder's Guide to Play and Activities* (Continuum International Publishing Group Limited, 2007) ISBN 0826494641

Morris K and Dowson A – *Fun and Games: 100 Sport-Related Activities for Ages 5–16* (Human Kinetics Europe Limited, 2004) ISBN 0736054383

Wise D – *Great Big Book of Children's Games: Over 450 Indoor and Outdoor Games for Kids* (McGraw-Hill Professional, 2003) ISBN 0071422463

Websites

Finesse Entertainment	www.finesseentertainment.co.uk
One Stop Entertainment	www.onestop-entertainment.com
Resident Entertainers	www.residententertainers.com
Seasonworkers.com	www.seasonworkers.com
Suite 101	www.suite101.com
The Jobs Abroad Bulletin	www.jobsabroadbulletin.co.uk
Transitions Abroad	www.transitionsabroad.com

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 pass assessment criteria of this unit.

Skill	When learners are ...
Reflective learners	reviewing own performance and the contribution of others to the success of an entertainment activity [RL 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 ...
Team workers	planning, preparing and delivering an entertainment activity
Effective participators	planning, preparing and delivering an entertainment activity

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	planning the entertainment activity
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the entertainment activity
Manage information storage to enable efficient retrieval	planning the entertainment activity
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing and planning the entertainment activity