

Pearson BTEC Uzbekistan Level 3 Qualifications in

# Hospitality

Unit 4: Customer Service in Hospitality

Teacher Resources

Issue 1



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ISBN 978 1 446 96225 1

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# Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 3 Qualifications in Hospitality specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.



# Unit 4: Customer Service in Hospitality

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## Delivery guidance

### Approaching the unit

This unit allows your learners to explore the principles of customer service within the hospitality industry. Your learners will develop an understanding of why providing efficient customer service is as important to the business as getting the right mix of products and services. They will learn how to make customers feel welcome and relaxed by meeting their needs and expectations, and will recognise the impact that effective customer service can have on hospitality businesses and their customers and staff.

Learning aim A focuses on the principles of customer service, including its aims. Learners will be introduced to different types of customers so they appreciate that different customer types have very different needs and expectations. Learners will understand why setting formal standards for customer service and producing policies and procedures can help to maintain standards.

Learning aim B allows your learners to take part in hospitality-based role-play activities in order to demonstrate effective customer service and communication skills.

Learning aim C allows your learners to examine how customer service can be monitored and evaluated to ensure a hospitality business is successful in its delivery of good customer service. Learners will consider how the information gathered by monitoring can be used to enhance customer service. They then have the opportunity to explore how customer service can be improved within hospitality businesses, evaluating potential types of improvement to customer service provision in hospitality businesses and ways to achieve those improvements.

Learners should have access to:

- guest speakers from hospitality businesses – representatives who can talk to learners about how they provide customer service within their business
- the Assessment Workbook
- the internet.

### Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

#### Unit 4: Customer Service in Hospitality

##### Introduction

This unit is about helping your learners understand the importance of providing effective service to their customers. It also covers how hospitality businesses deliver, monitor and evaluate the service they provide to their customers.

Learners will need to examine the different types of customer that hospitality businesses welcome and understand the different needs that these customers may have. Your learners also need to recognise that there is a difference between 'needs' and 'expectations' and that meeting customers' needs alone may not be enough to encourage customers to return to their business.

Your learners will have the opportunity to practise and develop their customer service and communication skills, helping them to find employment in customer-facing job roles in the hospitality industry.

##### Learning aim A – Explore the principles of customer service

- Start off with a group discussion about learners' experiences of customer service when using hospitality products and services. Ask learners to record a positive and negative experience and how they felt after each experience.
- Using the internet, access online review sites and get learners to search for reviews that provide a selection of both good and poor reviews for hotels and restaurants. Design a template for learners to use to record the main complaints and compliments from the reviews for each hotel and restaurant. Ask learners to identify the quality issues concerned and decide which hotels they would stay in and which restaurants they would eat in as a result of the reviews. Get learners to feed back to the group.
- Use a presentation to introduce learners to the aims of customer service. This can be a generic introduction or, if possible, based on an example from a hospitality business.
- Use a presentation to introduce learners to different types of customers. It is important that learners recognise that customers can be internal customers, such as other team members, or external customer, such as families and couples. Put learners into pairs and ask them to identify as many internal and external customers as possible. Learners should feed back their answers to the group. It would be useful to develop a worksheet that learners can use to capture the information from other pairs.

### Unit 4: Customer Service in Hospitality

- Use a presentation to confirm the different types of internal and external customer. It should then cover the needs of internal customers. Learners sometimes find the concept of internal customers the most difficult aspect of customer types to understand. This is because they often do not recognise that providing a service to a team member is the same as providing service to a family or other type of customer. The same presentation can be used to explain the difference between needs and expectations.
- Put learners into the same pairs as earlier. Ask them to consider the needs and expectations of one type of external customer and to produce a poster that can be presented to the class. Following the presentation, take photographs of each poster so that they can be distributed to all class members for peer review.
- Use a presentation to confirm the different needs and expectations of customers as listed in the specification's unit content. Involve the class in a discussion about how important each of the examples are to them.
- Use a presentation to introduce learners to the concept of setting customer service complaints policies. Where possible, obtain or design some examples of policies to distribute to learners – these do not need to be complex but should illustrate their purpose. Explain how these policies and procedures help to ensure effective customer service and how they are important in the wider management of the business.
- Put learners into small groups and ask them to design their own customer service standards for use in the reception area of a small hotel. Ask learners to present these to the rest of the class. The class should then nominate one set of standards to use with their role-play practice and assessment for Learning Aim B.
- Arrange a guest speaker from a hospitality business. The speaker should talk about the different types of customer they welcome to their business and how they meet the needs and expectations of these customers. The guest speaker can also discuss the concept of using standards setting to help deliver effective customer service to customers.

### Learning aim B – Demonstrate customer service in hospitality

- Start off with an individual or paired activity that gets learners to identify the skills required to deliver effective customer service. Learners can then feed back to the group while you capture their ideas.
- Use a presentation to introduce basic customer care skills:
  - providing advice and information on products and services
  - matching products and services to customers' needs
  - responding to different customer needs

### Unit 4: Customer Service in Hospitality

- being welcoming and approachable
- showing respect to all customers
- working as a team
- completing jobs in a timely manner
- working within the limits of a job role.
- Design role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.
- Use a presentation to introduce learners to selling skills. The presentation should identify and describe each of the selling skills and their features and benefits:
  - promoting additional products and services
  - giving appropriate advice
  - upselling
  - providing after-sales follow-up.
- Design role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.
- Use a presentation to introduce learners to dealing with problems:
  - handling minor complaints
  - handling inappropriate customer behaviour
  - implementing measures to deal with problems.
- Design role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.
- Use a presentation to introduce learners to verbal communication skills and how to effectively use them. Design role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.
- Use a presentation to introduce learners to non-verbal communication and listening skills and how to use non-verbal communication skills. Design role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.
- Use a presentation to introduce learners to written communication skills and how to effectively use them. Design activities to allow learners to practise these skills in pairs. Get learners to design a range of written communication examples.

### Unit 4: Customer Service in Hospitality

- Use a presentation to introduce learners to adapting communication methods to meet individual needs using communication aids, and the use of standard operating procedures for communicating with customers. Design role-play activities to allow learners to practise adapting their communication skills in pairs. Observe the role-play activities and provide feedback to learners.

### Learning aim C – Explore different ways to monitor, evaluate and improve customer service

- Start with a discussion with learners about the fact that the best way of monitoring the effectiveness of customer service is to ask customers what they think. Ask learners working in pairs if they can provide examples of how customer feedback can be collected. Get learners to feed back to the rest of the class.
- Use a presentation to introduce the different methods that hospitality businesses can use to monitor customer service. Provide appropriate examples of each and describe/explain how each of these can be used.
- Ask learners in pairs to design comments cards and questionnaires that could be used to obtain feedback from customers about products and services. They could perhaps be designed to gather feedback from learners about the school/college's dining facilities.
- Allow learners to collate feedback using the cards/questionnaires designed in the previous activity. If the activity cannot be carried out, provide mock feedback to allow learners to collate information.
- Use this feedback to demonstrate how customer feedback is evaluated.
- Use a presentation to identify other ways of using data and statistics to evaluate customer service provision. Introduce learners to how data and statistics allow hospitality businesses to identify areas for improvement and then make the changes required. Provide examples of possible hospitality issues and explain how these can be addressed. Provide further examples and get learners to suggest solutions.
- Use a paired activity to allow learners to collate the feedback they have previously gathered. If the collection activity could not be carried out, provide mock feedback for learners to collate. This will allow learners to identify how feedback is used to evaluate customer service provision.
- Use a case study to allow learners to make suggestions about how to improve customer service and to think about the positive impact of making changes to improve customer service based on feedback.

### Details of links to other BTEC units

- Unit 1: Introduction to Hospitality
- Unit 2: Teamwork in Hospitality
- Unit 5: Service Skills in Hospitality
- Unit 6: Events in Hospitality
- Unit 9: Business Enterprise in Hospitality
- Unit 10: Hospitality Workplace Skills
- Unit 11: Work Experience.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*

## Scheme of work

<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Guided Learning Hours</b>	60
<b>Number of lessons</b>	20
<b>Duration of lessons</b>	3 hours
<b>Links to other units</b>	Unit 1: Introduction to Hospitality Unit 2: Teamwork in Hospitality Unit 5: Service Skills in Hospitality Unit 6: Events in Hospitality Unit 9: Business Enterprise in Hospitality Unit 10: Hospitality Workplace Skills Unit 11: Work Experience

Key to learning opportunities			
<b>AW</b>	Assignment Writing	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	A1 Customer service <ul style="list-style-type: none"> <li>Definition</li> </ul>		<ul style="list-style-type: none"> <li><b>Lead-in:</b> introduce learners to the unit; include its content, scheme of learning and the assessment of the unit. Introduce learners to the concept of customer service and the aims of customer service.</li> </ul>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Pens/flipchart</li> <li>Teacher presentation</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	<ul style="list-style-type: none"> <li>Aims of customer service</li> </ul>		<ul style="list-style-type: none"> <li><b>Class discussion:</b> ask learners about their experiences of customer service when using hospitality products and services. If they are unable to discuss a hospitality situation, open up discussion to include customer service in other situations. Ask learners to record a positive and a negative experience and ask them how they felt after each experience. Record feedback and use this to discuss the importance of customer service.</li> <li><b>Paired activity:</b> use the internet to access an online review site and get learners to search for reviews that provide a selection of both good and poor reviews. Design a template for learners to use to record the main quality issues highlighted by the reviews. If the internet is not available, provide a printed selection of good and bad reviews for learners to examine.</li> <li><b>Class discussion:</b> get learners to examine the reviews and discuss which hotels they would stay in and which restaurants they would eat in as a result of the reviews.</li> <li><b>Teacher-led presentation:</b> deliver a teacher presentation on the aims of customer service. Get learners to discuss the aims given and suggest additional aims. Capture their responses.</li> <li><b>Paired activity:</b> get learners to prepare poster titled 'What is customer service?'</li> <li><b>Plenary:</b> question-and-answer session to check learning. Learners to present their posters to the rest of class.</li> </ul>	<ul style="list-style-type: none"> <li>Activity sheets</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
2	<p>A2 Customer types</p> <ul style="list-style-type: none"> <li>Different types of customer – internal and external</li> </ul>		<ul style="list-style-type: none"> <li><b>Lead-in:</b> introduce learners to the topic ‘Different types of customer.’</li> <li><b>Teacher-led presentation:</b> use a presentation to introduce learners to different types of customers. Start by explaining that customers can be internal or external – it is important that learners recognise that customers can be internal customers, such as other team members, or external customers, such as families and couples.</li> <li><b>Paired activity:</b> using a prepared worksheet, ask learners to identify as many internal and external customer ‘types’ as possible. See unit content for examples.</li> <li><b>Class discussion:</b> learners should feed back to the rest of the group their answers from the paired activity. Have a discussion on different types of internal and external customers. Learners should update their worksheets with any new examples provided by peers.</li> <li><b>Teacher-led presentation:</b> use a presentation to consolidate learning on customer types. Explain the difference between needs and expectations and that different types of customer have different needs and expectations.</li> <li><b>Class discussion:</b> learners to discuss the needs of internal customers. Teacher to capture learners’ feedback.</li> <li><b>Plenary:</b> summary of learning and a question-and-answer session to check learning.</li> </ul>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Pens/flipchart</li> <li>Teacher presentation</li> <li>Activity sheets</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
3	<p>A3 Customer needs and expectations</p> <ul style="list-style-type: none"> <li>External customers – needs and expectations</li> </ul>		<ul style="list-style-type: none"> <li><b>Lead-in:</b> recap the last lesson about the difference between needs and expectations. Introduce learners to the topic: External customers – needs and expectations.</li> <li><b>Paired activity:</b> give each pair an example of an external customer:                             <ul style="list-style-type: none"> <li>families</li> <li>business people</li> <li>couples</li> <li>organised groups</li> <li>the elderly.</li> </ul> </li> <li>Ask learners to consider the needs and expectations of each type of external customer and produce a poster that can be presented to the class. Following their presentations, take photographs of each poster so that they can be distributed to all class members.</li> <li><b>Class discussion:</b> get the class to discuss each customer type and agree their likely needs and expectations.</li> <li><b>Teacher-led presentation:</b> summarise the needs and expectations of customer types explored by learners.</li> </ul>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Pens/flipchart</li> <li>Teacher presentation</li> <li>Activity sheets</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> ask the class how important each of the examples are to them. Get learners to think about their wants and expectations when they visit a restaurant/café/hotel (choose the most suitable category for individual learners). Then ask learners to feed back to class.</li> <li>• <b>Teacher-led activity:</b> encourage learners to put their needs and expectations into 'order of importance'. Discuss the outcome.</li> <li>• <b>Plenary:</b> summary of learning and a question-and-answer session to check understanding.</li> </ul>	
4	<p>A3 Customer needs and expectations</p> <ul style="list-style-type: none"> <li>• Generic customer wants and needs</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap last lesson's activity and continue with the topic of customer needs and expectations.</li> <li>• <b>Teacher-led presentation:</b> explore any needs and expectations of external customers that were not explored by learners in the previous lesson. The presentation should explore generic needs and expectations that may be shared across a number of 'types' of customer.</li> <li>• <b>Class discussion:</b> discuss how well hospitality businesses in Uzbekistan currently meet customers' generic and specific needs.</li> <li>• <b>Paired activity:</b> in pairs, learners should think about the customer service currently offered in Uzbekistan. Does it meet customers' needs and expectations? If not, why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Activity sheets</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> discuss ideas generated by the paired activity. Ask learners to give justified reasons for their answers.</li> <li>• <b>Plenary:</b> summary of learning question and answer session to check understanding.</li> </ul>	
5	A4 Setting customer service standards <ul style="list-style-type: none"> <li>• Customer service standards</li> <li>• Complaints policies</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce learners to the concept of setting customer service standards/complaints policies.</li> <li>• <b>Teacher-led presentation:</b> presentation to explore the use of customer service policies/procedures and complaints procedures to set and maintain standards.</li> <li>• <b>Teacher-led activity:</b> obtain or design some examples of policies to distribute to learners. These do not need to be complex but should illustrate their purpose.</li> <li>• <b>Paired activity:</b> put learners into pairs and ask them to design their own customer service standards for use in the reception area of a small hotel. Learners then to present these to the rest of the class.</li> <li>• <b>Class discussion:</b> get the class to choose one set of standards to use with their role-play practice and assessment for Learning Aim B.</li> <li>• <b>Plenary:</b> summary of learning and question-and-answer session to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Activity sheets</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
6	Guest speaker <ul style="list-style-type: none"> <li>Representative from a hospitality business to talk about customer care</li> </ul>	<b>GS</b>	<ul style="list-style-type: none"> <li><b>Lead-in:</b> introduce learners to the guest speaker and the topics that will be discussed.</li> <li><b>Guest speaker:</b> arrange for a guest speaker from a hospitality business to talk about:               <ul style="list-style-type: none"> <li>the importance of effective customer care</li> <li>the types of customer they welcome to their business</li> <li>how they meet the needs and expectations of these customers</li> <li>the concept of standard setting to help deliver effective customer service to customers</li> <li>the skills staff must have to provide effective customer care</li> <li>the training the business provides for their staff.</li> </ul> </li> <li><b>Question-and-answer session:</b> learners can ask the guest speaker questions.</li> </ul>	<ul style="list-style-type: none"> <li>Guest speaker</li> <li>Unit specification</li> <li>Pens/flipchart</li> <li>Teacher presentation</li> <li>Activity sheets</li> </ul>
7	Assessment	<b>AW</b>	<ul style="list-style-type: none"> <li><b>Lead-in:</b> recap Learning Aim A: Explore the principles of customer service.</li> <li><b>Teacher-led activity:</b> hand out the assignment from the workbook and review the brief to ensure learners' understanding.</li> <li><b>Class discussion:</b> discuss the evidence requirements for Task 1 from the Assessment Workbook.</li> </ul>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Pens/flipchart</li> <li>Teacher presentation</li> <li>Assessment book</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> assessment work – learners are able to use their notes and worksheets from previous lessons.</li> <li>• <b>Plenary:</b> learners to hand in work for marking.</li> </ul>	
8	B1 Customer service skills in hospitality <ul style="list-style-type: none"> <li>• Customer care skills</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce the topic: Customer service skills in hospitality – to introduce learners to basic customer service skills.</li> <li>• <b>Paired activity:</b> get learners to identify the skills required to deliver effective customer service. Then get learners to present to the class while you capture their ideas.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce basic customer care skills:                             <ul style="list-style-type: none"> <li>○ providing advice and information on products and services</li> <li>○ matching products and services to customers' needs</li> <li>○ responding to different customer needs</li> <li>○ being welcoming and approachable</li> <li>○ showing respect to all customers</li> <li>○ working as a team</li> <li>○ completing jobs in a timely manner</li> <li>○ working within the limits of a job role.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	
9	B1 Customer service skills in hospitality <ul style="list-style-type: none"> <li>• Promotional and sales skills</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Customer service skills in hospitality.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to selling skills. The presentation should identify and describe each of the selling skills and their features and benefits.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> <li>• <b>Plenary:</b> summary of learning question and answer session to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>
10	B1 Customer service skills in hospitality <ul style="list-style-type: none"> <li>• Complaint-handling skills</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on last lesson. Introduction to the topic: Dealing with problems.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to dealing with problems.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>

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			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	
11	B2 Effective communication skills and techniques <ul style="list-style-type: none"> <li>• Verbal communication skills</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce the topic: Effective communication skills and techniques – to introduce learners to verbal communication skills.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to verbal communication skills and how to use them effectively.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>
12	B2 Effective communication skills and techniques <ul style="list-style-type: none"> <li>• Non-verbal communication skills</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Effective communication skills and techniques – to introduce learners to non-verbal communication.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to non-verbal communication and listening skills and how to use non-verbal communication skills.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>

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			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	
13	B2 Effective communication skills and techniques <ul style="list-style-type: none"> <li>• Written communication skills</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Effective communication skills and techniques – to introduce learners to written communication skills.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to written communication skills and how to use them effectively.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Get learners to design a range of written communication examples.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>
14	B2 Effective communication skills and techniques <ul style="list-style-type: none"> <li>• Adapting communication skills to meet individual needs</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Effective communication skills and techniques – to introduce learners to adapting communications methods to meet individual needs.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to adapting communications methods to meet individual needs, using communication aids and standard operating procedures for communicating with customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> design role-play activities to allow learners to practise adapting their communication skills in pairs. Observe the role-play activities and provide feedback to learners.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	
15	Assessment	<b>AW</b>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap Learning Aim B: Demonstrate customer service in hospitality.</li> <li>• <b>Teacher-led activity:</b> hand out the assignment from the workbook and review the brief to ensure learners' understanding.</li> <li>• <b>Class discussion:</b> discuss the evidence requirements for Task 2 from the Assessment Workbook.</li> <li>• <b>Paired activity:</b> assessment work.</li> <li>• <b>Plenary:</b> check off assessment evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Role-play activities</li> <li>• Assessment book</li> </ul>
16	C1 Different ways to monitor customer service <ul style="list-style-type: none"> <li>• Monitoring customer service</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce learners to the lesson topic: monitoring customer service.</li> <li>• <b>Teacher-led activity:</b> start with a discussion with learners about the fact that the best way to monitor the effectiveness of customer service is to ask customers what they think.</li> <li>• <b>Paired activity:</b> working in pairs, ask learners if they can provide examples of how customer feedback can be collected. Learners to feed back to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce the different methods hospitality businesses can use to monitor customer service. Provide appropriate examples of each and describe/explain how each of these can be used.</li> <li>• <b>Paired activity:</b> ask learners to design comments cards and questionnaires that could be used to obtain feedback from customers about products and services. Learners can choose their preferred design to gather feedback.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	
17	C2 Evaluating customer service provision <ul style="list-style-type: none"> <li>• Gathering feedback</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and introduce this lesson's topic: gathering feedback.</li> <li>• <b>Teacher-led presentation:</b> use presentation to explain how feedback is collected and collated.</li> <li>• <b>Group activity:</b> get learners to use the comment cards/questionnaires created in Lesson 16 to collect feedback from other learners about the school/college's dining facilities.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Printed feedback forms</li> </ul>
18	C2 Evaluating customer service provision		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson, then introduce this lesson's topic: collating feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	<ul style="list-style-type: none"> <li>Collation of feedback</li> </ul>		<ul style="list-style-type: none"> <li><b>Teacher-led presentation:</b> use a presentation to identify other ways of using data and statistics to evaluate customer service provision.</li> <li><b>Paired activity:</b> allow learners to collate the feedback from Lessons 16 and 17. If the collection activity could not be carried out, provide mock feedback for learners to collate. This will allow learners to identify how feedback is used to evaluate customer service provision.</li> <li><b>Class discussion:</b> learners should discuss the results of collating the feedback to highlight any issues encountered or compliments given.</li> <li><b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Completed feedback forms</li> <li>Graph paper</li> <li>Examples of data presentation</li> </ul>
19	C2 Evaluating customer service provision <ul style="list-style-type: none"> <li>Improving customer service</li> </ul>		<ul style="list-style-type: none"> <li><b>Lead-in:</b> recap the last lesson, then introduce this lesson's topic: improving customer service.</li> <li><b>Teacher-led presentation:</b> use a presentation to introduce learners to the topic. Describe the ways in which customer service can be improved, based on feedback collected and collated. Explore the impacts of improving customer service.</li> <li><b>Paired activity:</b> use a case study to allow learners to make suggestions on how to improve customer service and to think about the impacts of making changes to improve customer feedback. They should then feed back to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Pens/flipchart</li> <li>Teacher presentation</li> <li>Case study</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> discuss the changes suggested and how these will likely affect a hospitality business.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>	
20	Assessment	<b>AW</b>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap Learning Aim C: Explore different ways to monitor, evaluate and improve customer service.</li> <li>• <b>Teacher-led activity:</b> hand out the assignment from the workbook and review the brief to ensure learners' understanding.</li> <li>• <b>Class discussion:</b> discuss the evidence requirements for Task 3 from the Assessment Workbook.</li> <li>• <b>Individual activity:</b> assessment work.</li> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding from the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• Teacher presentation</li> <li>• Assessment book</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the unit content.</li> <li>• To enable learners to recognise how they will be assessed.</li> <li>• To introduce learners to the concept and aims of customer service.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• <b>AS:</b> activity sheets</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> introduce learners to the unit; to include content, scheme of learning and the assessment of the unit.</li> <li>● <b>Lead-in:</b> introduce learners to the concept of customer service and the aims of customer service.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> ask learners about their experiences of customer service when using hospitality products and services. If they are unable to discuss a hospitality situation, open up discussion to include customer service in other situations.                             <ul style="list-style-type: none"> <li>○ Produce a worksheet that will allow learners to record a positive and a negative experience and ask them how they felt after each experience. Provide space on the worksheet to record feedback on how learners felt and use this to discuss the <i>importance</i> of customer service. Tie in their feelings on the experience they had with the likelihood of them returning.</li> </ul> </li> <li>● <b>Paired activity:</b> use the internet to access a hotel review site and get learners to search for reviews that provide a selection of both good and poor reviews.                             <ul style="list-style-type: none"> <li>○ Design a template for learners to record the main quality issues highlighted by the reviews. If the internet is not available, provide a printed selection of good and bad reviews for learners to examine.</li> </ul> </li> <li>● <b>Class discussion:</b> get learners to examine the reviews to discuss which hotels they would stay in and which restaurants they would eat in as a result of the reviews.</li> <li>● <b>Teacher-led presentation:</b> deliver a teacher presentation on the aims of customer service. Get learners to discuss the aims given and suggest additional aims. Capture their responses.</li> </ul>
Concluding activity (60 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> get learners to prepare poster titled 'What is customer service?'</li> <li>● <b>Plenary:</b> question-and-answer session to check learning. Learners to present their posters to the rest of the class.</li> <li>● Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	2

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to internal and external customers.</li> <li>• To introduce learners to different customer types.</li> <li>• To introduce learners to customer needs and expectations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• <b>AS:</b> activity sheets</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce learners to the topic 'Different types of customer.'</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to different types of customers. Start by explaining that customers can be internal or external – it is important that learners recognise that customers can be internal customers, such as other team members, or external customers, such as families and couples.</li> <li>• <b>Paired activity:</b> using a prepared worksheet, ask learners to identify as many internal and external customer 'types' as possible. See unit content for examples.</li> <li>• <b>Class discussion:</b> learners should feed back to the rest of the group their answers from the paired activity. Have a discussion on different types of internal and external customers. Learners should update their worksheets with any new examples provided by peers.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to consolidate learning on customer types. Continue to introduce learners to customer needs and expectations. Explain the difference between needs and expectations and that different types of customer have different needs and expectations.</li> <li>• <b>Class discussion:</b> learners to discuss the needs of internal customers. Teacher to capture learners' feedback.</li> </ul>
Concluding activity (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check learning.</li> <li>• Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	3

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the needs and expectations of external customers.</li> <li>• To introduce learners to the importance of meeting needs and expectations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>TP:</b> teacher presentation</li> <li>• <b>AS:</b> activity sheets</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> recap the last lesson about the difference between needs and expectations. Introduce learners to the topic: External customers – needs and expectations.</li> </ul>
<p>Main activities (100 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> give each pair an example of an external customer: <ul style="list-style-type: none"> <li>○ families</li> <li>○ business people</li> <li>○ couples</li> <li>○ organised groups</li> <li>○ the elderly.</li> </ul> </li> <li>● Ask learners to consider the needs and expectations of each type of external customer and produce a poster that can be presented to the class. Following presentations, take photographs of each poster so that they can be distributed to all class members.</li> <li>● <b>Class discussion:</b> get the class to discuss each customer type and agree their likely needs and expectations.</li> <li>● <b>Teacher-led presentation:</b> summarise the needs and expectations of customer types explored by learners.</li> <li>● <b>Individual activity:</b> ask the class how important each of the examples are to them. Get learners to think about their wants and expectations when they visit a restaurant/café/hotel (choose the most suitable category for individual learners). Then ask learners to feed back to class.</li> </ul>
<p>Concluding activity (60 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> encourage learners to put their needs and expectations into 'order of importance'. Discuss the outcome.</li> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	4

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To continue to introduce learners to customer needs and expectations.</li> <li>• To introduce learners to the standard of customer care in Uzbekistan.</li> <li>• To introduce learners to the impressions given to international customers.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• <b>AS:</b> Activity sheets</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> recap the last lesson's activity and continue with the topic of customer needs and expectations.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> to explore any needs and expectations of external customers that were not covered by learners in the previous .                         <ul style="list-style-type: none"> <li>○ The presentation should explore generic needs and expectations that may be shared across a number of 'types' of customer. These are listed in the unit content.</li> </ul> </li> <li>● <b>Class discussion:</b> discuss how well hospitality businesses in Uzbekistan currently meet customers' generic and specific needs.</li> <li>● <b>Paired activity:</b> in pairs, learners should further think about the customer service currently offered in Uzbekistan. Does it meet customers' needs and expectations? If not, why not?                         <ul style="list-style-type: none"> <li>○ What about international visitors? What impression is being given to international visitors of the levels of professionalism in hospitality businesses in Uzbekistan? Feed back to the class.</li> </ul> </li> <li>● <b>Class discussion:</b> discuss ideas generated by the paired activity. Ask learners to give justified reasons for their answers.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	5

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to customer service standards.</li> <li>• To introduce learners to complaints policies.</li> <li>• To introduce learners to writing example standards.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• <b>AS:</b> activity sheets</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> introduce learners to the concept of setting customer service standards/complaints policies.</li> </ul>
Main activities (130 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> presentation to explore the use of customer service policies/procedures and complaints procedures to set and maintain standards. Explain how these policies and procedures help to ensure effective customer service and how they are important in the wider management of the business. <ul style="list-style-type: none"> <li>○ The term standard operating procedures (SOPs) can be introduced at this point as an overarching term to cover the use of policies and procedures – this term is used in Learning Aim B with reference to procedures for communicating with customers.</li> </ul> </li> <li>● <b>Teacher-led activity:</b> obtain or design some examples of policies to distribute to learners. These do not need to be complex but should illustrate their purpose. Learners should explore their content and discuss the reasons behind the standards/procedures.</li> <li>● <b>Paired activity:</b> put learners into small groups and ask them to design their own customer service standards for use in the reception area of a small hotel. Learners then to present these to the rest of the class.</li> <li>● <b>Class discussion:</b> get the class to choose one set of standards to use with their role-play practice and assessment for Learning Aim B.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	6

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the importance of effective customer care.</li> <li>• To introduce learners to the types of customer they welcome to their business.</li> <li>• To introduce learners to how they meet the needs and expectations of these customers.</li> <li>• To introduce learners to the concept of standard setting to help deliver effective customer service to customers.</li> <li>• To introduce learners to the skills staff must have to provide effective customer care.</li> <li>• To introduce learners to the training the business provides for their staff.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Guest speaker</li> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• <b>AS:</b> activity sheets</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> introduce learners to the guest speaker and the topics that will be discussed.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● Arrange a guest speaker from a hospitality business to talk about:                             <ul style="list-style-type: none"> <li>○ the importance of effective customer care</li> <li>○ the types of customer they welcome to their business</li> <li>○ how they meet the needs and expectations of these customers</li> <li>○ the concept of standard setting to help deliver effective customer service to customers</li> <li>○ the skills staff must have to provide effective customer care</li> <li>○ the training the business provides for their staff.</li> </ul> </li> <li>● Provide a worksheet that will allow learners to capture the information given by the guest speaker.</li> <li>● <b>Question-and-answer session:</b> learners can ask the guest speaker questions.</li> </ul>
Concluding activity (60 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning and question-and-answer session to check understanding.</li> <li>● Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	7

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the assessment activities for Task 1.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Assessment book</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> recap Learning Aim A: Explore the principles of customer service.</li> <li>● Introduce learners to Task 1.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out the assignment from the workbook and review the brief to ensure learners' understanding.</li> <li>● <b>Class discussion:</b> discuss the evidence requirements for Task 1 from the Assessment Workbook.</li> <li>● <b>Individual activity:</b> assessment work – learners are able to use their notes and worksheets from previous lessons.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> learners to hand in work for marking.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	8

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the topic of customer service skills in hospitality.</li> <li>• To introduce learners to basic customer service skills.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> introduce learners to the topic: Customer service skills in hospitality – to introduce learners to basic customer service skills.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> get learners to identify the skills required to deliver effective customer service. Then get learners to present to the class while you capture their ideas.</li> <li>● <b>Teacher-led presentation:</b> use a presentation to introduce basic customer care skills:               <ul style="list-style-type: none"> <li>○ providing advice and information on products and service</li> <li>○ matching products and services to customers' needs</li> <li>○ responding to different customer needs</li> <li>○ being welcoming and approachable</li> <li>○ showing respect to all customers</li> <li>○ working as a team</li> <li>○ completing jobs in a timely manner</li> <li>○ working within the limits of a job role.</li> </ul> </li> <li>● <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should continue to practise basic customer service skills outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To continue to introduce learners to the topic of customer service skills in hospitality.</li> <li>• To introduce learners to selling skills.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> recap the last lesson and to continue to introduce learners to the topic: Customer service skills in hospitality – to introduce learners to selling skills.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> use a presentation to introduce learners to selling skills. The presentation should identify and describe each of the selling skills and their features and benefits:               <ul style="list-style-type: none"> <li>○ promoting additional products and services</li> <li>○ giving appropriate advice</li> <li>○ upselling</li> <li>○ providing after-sales follow-up.</li> </ul> </li> <li>● <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should continue to practise selling skills outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	10

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To continue to introduce learners to topic of customer service skills in hospitality.</li> <li>• To introduce learners to dealing with problems.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> recap the previous session and continue to introduce learners to topic: Customer service skills in hospitality – to introduce learners to dealing with problems.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> use a presentation to introduce learners to dealing with problems:               <ul style="list-style-type: none"> <li>○ handling minor complaints</li> <li>○ handling inappropriate customer behaviour</li> <li>○ implementing measures to deal with problems.</li> </ul> </li> <li>● <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should continue to practise dealing with problems outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	11

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to effective communication skills and techniques.</li> <li>• To introduce learners to verbal communication.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce learners to the topic: Effective communication skills and techniques – to introduce learners to verbal communication skills.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to verbal communication skills and how to use them effectively.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>• Learners should continue to practise verbal communication skills outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	12

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To continue to introduce learners to the topic of effective communication skills and techniques.</li> <li>• To introduce learners to non-verbal communication.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Effective communication skills and techniques – to introduce learners to non-verbal communication.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to non-verbal communication and listening skills and how to use non-verbal communication skills.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning and question-and-answer session to check understanding.</li> <li>• Learners should continue to practise non-verbal communication skills outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	13

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To continue to introduce learners to the topic of effective communication skills and techniques.</li> <li>• To introduce learners to written communication skills.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Effective communication skills and techniques – to introduce learners to written communication skills.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to written communication skills and how to use them effectively.</li> <li>• <b>Paired activity:</b> use a series of role-play activities to allow learners to practise these skills in pairs. Get learners to design a range of written communication examples.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>• Learners should continue to practise written communication skills outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	14

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To continue to introduce learners to the topic of effective communication skills and techniques.</li> <li>• To introduce learners to adapting communication methods to meet individual needs.</li> <li>• To introduce learners to using communication aids.</li> <li>• To introduce learners to using standard operating procedures for communicating with customers.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> recap the last lesson and continue to introduce learners to the topic: Effective communication skills and techniques – to introduce learners to adapting communication methods to meet individual needs.</li> </ul>
Main activities (135 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> use a presentation to introduce learners to adapting communications methods to meet individual needs. The presentation should cover:                             <ul style="list-style-type: none"> <li>○ using communication aids – learners are not expected to demonstrate the use of hearing t loops or videos/digital recordings of information, but should be aware they are used</li> <li>○ using standard operating procedures for communicating with customers – this will need to be covered only briefly as the principles of using standard operating procedures was covered in Lesson 5, as was the specification point ‘handling complaints’.</li> </ul> </li> <li>● <b>Paired activity:</b> design role-play activities to allow learners to practise adapting their communication skills in pairs. Observe the role-play activities and provide feedback to learners.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>● Learners should continue to practise adapting communication skills to meet individual needs outside lessons.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	15

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the assessment activities for Task 2.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Role-play activities</li> <li>• Assessment Workbook</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap Learning Aim B: Demonstrate customer service in hospitality.</li> <li>• Introduce learners to Task 2.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out the assignment from the workbook and review the brief to ensure learners' understanding.</li> <li>• <b>Class discussion:</b> discuss the evidence requirements for Task 2 from the Assessment Workbook.</li> <li>• <b>Paired activity:</b> assessment work – learners are able to use their notes and worksheets from previous lessons.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> check off assessment evidence.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	16

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to monitoring customer service.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Pens/flipchart</li> <li><b>PS:</b> teacher presentation</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce learners to the lesson topic: monitoring customer service.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> start with a discussion with learners about the fact that the best way to monitor the effectiveness of customer service is to ask customers what they think.</li> <li>• <b>Paired activity:</b> working in pairs, ask learners if they can provide examples of how customer feedback can be collected. Learners to feed back to the class.</li> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce the different methods hospitality businesses can use to monitor customer service. Provide appropriate examples of each and describe/explain how each of these can be used.</li> <li>• <b>Paired activity:</b> ask learners to design comments cards and questionnaires that could be used to obtain feedback from customers about products and services. Learners can choose their preferred design to gather feedback.                         <ul style="list-style-type: none"> <li>○ See Lesson 17 for a suggested activity for collecting feedback – learners may need to be aware of this in order to design effective comment cards/questionnaires.</li> </ul> </li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>• Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	17

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to gathering feedback.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• <b>TF:</b> printed feedback forms</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson and introduce this lesson's topic: gathering feedback.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to explain how feedback is collected and collated.</li> <li>• <b>Group activity:</b> get learners to use the comment cards/questionnaires created in Lesson 16 to collect feedback from other learners about the school/college's dining facilities.               <ul style="list-style-type: none"> <li>○ This feedback can be used in Lesson 18 to demonstrate how customer feedback is evaluated.</li> <li>○ If it is not possible to use this scenario to collect feedback, use a different scenario, even if it is not strictly hospitality related – the object of the exercise is to collect sufficient feedback to collate and evaluate in Lesson 18.</li> </ul> </li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>• Learners should continue to collect feedback outside the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	18

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to collating feedback.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Completed feedback forms</li> <li>• Graph paper</li> <li>• Examples of data presentation</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson, then introduce this lesson's topic: collating feedback.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to identify other ways of using data and statistics to evaluate customer service provision. Introduce learners to how data and statistics allow hospitality businesses to identify areas for improvement and then make the changes required. Provide examples of possible hospitality issues as examples and explain how these can be addressed. Provide further examples and get learners to provide solutions.</li> <li>• <b>Paired activity:</b> allow learners to collate the feedback from Lessons 16 and 17. If the collection activity could not be carried out, provide mock feedback for learners to collate. This will allow learners to identify how feedback is used to evaluate customer service provision. Provide sufficient responses to allow learners to manipulate the responses, for example to calculate percentage values of responses or proportions. You may wish to get learners to construct graphs or bar charts to be able to visually present their data. Provide some examples of data presentation to assist with this task.</li> <li>• Learners should then present their findings to the class.</li> <li>• <b>Class discussion:</b> learners should discuss the results of collating the feedback to highlight any issues encountered or compliments given.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>• Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	19

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to improving customer service.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Case study</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the last lesson, then introduce this lesson's topic: improving customer service.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> use a presentation to introduce learners to the topic. Describe the ways in which customer service can be improved, based on feedback collected and collated. Explore the impacts of improving customer service.</li> <li>• <b>Paired activity:</b> use a case study to allow learners to make suggestions on how to improve customer service and to think about the impacts of making changes to improve customer feedback. They should then feed back to the class.</li> <li>• <b>Class discussion:</b> discuss the changes suggested and how these will likely affect a hospitality business.</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> <li>• Learners should read through their notes and collate worksheets for revision.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 4: Customer Service in Hospitality
<b>Lesson no</b>	20

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the assessment activities for Task 3.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Pens/flipchart</li> <li>• <b>PS:</b> teacher presentation</li> <li>• Assessment Workbook</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap Learning Aim C: Explore different ways to monitor, evaluate and improve customer service.</li> <li>• Introduce learners to Task 3.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out the assignment from the workbook and review the brief to ensure learners' understanding.</li> <li>• <b>Class discussion:</b> discuss the evidence requirements for Task 3 from the Assessment Workbook.</li> <li>• <b>Individual activity:</b> assessment work.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> summary of learning question-and-answer session to check understanding.</li> </ul>

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ISBN 978-1-4469-6225-1  
  
9 781446 962251 >