Pearson BTEC Level 2 Awards in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Specification

BTEC Specialist qualification
For first teaching June 2011
Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)

Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism (QCF)

Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism (QCF)

The QN remains the same.

Summary of Pearson BTEC Level 2 Awards in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	**Error! Bookmark not defined.**
QCF references removed from unit titles and unit levels in unit	19
Guided learning definition updated	13
The *Pearson BTEC Level 2 Award in Welcoming Tourists and Visitors to their Destination in Hospitality, Leisure, Travel and Tourism* and the *Pearson BTEC Level 2 Extended Award in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism* have been removed from the specification as they are no longer available.	

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 2 Award in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism

Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism

These qualifications are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	500/6272/4
Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism	600/1823/9
Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism	600/1824/0

The qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Welcome to the Pearson BTEC Level 2 Awards in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

These qualifications provide an introduction to the skills, qualities and knowledge required to work in the hospitality, leisure, travel and tourism sector. They also provide underpinning qualifications for the WorldHost programme, and as such will be applicable to a wide range of learners, in further education colleges and employment.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment more simple.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the SSC People 1st**.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Level 2 Awards in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

The Pearson BTEC Level 2 Awards in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism have been developed with the following key features:

- They are based on WorldHost, a series of four customer service programmes that focus on the principles of customer service, cultural awareness, meeting the requirements of customers with specific needs (such as non-able-bodied), and welcoming visitors.

- WorldHost has a proven track record for enhancing learners' abilities to deliver improved customer service, and was used to successfully train 39,000 volunteers and ambassadors at the Vancouver Winter Games in 2010.

- These qualifications have the support of Visit England (the tourism board for England) and other leading businesses in order to help prepare the sector for major world class events being hosted in the UK, and will develop a legacy of highly trained customer service agents.

- WorldHost has been developed to provide employers with tangible business benefits and opportunities such as additional platforms to showcase themselves to new markets and deliver an outstanding welcome and visitor experience.

- The unit T/600/1059: *Principles of Customer Service in Hospitality, Leisure, Travel and Tourism* also features in many of Pearson's other Hospitality and Travel and Tourism qualifications, including many of our Hospitality and Catering Principles pathways that form the knowledge components of the apprenticeship frameworks, as well as the QCF versions of our BTEC First and Nationals for the sector. If learners have already completed this unit within one of our qualifications, they will not have to repeat it, but will simply 'top up' with the additional units.

- Pearson offers a range of assessment methods for these units, including portfolio, workbooks and worksheets, as well as an onscreen multiple choice test for unit T/600/1059: *Principles of Customer Service in Hospitality, Leisure, Travel and Tourism*. This allows you to select the most appropriate method for your learners to ensure that they are able to produce the evidence most suited to their style of learning.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for Pearson BTEC Level 2 Award qualifications

When combining units for the Pearson BTEC Level 2 Award in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

1. The Total Qualification Time (TQT) for this qualification is 10 hours.
2. The Guided Learning Hours (GLH) for this qualification is 10.
3. Qualification credit value: 1 credit.

All credits must be achieved from the unit listed in this specification.

Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism

1 The Total Qualification Time (TQT) for this qualification is 10 hours.
2. The Guided Learning Hours (GLH) for this qualification is 8.
3. Qualification credit value: 1 credit.

All credits must be achieved from the unit listed in this specification.

Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism

The Total Qualification Time (TQT) for this qualification is 10 hours.
2. The Guided Learning Hours (GLH) for this qualification is 10.
3. Qualification credit value: 1 credit.

All credits must be achieved from the unit listed in this specification.

Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

The Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism is a 1-credit and 10-guided-learning-hour (GLH) qualification that consists of one mandatory unit.

Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism			
Unit	Mandatory unit	Credit	Level
1	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	1	2

Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism

The Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism is a 1-credit and 8-guided-learning-hour (GLH) qualification that consists of one mandatory unit.

Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism			
Unit	Mandatory unit	Credit	Level
2	Cultural Awareness	1	2

Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism

The Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism is a 1-credit and 10-guided-learning-hour (GLH) qualification that consists of one mandatory unit.

Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism			
Unit	Mandatory unit	Credit	Level
3	Meet the Requirements of Customers in the Hospitality, Leisure, Travel and Tourism Industry, with Specific Needs	1	2

Assessment

These qualifications can be assessed through the modes set out below:

Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	Portfolio of evidence OR Onscreen multiple choice test
Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism	Portfolio of evidence
Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism	Portfolio of evidence

No other forms of assessment are available for these qualifications.

No other forms of assessment are available for these qualifications.

The units are criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within these qualifications has specified assessment criteria. The overall grading in the qualification is a pass, based upon the successful completion of a portfolio of evidence or the external assessment (where available, see table above) or a combination of both.

External assessment by onscreen multiple choice test assesses all of the learning outcomes in Unit 1 and meets the standard determined by the specified assessment criteria in the unit.

All of the content in the unit that is assessed by onscreen multiple choice test (Unit 1) is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to onscreen multiple choice testing and when it is available can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Pearson website (qualifications.pearson.com).

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

In this qualification the following unit can be externally assessed by onscreen multiple choice test:

Unit 1: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism.

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre

- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Centres may wish to use the People 1st WorldHost Workbook *The Principles of Customer Service* to collate evidence for this qualification.

However, it is the responsibility of each centre to ensure that learner evidence provided covers all of the assessment criteria as set out in the specification.

Please see the *Resources* section on page 10 for details of how to obtain the People 1st WorldHost Workbook.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade*.*

In the Pearson BTEC Level 2 Specialist qualification each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 2 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 2 Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver.

The Pearson quality assurance processes for this qualification will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Pearson through the quality review process.

For centres choosing to assess the qualification by a portfolio of evidence, as set out in the assessment table on page **Error! Bookmark not defined.**, the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for the Pearson BTEC Level 2 qualification and unit

- **compulsory** Pearson provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of the centre verification practice

- Quality Review and Development by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2 qualification are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 2 Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

The People 1st WorldHost Workbook *The Principles of Customer Service* is available from:

The People 1st Training Company
2nd Floor
Armstrong House
38 Market Square
Uxbridge
UB8 1LH

Telephone: 01895 817009

Email: worldhost@people1st.co.uk

Website: www.worldhost.uk.com

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 Specialist qualifications, the mode of delivery and assessment. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

All of the content in each externally assessed unit is mandatory. Therefore tutors must ensure that learners cover all the content before sitting any external test.

Functional skills

Pearson BTEC level 2 Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualifications' rules of combination. Functional skills are offered as stand alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism is approved for learners aged 14 and above.

The Pearson BTEC Level 2 Award in Cultural Awareness in Customer Service for Hospitality, Leisure, Travel and Tourism is approved for learners aged 16 and above.

The Pearson BTEC Level 2 Award in Meeting the Requirements of Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism is approved for learners aged 16 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Outline learning plans* – these have been produced to support centres. Outline learning plans are for guidance only and are not mandatory.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Unit reference number: T/600/1059

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Unit introduction

Customer service is at the heart of a successful business. The hospitality, leisure, travel and tourism sector relies on excellent customer service to keep customers satisfied and returning. Employees in this sector need to provide excellent customer service and, to do that, they need to understand the needs and expectations of their customers and how these needs can be anticipated and met.

All staff working in customer service in the hospitality, leisure, travel and tourism sector will be expected to present themselves in a professional way, have good interpersonal skills and be able to communicate effectively with their customers. Learners will explore the importance of providing excellent customer service to the business and the characteristics of excellent customer service. They will look at how this can be achieved by meeting the needs and expectations of customers.

Learners will develop an understanding of customer needs and expectations, as well as the factors that influence their choice of products and services. Finally, learners will explore customer complaints and how they should be handled in a positive manner.

On completion of the unit, learners should understand the principles of customer service in the hospitality, leisure, travel and tourism sector.

Learners will be able to appreciate the vital role they play, as employees or potential employees in the hospitality, leisure, travel and tourism sector, in contributing to the quality of customer service.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1	Describe the role of the organisation in relation to customer service
	1.2	Identify the characteristics and benefits of excellent customer service
	1.3	Give examples of internal and external customers in the industries
	1.4	Describe the importance of product knowledge and sales to organisational success
	1.5	Describe the importance of organisational procedures for customer service
2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1	Identify the benefits of excellent customer service for the individual
	2.2	Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
	2.3	Describe the importance of personal presentation within the industries
	2.4	Explain the importance of using appropriate types of communication
	2.5	Describe the importance of effective listening skills

Learning outcomes	Assessment criteria
3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries
	3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations
	3.3 Describe the factors that influence the customers' choice of products and services
	3.4 Describe the importance of meeting and exceeding customer expectations
	3.5 Describe the importance of dealing with complaints in a positive manner
	3.6 Explain the importance of complaint handling procedures

Unit content

1 **Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries**

Role of organisation: developing products; setting standards (training, products, services); providing value for money; maximising sales; encouraging repeat custom; staffing

Characteristics of excellent customer service: staff attitude and behaviour; knowledge (products, services, standards, training); quality of services and products; timing; cost; meeting the customers' needs; locating information; working under pressure; dealing with problems

Benefits: positive influence on business; increase customer spending; repeat business; word of mouth recommendations; customer loyalty

Customers: internal (colleagues, supervisors, staff); external (existing, new, individuals, groups, families, suppliers, agents, business people, non-English speaking); different ages; gender; culture; special requirements

Product knowledge and sales: knowing products; giving advice; answering questions; suggesting products; increasing sales

Organisational procedures: checking availability; booking; delivering customer service; cancellations; payments; complaints

2 **Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries**

Benefits to the individual: motivated staff; increase job satisfaction (teamwork, staff loyalty)

Factors influencing excellent customer service: role of individual's attitude, behaviour and motivation

Personal presentation: first impressions; personal hygiene; appearance (uniform, dress, hair, make-up, jewellery)

Communication: body language (posture, expression, gestures, eye contact); voice (tone, pitch, pace); language (appropriate, avoiding slang, jargon); business standards

Listening skills: listening (asking appropriate questions, repeating information back to customer, looking attentive)

3   **Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries**

Customer needs and expectations: type of service (urgent, non-urgent); information; product knowledge; service knowledge; special requirements (non-English speakers, hearing or sight impaired, mobility impaired, cots, highchairs, children's food, business equipment, gender specific); cultural (special diet, social customs, dress); factors that influence customers' choice of products/services (price, specific needs of customer)

Meeting customers' needs and expectations: anticipating customers' needs; responding to customers' needs; meeting customers' expectations; exceeding customers' expectations

Complaints: benefit of complaint to the business; positive manner when dealing with a complaint; complaint-handling procedures; avoiding future complaints

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of customer service in the hospitality, leisure, travel and tourism sector and learners are expected to be either employed or planning to be employed in the sector.

The unit gives learners an introduction to customer service and it is important to emphasise the concept of excellent customer service and the employee's role in providing it.

Centres should build strong links with employers in the sector who might supply a guest speaker to talk about the business' approach to customer service and its business policies in relation to customers. Although learners may already be employed in the industry, it would be advantageous for them to visit another business to compare and contrast the different approaches to customer service and the first impressions it gives.

This unit gives learners the opportunity to consider their own experience as a customer, or employee that deals with customers in this industry. For example they could consider their role within the business and how their behaviour and communication can impact on customer service, either negatively or positively.

As a result, learners may reflect on how they could improve their behaviour, communication and skills to improve the customer service experience, which is at the heart of the hospitality industry.

Learners will need to develop the research skills required to investigate information to use in their assignments.

Assessment

Any evidence submitted for assessment criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how the specific criteria have been met.

For AC1.1, evidence could be in the form of a written piece of work, for example a poster or information bulletin for staff that shows knowledge of the role of the organisation in relation to customer service.

For AC1.2, learners must identify the characteristics and benefits of excellent customer service. Evidence can be in written format.

To achieve AC1.3, learners must give two examples of internal customers and two examples of external customers in the hospitality industry.

For AC1.4, learners need to describe the importance of product knowledge and sales to organisational success. Evidence can be in written format.

For AC1.5, learners need to describe the importance of organisational procedures for customer service in the hospitality industry. Evidence can be in written format.

To achieve AC2.1, learners must identify the benefits to the individual of providing excellent customer service. Learners should identify the steps a business must take to provide consistent and reliable customer service.

AC2.2 requires learners to describe the importance of factors such as positive attitude, behaviour and motivation in providing excellent customer service. This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel. Evidence can be in written format.

For AC2.3, learners must describe the importance of personal presentation within the hospitality industry. Evidence can be in written format.

For AC2.4, learners must explain the importance of using appropriate types of communication. Learners will be expected to focus on the types of communication used to meet customer needs and maintain the standards set by the business.

For AC2.5, learners need to describe the importance of effective listening skills. Evidence can be in written format.

For AC3.1, learners need to identify what customer needs and expectations mean in the hospitality industry. Learners could focus on the needs and expectations of customers in businesses that they have previously investigated, or focus on general customer needs and expectations throughout the industry.

AC3.2 requires learners to identify the importance of anticipating and responding to varying customer needs and expectations. Learners could focus on the same needs and expectations identified for AC3.1.

To achieve AC3.3, learners need to describe the factors that influence customers' choice of products and services. This could be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel. Evidence can be in written format.

For AC3.4, learners must describe the importance of meeting and exceeding customer expectations. Learners should focus on general customer needs and expectations throughout the industry.

For AC3.5, learners must describe the importance of dealing with complaints in a positive manner. Learners should include an account of how complaints can be of benefit to businesses.

To achieve AC3.6 learners must explain the importance of complaint-handling procedures. Evidence can be in written format.

Essential resources

It is essential that learners have the opportunity to become familiar with the hospitality, leisure, travel and tourism sector. This could be through work placements, employment, visits to hospitality businesses or interviews with industry spokespeople.

Indicative resource materials

People 1st WorldHost Workbook *The Principles of Customer Service* – see page 10 for details of how to obtain workbooks.

Textbooks

Heppell M – *Five Star Service: How To Deliver Exceptional Customer Service, 2nd Edition* (Prentice Hall, 2010) ISBN 9780273734383

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M and Ovenden F – *BTEC Level 2 First in Hospitality Student Book* (Pearson Education, 2011) ISBN 9780435026592

Journal

Caterer and Hotelkeeper – Reed Business Publications

Websites

www.bbc.co.uk/learningzone	BBC Learning Zone – programme times
www.bha.org.uk	British Hospitality Association
www.caterersearch.com	Caterersearch – hospitality news
www.catersource.com	Catersource – education, products and news for caterers
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 2: Cultural Awareness

Unit reference number: Y/503/0110

Level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

The unit provides an introduction to cultural awareness and how to communicate with diverse people from different cultures. The unit will be appropriate for those working, or planning to work in the sector, who deal with visitors and colleagues from a range of cultural backgrounds.

Unit introduction

The hospitality, leisure, travel and tourism sector puts people at its very heart. Those working in this sector will meet and serve a globally diverse mix of visitors, customers, travellers and tourists from a range of different cultural backgrounds, each with different needs, values and behaviours. An ability to understand and meet these diverse needs will help to ensure that the welcome and service they receive will be world class.

This unit will help to develop learners' awareness and understanding of visitors and customers from other cultures. Learners will explore examples of different types of culture and the impact that stereotyping and making assumptions about different people can have on the way we interact.

Learners will also develop an understanding of the importance of effective communication with people from different cultures, identifying barriers and focusing on the significance of a positive attitude and appropriate behaviour.

Finally, learners will explore the skills and techniques required to ensure effective inter-cultural communication, investigating how verbal, vocal and non-verbal communication skills and listening techniques will help them to deal with people from different cultural backgrounds.

On completion of the unit, learners should have an understanding of cultural awareness and how this enables them to better communicate, live and work in a multicultural community.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand what is meant by 'culture'	1.1	Explain the term 'culture'
	1.2	Explain the differences between 'discrimination', 'prejudice' and 'stereotyping'
	1.3	Give examples of 'stereotyping'
	1.4	Give examples of different types of cultures in the local community
	1.5	State how cultural diversity can contribute positively to the local and national economy
2 Understand the importance of effective communication with people from different cultures	2.1	Explain the importance of positive attitude and behaviour when communicating with people from different cultures
	2.2	State the barriers to effective communication with people from different cultures
3 Know how to communicate with people from different cultures	3.1	Identify appropriate skills and techniques to communicate effectively with people from different cultures
	3.2	Describe how to use effective listening skills

Unit content

1 **Understand what is meant by 'culture'**

Culture: definitions; shared beliefs, values and behaviours eg traditions and customs, perceptions and attitudes, lifestyles and actions; communication eg gestures, language

Cultural differences: self-awareness; cultural stereotyping eg typical behaviours, social customs, dress, cuisine; prejudice; discrimination

Different types of cultures: macro eg nationality, gender, race; micro eg ethnicity, religion, age, region

Positive economic contributions: inbound tourism eg volume of tourist visits, value to the economy; customer satisfaction; repeat business; excellent customer care

2 **Understand the importance of effective communication with people from different cultures**

Factors in effective communication: attitude eg tolerance, respect; behaviour eg showing understanding of cultural differences, patience

Barriers: lack of understanding; making assumptions and judgements; preconceptions and stereotyping; cultural dominance; uneasiness

3 **Know how to communicate with people from different cultures**

Skills and techniques: verbal eg language, slang, jargon; vocal eg tone, pace, pitch; non-verbal eg body language, gestures, eye contact, touch; use of visual prompts eg signage, photographs, maps; smile; personal space

Listening skills: active listening; reflecting back; appropriate questioning

Essential guidance for tutors

Delivery

This unit introduces learners to cultural awareness and how to communicate with diverse people from different cultures. Learners are expected to either be employed or planning to be employed in the sector.

The unit aims to give learners an understanding of cultural differences and the impact that shared beliefs and values can have on the behaviours and actions of people from other cultures. This includes the visitors, customers, tourists and travellers learners meet and serve in their current or future working role in the hospitality, leisure, travel and tourism sector, along with other colleagues and team members.

Learners themselves are likely to have diverse cultural backgrounds and this should be celebrated, with learners encouraged to share their own customs and traditions to enrich the learning experience. When exploring examples of different types of culture in the local community, it may be appropriate for learners to present an overview of their backgrounds, with information given on typical cuisine, dress and communication styles.

Learners could investigate the common stereotypical assumptions made about people from a range of different countries and discuss the implications of making judgements. Care should be taken to ensure that discussions around stereotypes, prejudice and discrimination are handled sensitively and appropriately.

When exploring barriers and the impact of attitude and behaviour on effective communication with people from different cultures, learners might explore a range of case studies from the sector. Employers may be able to provide examples of the possible consequences of a lack of cultural awareness.

When identifying appropriate communication skills and techniques, learners could participate in role-play scenarios to develop their awareness of effective verbal and non-verbal skills. Learners could work in small groups to generate a 'top 10 list' of hints and tips for dealing with someone who does not speak English.

Assessment

A portfolio of evidence will be used to assess this unit. All learning outcomes offer the opportunity for examples from the workplace to be used towards providing appropriate evidence.

Any evidence submitted for assessment criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how the specific criteria have been met.

To achieve AC1.1, learners must explain the term 'culture', setting out its meaning in detail. For AC1.2, they must explain the differences between 'discrimination', 'prejudice' and 'stereotyping', possibly giving an example of each. AC1.3 requires learners to give at least three examples of 'stereotyping'. For AC1.4, learners must give examples of at least four different types of cultures in the local community. For AC1.5 they must state how cultural diversity can contribute positively to the local and national economy. For all of these assessment criteria, evidence is likely to be in written form. Learners could also give a presentation. Video recordings,

supported by signed observation sheets, can be used as evidence from the workplace or discussions.

To achieve AC2.1, learners must explain the importance of positive attitude and behaviour when communicating with people from different cultures, giving reasons. For AC2.2 they need to state at least three barriers to effective communication with people from other cultures. Learners could present evidence for both of these criteria in the form of a leaflet or staff handbook, for example as an introductory guide for developing cultural awareness. Evidence could also be taken from a group discussion where learners have contributed information. Verbal evidence such as from a group discussion must be documented via an observation sheet, recording exactly what learners achieved and signed by an assessor. Alternatively, video evidence could be used.

To achieve AC3.1, learners must identify at least three appropriate skills and techniques to communicate effectively with people from different cultures, and for AC3.2, they must describe how to use effective listening skills, including all relevant features. Evidence could be in the form of written work, for example a brief training guide, or a presentation, which could be recorded on video. Video recordings will need to be supported by signed assessor observation sheets.

Essential resources

It is essential that learners are given the opportunity to become familiar with the hospitality, leisure, travel and tourism sector. This could be through work placements, employment, visits or interviews with industry spokespersons.

Indicative resource materials

Textbooks

People 1st WorldHost Workbook *Service Across Cultures* – see page 10 for details of how to obtain workbooks.

Textbooks

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *Level 2 BTEC First in Travel and Tourism Student Book* (Edexcel, 2010)
ISBN 9781846907494

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M, Ovenden F – *Level 2 BTEC First in Hospitality Student Book* (Pearson, 2011)
ISBN 9780435026592

Websites

www.bha.org.uk	British Hospitality Association
www.instituteofhospitality.org	Institute of Hospitality – professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.visitbritain.com	Visit Britain – for statistics and visitor profiles
www.rln-london.com	Regional Language Network – London
www.talkingtotheworld.co.uk	International communication information and resources
www.worldhost.uk.com	People 1st's WorldHost website

Unit 3:   Meet the Requirements of Customers in the Hospitality, Leisure, Travel and Tourism Sector, with Specific Needs

Unit code: M/600/9208

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The unit provides an introduction to meeting the requirements of customers with a range of specific needs in the hospitality, leisure, travel and tourism sector.

Unit introduction

Meeting the needs and expectations of customers is key to providing world class customer service. The hospitality, leisure, travel and tourism sector attracts a diverse range of customers from different backgrounds, some with specific needs. Those working in the sector need to develop their knowledge, understanding and confidence in identifying and meeting these needs.

Learners will briefly explore the growing tourism market of tourists and visitors with disabilities and specific needs and the benefits of providing an accessible service.

It is crucial that all reasonable adjustments are made to ensure that organisations do not discriminate against customers with disabilities. Learners will consider the key points of current disability and equality legislation to identify ways to proactively meet the needs of customers with disabilities, and plan improvements to services and levels of accessibility.

Learners will investigate the importance of effective communication, identifying ways to communicate appropriately with customers with a range of different impairments. Finally, learners will identify ways to gain feedback from customers with specific needs.

On completion of the unit, learners should have an understanding of how to meet the requirements of customers with specific needs in the hospitality, leisure, travel and tourism sector.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the need to provide an accessible service	1.1	Identify reasons for providing high service standards to disabled people
	1.2	Identify the benefits of an accessible service
	1.3	Describe key points of legislation related to providing a service for disabled people
	1.4	Describe ways to proactively meet the needs of disabled customers
	1.5	Explain how to plan improvements in services and accessibility
2 Know how to communicate effectively with customers with specific needs	2.1	Describe the importance of effective communication
	2.2	Give examples of ways to communicate with a range of customers with specific needs
	2.3	Give examples of ways to gain feedback from customers with specific needs

Unit content

1 **Understand the need to provide an accessible service**

Reasons for high standards: excellent customer care; customer satisfaction eg first and lasting impressions, customer recommendations, customer loyalty; economic eg spending power

Benefits: benefits of an accessible service eg excellent customer care, meeting customer needs, avoiding complaints; meeting legislative requirements

Key points of legislation: Equality Act 2010; customer service that does not discriminate against customers with disabilities; reasonable adjustments; accessibility

Meeting the needs of disabled customers: ways to proactively meet the needs of disabled customers eg treat with dignity and respect; ask the customer; use correct language; avoid generalisations and assumptions; speak directly to the disabled person; consider individual needs; don't pity; respect privacy; don't patronise

Improvements in services and accessibility: training; building design; policies and procedures; access statements; range of facilities; national accessible scheme logos

2 **Know how to communicate effectively with customers with specific needs**

Importance of effective communication: customer service eg treating with dignity and respect; meeting individual needs; health and safety; barriers to effective communication eg fear, awkwardness, ignorance

Communication methods: verbal eg language, simple words, short phrases; vocal eg pace, clear speech, direct; non-verbal eg gestures, facial expression, eye contact; written instructions; adapting normal methods of communication

Specific needs: visual impairments; hearing impairments; speech impairments; mobility impairments; mental impairment; definitions of types of disability; detecting impairments

Gaining feedback: examples of ways to gain feedback eg asking questions, observations, feedback forms

Essential guidance for tutors

Delivery

This unit introduces learners to the requirements of customers with specific needs. Learners are expected to either be employed or planning to be employed in the sector.

The unit aims to give learners an understanding of the need to provide an accessible service to customers with specific needs. Learners, or their friends and relatives, may have a range of specific needs themselves and this could be a starting point for identifying the different types of specific needs customer may have. Discussions around impairments and disabilities will need to be dealt with sensitively and learners should feel able to contribute in a safe and inclusive environment of mutual respect and understanding.

Learners should discuss the reasons for providing high service standards to people with disabilities. The use of resources which highlight the growing number of disabled visitors would be useful.

Learners should briefly investigate current legislation related to customer service provision, identifying and describing the key points which affect service delivery and planning. Internet resources may be particularly useful here.

When identifying ways to communicate with a range of customers with specific needs, learners could participate in appropriate role-play scenarios to develop their awareness of the effective verbal and non-verbal skills required when communicating with different types of impairment.

Finally, learners should explore different ways used to gain feedback from customers with specific needs. Examples used by employers in the hospitality, leisure, travel and tourism sector would be useful. Guest speakers with responsibility for meeting the needs of customers with specific needs would also help learners to develop the knowledge and understanding they need to meet the assessment criteria.

Assessment

A portfolio of evidence will be used to assess this unit. All learning outcomes offer the opportunity for examples from the workplace to be used towards providing appropriate evidence.

Any evidence submitted for assessment criteria requiring the practical demonstration of skills, for example role play or the ability to work independently, must be supported with observation sheet(s) signed by the assessor identifying how the specific criteria have been met.

To achieve AC1.1, learners must identify at least three reasons for providing high service standards to disabled people, and for AC1.2 they must identify at least two benefits of an accessible service. AC1.3 requires learners to describe key points of legislation related to providing a service for disabled people, including all relevant features. For AC1.4, learners must describe ways to proactively meet the needs of disabled customers. For AC1.5, they must explain how to plan improvements in services and accessibility, possibly giving examples. For all of these assessment

criteria, evidence could be in written form or in the form of a presentation. Evidence from presentations could be recorded on video and should be supported with a signed observation sheet.

To achieve AC2.1, 2.2 and 2.3, learners must describe the importance of effective communication, give at least three examples of ways to communicate with a range of customers with specific needs, and give at least three examples of ways to gain feedback from customers with specific needs. Evidence for these assessment criteria could be produced in writing, for example an information sheet for new employees about how to communicate effectively with customers with specific needs.

Essential resources

It is essential that learners have the opportunity to become familiar with the hospitality, leisure, travel and tourism sector. This may be through work placements, employment, visits or interviews with industry spokespersons.

Indicative resource materials

People 1st WorldHost Workbook *Customers with Disabilities* – see page 10 for details of how to obtain workbooks.

Textbooks

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *Level 2 BTEC First in Travel and Tourism Student Book* (Edexcel, 2010)
ISBN 9781846907494

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C, Neild M, Ovenden F – *Level 2 BTEC First in Hospitality Student Book* (Pearson, 2011)
ISBN 9780435026592

Websites

www.accessibletourism.org	European Network for Accessible Tourism
www.bha.org.uk	British Hospitality Association
www.equalityhumanrights.com	Equality and Human Rights Commission
www.instituteofcustomerservice.com	Institute of Customer Service
www.instituteofhospitality.org	Institute of Hospitality – professional body for hospitality, leisure and tourism industries
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.tourismforall.org.uk	Tourism for All
www.visitbritain.com	National tourism agency for Britain
www.visitengland.com/nas	National Accessibility Scheme
www.worldhost.uk.com	People 1st's WorldHost website

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert

- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the hospitality, leisure, travel and tourism sectors

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7			Pearson BTEC Level 7 Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5		Pearson BTEC Level 5 HND Diploma in Hospitality Management Pearson BTEC Level 5 HND Diploma in Travel and Tourism Management		
4		Pearson BTEC Level 4 HNC Diploma in Hospitality Management Pearson BTEC Level 4 HNC Diploma in Travel and Tourism Management		

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3	Pearson AS/Advanced GCE in Travel and Tourism	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality Pearson BTEC Nationals in Travel and Tourism (Certificate, Subsidiary Diploma, Diploma, Extended Diploma)	Pearson BTEC Level 3 Certificate in Food and Beverage Service Pearson BTEC Level 3 Certificate in Front Office Operations Pearson BTEC Level 3 Certificate in Hospitality Customer Relations Pearson BTEC Level 3 Certificate in Hospitality Small Business Operations Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism Pearson BTEC Level 3 Certificate in Travel Services	Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership Pearson Edexcel Level 3 NVQ Diploma in Travel Services Pearson Edexcel Level 3 NVQ Certificate in Tourism Services

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality Pearson BTEC Firsts in Travel and Tourism (Certificate, Extended Certificate, Diploma)	Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	Pearson Edexcel Level 2 NVQ Diploma in Food and Beverage Service Pearson Edexcel Level 2 NVQ Diploma in Beverage Service Pearson Edexcel Level 2 NVQ Diploma in Food Service Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception Pearson Edexcel Level 2 NVQ Diploma in Housekeeping Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 *continued*			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine)	Pearson Edexcel Level 2 NVQ Diploma in Travel Services
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine)	Pearson Edexcel Level 2 NVQ Certificate in Tourism Services

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 continued			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine)	
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	
			Pearson BTEC Level 2 Certificate in Front of House Operations	
			Pearson BTEC Level 2 Award in Home Cooking Skills	
			Pearson BTEC Level 2 Certificate in Travel Services	
1		Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry	Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services
		Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry	Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry	Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking
		Pearson BTEC Level 1 Award in General Front Office Operations	Pearson BTEC Level 1 Award in General Front Office Operations	Pearson Edexcel Level 1 NVQ Certificate in Food and Beverage Service
		Pearson BTEC Level 1 Award in General Housekeeping Operations	Pearson BTEC Level 1 Award in General Housekeeping Operations	Pearson Edexcel Level 1 NVQ Certificate in Accommodation Services

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1 *continued*		Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry	Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry	
		Pearson BTEC Level 1 Certificate in General Food and Beverage Service	Pearson BTEC Level 1 Certificate in General Food and Beverage Service	
		Pearson BTEC Level 1 Certificate in General Cookery	Pearson BTEC Level 1 Certificate in General Cookery	
		Pearson BTEC Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry	Pearson BTEC Level 1 Award in Basic Cooking Skills	
			Pearson BTEC Level 1 Award in Home Cooking Skills	
Entry			Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3)	
			Pearson BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)	

Annexe B

Wider curriculum mapping

Pearson BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of these qualifications applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in these qualifications. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout these qualifications to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Mapping to Level 1 functional skills

Level 1	Unit number			
English — Speaking, Listening and Communication	**1**	**2**	**3**	**4**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓
English — Reading				
Read and understand a range of straightforward texts	✓	✓	✓	✓
English — Writing				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓	✓	✓

Level 1	Unit number			
Mathematics — representing:	**1**	**2**	**3**	**4**
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine				
Identify and obtain necessary information to tackle the problem				
Select mathematics in an organised way to find solutions				
Mathematics - analysing				
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes				
Use appropriate checking procedures at each stage				

Mathematics — interpreting				
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations				

Level 1	Unit number			
ICT — using ICT	**1**	**2**	**3**	**4**
Identify the ICT requirements of a straightforward task				
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context				
Manage information storage				
Follow and demonstrate understanding of the need for safety and security practices				
ICT — finding and selecting information				
Use search techniques to locate and select relevant information	✓	✓	✓	✓
Select information from a variety of ICT sources for a straightforward task	✓	✓	✓	✓
ICT — developing, presenting and communicating information				
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	✓	✓	✓	✓
Use appropriate software to meet requirements of straightforward data-handling task				
Use communications software to meet requirements of a straightforward task				
Combine information within a publication for a familiar audience and purpose	✓	✓	✓	✓
Evaluate own use of ICT tools				

Annexe D

Glossary of accreditation terminology

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on regulation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

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Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits