

Pearson BTEC Uzbekistan Level 3 Qualifications in

# Hospitality

Unit 5: Service Skills in Hospitality

Teacher Resources

Issue 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 5: Service Skills in Hospitality

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## Delivery guidance

### Approaching the unit

This unit is to provide learners with knowledge and skills to work effectively within hospitality. They will develop the technical skills needed to work in reception, concierge, food and beverage, and housekeeping.

Learning aim A focuses on the primary service skills areas in hospitality. Learners will explore the different service areas and the skills staff need to use in these areas. Learners will also develop an understanding of generic service skills.

Learning aim B focuses on the preparation needed for service in the four main service areas: reception, concierge, food and beverage, and housekeeping. Learners will need to understand customer needs and their business's standard operating procedures before preparing for service.

Learning aim C focuses on learners performing the service skills in reception, concierge, food and beverage, and housekeeping to the necessary business standard. They will also review their performance.

Learners should have access to:

- a guest speaker from a hospitality business who can talk to them about the importance of service skills in different areas
- a realistic learning environment or simulated area for practical work
- a visit to a hospitality business so that they can see the various service skills in action
- the internet
- the Assessment Workbook.

### 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 5: Service Skills in Hospitality

##### Introduction

This unit is about the four main service areas in a hotel: reception, concierge, food and beverage, and housekeeping. Learners will investigate the generic skills needed to work in hospitality as well as the unique service skills required in these four service areas. They will be taught about the preparation necessary to ensure a successful service and the skills needed to serve customers in these four areas. This knowledge will then be applied to the four different service areas, followed by learners evaluating their performance and making recommendations for improvement.

##### Learning aim A – Explore service skill areas in hospitality

Learners need to be taught about the purpose of the four different service areas – reception, concierge, food and beverage, and housekeeping – and the different service skills needed in each area, as well the generic service skills that are needed to offer an effective service to customers.

- Begin by introducing the four service areas that will be covered in the unit. Explain to learners how these four areas play an important part in the customer journey.
- Learners can then work in small groups, suggesting different service skills needed in these four areas. Learners could then feed back to the whole group with their suggestions. These ideas can then be expanded on with a teacher presentation about service skills required in these four areas and how they differ from area to area.
- A guest speaker from a hotel can speak to learners about service skills and their importance to guests' experience when staying in a hotel. This activity can be carried out or supplemented by you, if necessary. Learners should then have the chance to ask questions to the guest speaker about these four separate job roles to clarify their understanding.

You will need to cover each of the four areas in different lessons to ensure knowledge and clarity of each area. However, reception and concierge can be taught in the same lesson to ensure learners understand the difference between the two areas and the crossover of skills and service areas.

You will need to prepare presentations on all four service areas, explaining the skills needed for each, as well as the generic service skills that are needed for service in hospitality.

### Unit 5: Service Skills in Hospitality

- Learners should have a tour of the four service areas linked to the unit to allow them to gain an insight of these service areas and the equipment that they will be using for the practical part of this unit.
- Learners could complete worksheets designed by you to identify the different areas in a hotel that each service skill will cover (reception, concierge, food and beverage, and housekeeping).
- Learners can then create diagrams showing the different service skills required for reception, concierge, food and beverage, and housekeeping, and the cross over to the generic service skills, showing how they can be interlinked.
- Recap each different service area, allowing learners to ask questions before the task for each service area is completed by learners.

### Learning aim B – Prepare for service in a professional manner

Learners will be preparing for service in reception, concierge, food and beverage, and housekeeping according to the standard operating procedures available.

- For each of the four areas:
  - Discuss the practical preparation needed for working in the area, including the standard operating procedures. Introduce learners to the paperwork needed for the area.
  - Learners can work in pairs practising completing the paperwork for the area, ensuring the standard operating procedures are followed.
  - You should give a practical demonstration to learners on how to work in the area, including preparing for service. Encourage learners to ask questions about the process.
  - Learners should be allowed to work in the area, practising area-appropriate skills with your support to ensure they perform as expected.

### Learning aim C – Demonstrate and review effective working service skills

- Learners will practise working in the four service areas and then complete their final assessment in each area. Learners will have to write a reflective account of their performance, making suggestions for improvement.
- You should provide learners with role-play scenarios and activities to encourage them to deal with different service needs that may arise in the four service areas. Learners can work in small groups playing the different parts in the scenarios to ensure they develop confidence and follow standard operating procedures for service skills in reception, concierge, food and beverage service, and housekeeping.

### Unit 5: Service Skills in Hospitality

- You can recap the four different service areas and the preparation and service skills needed for each of them. Learners can ask questions to clarify their understanding of these skills and the required operating standards. You could also design worksheets for learners to complete individually.
- Learners should complete the set task in the Assessment Workbook, with you completing a detailed observation on each learner in each area: reception, concierge, food and beverage service, and housekeeping.
- Learners should work individually using the Assessment Workbook to review and evaluate their own performance in each service area, making recommendations for improvement. You should supply each learner with a completed observation record to help support their work.

## Details of links to other BTEC units

- Unit 1: Introduction to Hospitality
- Unit 2: Teamwork in Hospitality
- Unit 4: Customer Service in Hospitality
- Unit 9: Business Enterprise in Hospitality
- Unit 10: Hospitality Workplace Skills
- Unit 11: Work Experience.

## Resources

Reception and concierge service skills will require:

- an operational reception desk or a simulated reception area
- a back office reception area or a simulated area
- a computer, booking diary, customer logs, telephone and reception paperwork, and stationery.

This will allow learners to have access to the equipment found in a hotel that is needed to complete the customer booking cycle and address customers' needs when staying in or enquiring about a hotel. This will allow learners to demonstrate appropriate service skills.

Teaching food and beverage service skills will require an equipped restaurant or simulated area which has the tables, chairs, place settings, glassware and tableware needed to set up for different styles of service in a restaurant. The area can be simulated or a realistic learning environment, but it needs to reflect the area that food and beverage staff would work in within a hotel to ensure learners can demonstrate appropriate service skills.

Teaching housekeeping service skills will require hotel bedrooms, toilets and lobbies (the general areas needing cleaning), cleaning chemicals and equipment, linen, and room toiletries. The areas for service can be simulated or a realistic learning environment, but they need to reflect the areas that housekeepers would work in within a hotel to ensure learners can demonstrate appropriate service skills.

*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 5: Service Skills 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 4: Customer Service 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 Lesson
<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 Purpose of different service areas A2 Different service skills A3 Generic service skills	<b>GS</b>	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> introduce the unit and explain that learners will be finding out about the different areas of service in hospitality:               <ul style="list-style-type: none"> <li>○ reception</li> <li>○ concierge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit content</li> <li>• Assessment Workbooks</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	Investigate the different service skills needed in hospitality		<ul style="list-style-type: none"> <li>○ food and beverage service</li> <li>○ housekeeping.</li> <li>● Explain that learners will be working in the four different areas to develop their service skills.</li> <li>● <b>Class discussion:</b> learners to discuss what they perceive as general service skills in hospitality.</li> <li>● <b>Teacher-led activity:</b> teacher presentation on the different service areas in hospitality.</li> <li>● <b>Paired activity:</b> learners to work in pairs to suggest different service skills needed in each area.</li> <li>● <b>Class discussion:</b> learners to discuss 'different service skills' in the four areas.</li> <li>● <b>Teacher-led /guest speaker presentation:</b> presentation/talk about the different service areas in hospitality and the service skills needed in each area.</li> <li>● <b>Plenary:</b> question-and-answer session with guest speaker – an opportunity for learners to ask questions about what they think are the different service skills needed in the different service areas of hospitality.</li> </ul>	<ul style="list-style-type: none"> <li>● Pens, flipchart paper, sticky notes</li> <li>● Guest speaker</li> </ul>
2	A1 Purpose of different service areas A2 Different service skills		<ul style="list-style-type: none"> <li>● <b>Lead in:</b> hold a question-and-answer session on the different service areas in hospitality and recap the previous lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher presentation</li> <li>● Pens, flipchart paper</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	<p>A3 Generic service skills</p> <p>Investigate service skills for reception and concierge</p>		<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> explain the difference between reception and concierge.</li> <li>● <b>Group activity:</b> learners to discuss the purpose of these two separate service areas.</li> <li>● <b>Teacher-led activity:</b> give learners a tour of the reception and concierge areas and equipment they will be using.</li> <li>● <b>Small-group activity:</b> learners can then complete a teacher-designed worksheet identifying the difference between the reception and concierge service areas.</li> <li>● <b>Teacher-led activity:</b> feed back to the group, giving correct responses for the worksheet.</li> <li>● <b>Class discussion:</b> learners to discuss the different service skills required for reception and concierge.</li> <li>● <b>Teacher-led presentation:</b> to explain the different service skills needed for reception and concierge.</li> <li>● <b>Small group activity:</b> learners to create a Venn diagram showing the different service skills needed for reception and concierge.</li> <li>● <b>Plenary:</b> learners to present their Venn diagrams to the rest of the group, with teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Paper and general stationery</li> <li>● Sticky notes</li> <li>● Reception and concierge service areas</li> <li>● Teacher-designed worksheet</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
3	A1 Purpose of different service areas A2 Different service skills A3 Generic service skills  Learning Aim A – Assessment Workbook Task 1 – reception	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service areas and skills required in reception (and generic service skills).</li> <li>• <b>Teacher-led activity:</b> lead a question-and-answer session with learners to ensure understanding of the service skills required in reception.</li> <li>• <b>Teacher-led activity/class discussion:</b> hand out Assessment Workbook Task 1 – reception and ensure learners' understanding.</li> <li>• <b>Individual activity:</b> <ul style="list-style-type: none"> <li>○ learners to complete the reception worksheets</li> <li>○ learners to hand in work for marking.</li> </ul> </li> <li>• <b>Plenary:</b> recap concierge service skills with learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – reception</li> <li>• Teacher-designed worksheets</li> </ul>
4	A1 Purpose of different service areas A2 Different service skills A3 Generic service skills  Learning Aim A – Assessment Workbook Task 1 – concierge	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service areas and skills required in concierge (and generic service skills).</li> <li>• <b>Teacher-led activity:</b> lead a question-and-answer session with learners to ensure understanding of the service skills required for concierge.</li> <li>• <b>Teacher-led activity/class discussion:</b> hand out Assessment Workbook Task 1 – concierge and ensure learners' understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – concierge</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> <ul style="list-style-type: none"> <li>○ learners to complete the concierge worksheets</li> <li>○ learners to hand in work for marking.</li> </ul> </li> <li>• <b>Plenary:</b> recap food and beverage service skills with learners.</li> </ul>	
5	<p>A1 Purpose of different service areas</p> <p>A2 Different service skills</p> <p>A3 Generic service skills</p> <p>Investigate service skills for food and beverage service</p>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the different service areas in hospitality.</li> <li>• <b>Class discussion:</b> learners to ask any questions about the service areas and service skills.</li> <li>• <b>Group activity:</b> give learners a tour of food and beverage service areas and the equipment they will be using.</li> <li>• <b>Teacher-led activity:</b> explain the purpose of food and beverage service areas.</li> <li>• <b>Group work:</b> learners to discuss the purpose of these service areas.</li> <li>• <b>Small group activity:</b> learners to complete a teacher-designed worksheet identifying the areas where food and beverage staff could work.</li> <li>• <b>Teacher-led activity:</b> feed back to the group, giving correct responses for the worksheet.</li> <li>• <b>Class discussion:</b> learners to discuss the different service skills required for food and beverage staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation</li> <li>• Pens, flipchart paper</li> <li>• Paper and general stationery</li> <li>• Food and beverage service areas</li> <li>• Teacher-designed worksheet</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> explain the different service skills needed for food and beverage.</li> <li>• <b>Small group activity:</b> learners to create a diagram showing the different service skills needed for food and beverage service, highlighting any cross over with generic service skills.</li> <li>• <b>Plenary:</b> learners to present their diagrams to the rest of the group.</li> </ul>	
6	<p>A1 Purpose of different service areas</p> <p>A2 Different service skills</p> <p>A3 Generic service skills</p> <p>Learning Aim A – Assessment Workbook Task 1 – food and beverage service</p>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service areas and skills required in food and beverage service (and generic service skills).</li> <li>• <b>Teacher-led activity:</b> lead a question-and-answer session with learners to ensure understanding of the service skills required for food and beverage service.</li> <li>• <b>Teacher-led activity/class discussion:</b> hand out Assessment Workbook Task 1 – food and beverage service and ensure learners’ understanding.</li> <li>• <b>Individual activity:</b> <ul style="list-style-type: none"> <li>○ learners to complete the food and beverage service worksheets</li> <li>○ learners to hand in work for marking.</li> </ul> </li> <li>• <b>Plenary:</b> teacher to recap the different service skills with learners, focusing on housekeeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – food and beverage service</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
7	<p>A1 Purpose of different service areas</p> <p>A2 Different service skills</p> <p>A3 Generic service skills</p> <p>Investigate service skills for housekeeping</p>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the different service areas required in hospitality.</li> <li>• <b>Teacher-led discussion:</b> explain the purpose of housekeeping service staff.</li> <li>• <b>Class discussion:</b> discuss the purpose of housekeeping as a service area.</li> <li>• <b>Group activity:</b> give learners a tour of housekeeping areas and the equipment they will be using.</li> <li>• <b>Small group activity:</b> learners to complete a teacher-designed worksheet identifying the areas where housekeeping staff work.</li> <li>• <b>Teacher-led activity:</b> feed back to the group, giving correct responses for the worksheet.</li> <li>• <b>Class discussion:</b> learners to discuss the different service skills required for housekeeping staff.</li> <li>• <b>Teacher-led activity:</b> explain the different service skills needed for housekeeping staff.</li> <li>• <b>Small group activity:</b> learners to create a diagram showing the different service skills needed for housekeeping staff service, highlighting any cross over with generic service skills.</li> <li>• <b>Plenary:</b> learners to present their diagrams to the rest of the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation</li> <li>• Pens, flipchart paper</li> <li>• Paper and general stationery</li> <li>• Sticky notes</li> <li>• Housekeeping service areas</li> <li>• Teacher-designed worksheet</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
8	A1 Purpose of different service areas A2 Different service skills A3 Generic service skills  Learning Aim A – Assessment Workbook Task 1 – housekeeping	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service areas and skills required in housekeeping (and generic service skills).</li> <li>• <b>Teacher-led activity:</b> lead a question-and-answer session with learners to ensure understanding of the service skills required for housekeeping.</li> <li>• <b>Teacher-led activity/class discussion:</b> hand out Assessment Workbook Task 1 – housekeeping and ensure learners' understanding.</li> <li>• <b>Individual activity:</b> <ul style="list-style-type: none"> <li>○ learners to complete the housekeeping worksheets</li> <li>○ learners to hand in work for marking.</li> </ul> </li> <li>• <b>Plenary:</b> introduce learners to preparing for service.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – housekeeping</li> </ul>
9	B1 Requirement for service B2 Standard operating procedures for service B3 Demonstrate effective preparation skills  Preparing for and demonstrating service in reception	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss practical preparation and service in reception and requirements prior to service.</li> <li>• <b>Teacher-led activity:</b> introduce the requirements for service in reception and discuss the standard operating procedures.</li> <li>• <b>Paired activity:</b> learners to practise completing standard operating procedures and documents for service.</li> <li>• <b>Teacher-led activity:</b> demonstrate how to prepare for service in reception.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical reception area</li> <li>• Reception paperwork</li> <li>• Assessment Workbook Task 2 – reception</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners practise effective preparation skills for reception.</li> <li>• <b>Teacher-led activity:</b> give feedback on practice reception service skills.</li> <li>• <b>Group activity:</b> learners to practise role-play, demonstrating effective service skills for reception.</li> <li>• <b>Individual activity:</b> learners to complete Task 2 – reception in the Assessment Workbook.</li> <li>• <b>Plenary:</b> learners to hand in work. Recap the practical assessment and allow learners to ask any questions on the requirements.</li> </ul>	
10	<p>B2 Standard operating procedures for service</p> <p>B3 Demonstrate effective preparation skills</p> <p>C1 Demonstrate effective service skills</p> <p>Preparing for and demonstrating service in reception</p>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service requirements for reception and the service skills required.</li> <li>• <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>• <b>Class discussion:</b> learners to clarify their understanding of the required task.</li> <li>• <b>Individual activity:</b> learners to work in reception, preparing the area and serving customers according to the given scenario in Task 3 from the Assessment Workbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical reception area</li> <li>• Reception paperwork</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – reception</li> <li>• Observation records</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> observe (completing observation records) as learners demonstrate effective working skills in reception according to the standard operating procedures. Learners to hand in completed paperwork.</li> <li>• <b>Plenary:</b> give feedback to learners.</li> </ul>	
11	<p>C2 Review own performance</p> <p>Feedback and review own performance</p>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss the criteria for learners reviewing their own performance.</li> <li>• <b>Teacher-led activity:</b> recap the previous lesson and discuss the feedback with learners.</li> <li>• <b>Class discussion:</b> learners to ask questions about their understanding of the observation forms and your feedback.</li> <li>• <b>Individual activity:</b> learners to review their own performance working in reception against the agreed standards and operating procedures, identifying strengths and areas for improvement – Assessment Workbook Task 3. Learners to hand in their completed assessment.</li> <li>• <b>Plenary:</b> learners to ask questions to check learning and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – reception</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
12	<p>B1 Requirement for service</p> <p>B2 Standard operating procedures for service</p> <p>B3 Demonstrate effective preparation skills</p> <p>Preparing for and demonstrating service in concierge</p>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss practical preparation and service in concierge.</li> <li>• <b>Teacher-led activity:</b> introduce the requirements for service in concierge and discuss the standard operating procedures.</li> <li>• <b>Paired work:</b> learners to practise completing documents for service according to standard operating procedures.</li> <li>• <b>Teacher-led activity:</b> demonstrate how to prepare for service in concierge.</li> <li>• <b>Individual activity:</b> learners practise demonstrating effective preparation skills for concierge.</li> <li>• <b>Teacher-led activity:</b> give feedback on practice concierge service skills.</li> <li>• <b>Group activity:</b> learners to practise role-play, demonstrating effective service skills for concierge.</li> <li>• <b>Individual activity:</b> learners to complete Task 2 – concierge in the Assessment Workbook.</li> <li>• <b>Plenary:</b> learners to hand in work. Recap the practical assessment and allow learners to ask any questions on the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical concierge area</li> <li>• Concierge paperwork</li> <li>• Assessment Workbook Task 2 – concierge</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
13	B2 Standard operating procedures for service B3 Demonstrate effective preparation skills C1 Demonstrate effective service skills Preparing for and demonstrating service in concierge	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap service requirements for concierge and the service skills required.</li> <li>• <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>• <b>Class discussion:</b> learners to clarify their understanding of the required task.</li> <li>• <b>Individual activity:</b> learners to work in concierge, preparing the area and serving customers according to the given scenario in Task 3 from the Assessment Workbook.</li> <li>• <b>Individual activity:</b> observe (completing observation records) as learners demonstrate effective working skills in concierge according to the standard operating procedures. Learners to hand in completed paperwork.</li> <li>• <b>Plenary:</b> give feedback to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical concierge area.</li> <li>• Concierge paperwork.</li> <li>• Assessment criteria</li> <li>• Assignment Workbook Task 3 – concierge</li> <li>• Observation records</li> </ul>
14	C2 Review own performance Feedback and review own performance	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss the criteria for learners reviewing their own performance.</li> <li>• <b>Teacher-led activity:</b> recap the previous lesson and discuss the feedback with learners.</li> <li>• <b>Class discussion:</b> learners to ask questions about their understanding of the observation forms and your feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assignment workbook Task 3 – concierge</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners to review their own performance working in concierge against the agreed standards and operating procedures, identifying strengths and areas for improvements – Assessment Workbook Task 3. Learners to hand in completed assessment.</li> <li>• <b>Plenary:</b> learners to ask questions to check learning and understanding.</li> </ul>	
15	<p>B1 Requirement for service</p> <p>B2 Standard operating procedures for service</p> <p>B3 Demonstrate effective preparation skills</p> <p>Preparing for and demonstrating service in food and beverage</p>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss practical preparation and service in food and beverage.</li> <li>• <b>Teacher-led activity:</b> introduce the requirements for service in food and beverage and discuss the standard operating procedures.</li> <li>• <b>Paired activity:</b> learners to practise completing standard operating procedures and documents for service.</li> <li>• <b>Teacher-led activity:</b> demonstrate how to prepare for service in food and beverage.</li> <li>• <b>Individual activity:</b> learners practise effective preparation skills for food and beverage.</li> <li>• <b>Teacher-led activity:</b> give feedback based on practice food and beverage service skills.</li> <li>• <b>Group activity:</b> learners to practise role-play, demonstrating effective service skills for food and beverage.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical food and beverage area</li> <li>• Food and beverage paperwork</li> <li>• Assessment Workbook Task 2 – food and beverage service</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners to complete Task 2 – food and beverage in Assessment Workbook.</li> <li>• <b>Plenary:</b> learners to hand in work. Recap the practical assessment and allow learners to ask any questions on the requirements.</li> </ul>	
16	B2 Standard operating procedures for service B3 Demonstrate effective preparation skills C1 Demonstrate effective service skills  Preparing for and demonstrating service in food and beverage	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service requirements for food and beverage and the service skills required.</li> <li>• <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>• <b>Class discussion:</b> learners to clarify their understanding of the required task.</li> <li>• <b>Individual activity:</b> learners to work in food and beverage, preparing the area and serving customers according to the given scenario in Task 3 from the Assessment Workbook.</li> <li>• <b>Individual activity:</b> observe (completing observation records) as learners demonstrate effective working skills in food and beverage according to the standard operating procedures. Learners to hand in completed paperwork.</li> <li>• <b>Plenary:</b> give feedback to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical food and beverage area</li> <li>• Food and beverage paperwork</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – food and beverage</li> <li>• Observation records</li> </ul>
17	C2 Review own performance	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss the criteria for learners reviewing their own performance.</li> <li>• <b>Teacher-led activity:</b> recap the previous lesson and discuss the feedback with learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	Feedback and review own performance		<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> learners to ask questions about their understanding of the observation forms and your feedback.</li> <li>• <b>Individual activity:</b> learners to review their own performance working in food and beverage against the agreed standards and operating procedures, identifying strengths and areas for improvements – Assessment Workbook Task 3. Learners to hand in their completed assessment.</li> <li>• <b>Plenary:</b> learners to ask questions to check learning and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 3 – food and beverage</li> </ul>
18	<p>B1 Requirement for service</p> <p>B2 Standard operating procedures for service</p> <p>B3 Demonstrate effective preparation skills</p> <p>Preparing for service in housekeeping</p>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss practical preparation and service in housekeeping.</li> <li>• <b>Teacher-led activity:</b> introduce the requirements for service in housekeeping and discuss the standard operating procedures.</li> <li>• <b>Paired activity:</b> learners to practise completing standard operating procedures and documents for service.</li> <li>• <b>Teacher-led activity:</b> demonstrate how to prepare for service in housekeeping.</li> <li>• <b>Individual activity:</b> learners practise demonstrating effective preparation skills for housekeeping.</li> <li>• <b>Teacher-led activity:</b> give feedback based on practice housekeeping service skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical housekeeping area.</li> <li>• Housekeeping paperwork.</li> <li>• Assessment Workbook Task 2 – housekeeping</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners to practise role-play, demonstrating effective service skills for housekeeping.</li> <li>• <b>Individual activity:</b> learners to complete Task 2 – housekeeping in Assessment Workbook.</li> <li>• <b>Plenary:</b> learners to hand in work. Recap the practical assessment and allow learners to ask any questions on the requirements.</li> </ul>	
19	B2 Standard operating procedures for service B3 Demonstrate effective preparation skills C1 Demonstrate effective service skills Preparing for and demonstrating service in housekeeping	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the service requirements for housekeeping and the service skills required.</li> <li>• <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>• <b>Class discussion:</b> learners to clarify their understanding of the required task.</li> <li>• <b>Individual activity:</b> learners to work in housekeeping, preparing the area and serving customers according to the given scenario in Task 3 from the Assessment Workbook.</li> <li>• <b>Individual activity:</b> observe (completing observation records) as learners demonstrate effective working skills in housekeeping according to the standard operating procedures. Learners to hand in completed paperwork.</li> <li>• <b>Plenary:</b> give feedback to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical housekeeping area</li> <li>• Housekeeping paperwork</li> <li>• Assessment criteria</li> <li>• Assignment Workbook Task 3 – housekeeping</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
20	C2 Review own performance  Feedback and review own performance	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discuss the criteria for learners reviewing their own performance.</li> <li>• <b>Teacher-led activity:</b> recap the previous lesson and discuss the feedback with learners.</li> <li>• <b>Class discussion:</b> learners to ask questions about their understanding of the observation forms and your feedback.</li> <li>• <b>Individual activity:</b> learners to review their own performance working in housekeeping against the agreed standards and operating procedures, identifying strengths and areas for improvement. Learners to hand in their completed assessment.</li> <li>• <b>Plenary:</b> learners to ask questions to check learning and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – housekeeping</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills 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 introduce learners to generic service skills.</li> <li>• To introduce learners to the different service areas in hospitality:             <ul style="list-style-type: none"> <li>○ reception</li> <li>○ concierge</li> <li>○ food and beverage service</li> <li>○ housekeeping.</li> </ul> </li> <li>• To introduce learners to the different service skills needed in these areas.</li> <li>• To introduce learners to the assessment rational.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Assessment Workbooks</li> <li>• Pens, flipchart paper, sticky notes</li> <li>• Guest speaker</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
<p>Starter activity (30 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> introduce learners to the unit, explaining how the unit will be assessed. Show learners the Assessment Workbook.</li> <li>● <b>Teacher-led activity:</b> explain the main four areas of service skills covered by the unit: reception, concierge, food and beverage, and housekeeping.</li> </ul>
<p>Main activities (120 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> learners to establish what they think general service skill are in hospitality.</li> <li>● <b>Teacher-led activity:</b> teacher presentation on the main generic service skills required in hospitality. Presentation to include customer care skills: <ul style="list-style-type: none"> <li>○ put the customer first</li> <li>○ give the customer time to make decisions</li> <li>○ ensure the customer feels comfortable</li> <li>○ ensure the customer feels important</li> <li>○ ensure the customer wants to return.</li> </ul> </li> <li>● <b>Paired activity:</b> learners to suggest different service skills needed in the four main areas of service covered by the unit. Learners to write their responses on sticky notes and place them on the walls in the teaching area.</li> <li>● <b>Class activity:</b> learners to discuss the identified skills and the areas of service they fall into.</li> <li>● <b>Teacher/guest speaker activity:</b> presentation on professional service skills and standard operating procedures required for working in the four main areas of service covered by the unit. Presentation should include: <ul style="list-style-type: none"> <li>○ reception: <ul style="list-style-type: none"> <li>– completing reservations</li> <li>– selling accommodation</li> <li>– checking in guests</li> <li>– registration</li> <li>– guest accounting</li> <li>– checking out</li> <li>– administration</li> </ul> </li> </ul> </li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>- answering the telephone</li> <li>- security</li> <li>- dealing with customers face to face and keeping them informed</li> <li>- handing over between shifts</li> <li>o concierge:</li> <li>o welcoming guests upon arrival to the hotel</li> <li>o acting as a point of reference for guests who require information or advice</li> <li>o working closely with reception staff to ensure the guests' needs are fully met and all special requests are fulfilled</li> <li>o food and beverage: <ul style="list-style-type: none"> <li>- responding to customer needs for food and drink</li> <li>- restaurant service</li> <li>- lounge service</li> <li>- room service</li> <li>- serving customers food and drink according to organisational standards</li> </ul> </li> <li>o housekeeping: <ul style="list-style-type: none"> <li>- daily cleaning of premises, including general public areas, entrance areas, guest rooms</li> <li>- restocking guest rooms, e.g. mini bars, toiletries, linen, towels</li> <li>- turning down service.</li> </ul> </li> </ul>
<p>Concluding activity (30 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to question the guest speaker/teacher about the service areas and standard operating procedures.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	2

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To develop learners' understanding of the different service areas.</li> <li>• To introduce learners to the different service skills in reception and concierge.</li> <li>• To introduce learners to the reception and concierge practical service areas.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• <b>PS:</b> teacher presentation</li> <li>• Pens, flipchart paper</li> <li>• Paper and general stationery</li> <li>• Sticky notes</li> <li>• Reception and concierge service areas</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> hold a question-and-answer session with learners on the different service areas required in hospitality, recapping the previous lesson.</li> <li>• <b>Teacher-led activity:</b> explain the main differences between reception and concierge.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> hold a teacher-facilitated discussion on the purpose and main differences between reception and concierge.</li> <li>• <b>Teacher-led activity:</b> show learners around the reception and concierge practical area, pointing out parts of interest, e.g. reception forms, back office, filing systems.</li> <li>• <b>Small-group activity:</b> learners can then work in small groups to complete a teacher-designed worksheet identifying the main difference between the reception and concierge service areas.</li> <li>• <b>Teacher-led activity:</b> feed back on the worksheet, giving the correct responses and encouraging learners to add to their worksheet as many correct answers as possible.</li> <li>• <b>Class discussion:</b> learners to hold a teacher-facilitated discussion on the different service skills required for reception and concierge.</li> <li>• <b>Teacher-led presentation:</b> show a presentation on the various service skills needed for reception and concierge, identifying any cross over with generic service skills. The presentation should cover:               <ul style="list-style-type: none"> <li>○ reception skills:                   <ul style="list-style-type: none"> <li>– communicate clearly (face to face, on the phone, in emails, in writing)</li> <li>– use booking forms and update guest details</li> <li>– complete registration documents accurately</li> <li>– inform customers about charges and facilities to match customer requirements</li> </ul> </li> </ul> </li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>- secure payment</li> <li>- issue room key</li> <li>- deal with customer requests.</li> <li>o Concierge skills:               <ul style="list-style-type: none"> <li>- understand reception documents and processes</li> <li>- use booking forms for guests</li> <li>- understand guest room requirements</li> <li>- offer guidance on places of local interest (e.g. use maps to explain how to get around, give information on tourist attractions, recommend restaurants to meet different guests' needs</li> <li>- make onward hotel bookings and travel arrangements.</li> </ul> </li> <li>• <b>Small-group activity:</b> learners to work in small groups creating a Venn diagram showing the different skills required for reception and concierge, identifying where the service skills cross over.</li> </ul>
<p>Concluding activity (30 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners to present the Venn diagrams to the rest of the group.</li> <li>• <b>Plenary:</b> provide feedback on the Venn diagrams.</li> </ul>

## Lesson plan

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

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To recap the service skills required in reception.</li> <li>• To introduce learners to Assessment Workbook Task 1 – reception.</li> <li>• To ensure learners complete Assessment Workbook Task 1 – reception.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – reception</li> <li>• <b>AS:</b> teacher-designed worksheets</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 service skills required in reception.</li> <li>● <b>Teacher-led activity:</b> facilitate a question-and-answer session with learners to ensure understanding about the service skills required in reception.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out Assessment Workbook Task 1 – reception and review the brief to ensure learners’ understanding.</li> <li>● <b>Class discussion:</b> cover the evidence requirements for Task 1 in the Assessment Workbook.</li> <li>● <b>Teacher-led activity:</b> ensure that learners understand what they are required to do.</li> <li>● <b>Individual activity:</b> learners to complete Task 1 – reception in the Assessment Workbook independently.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap with learners the service skills required in concierge from Lesson 2.</li> <li>● <b>Plenary:</b> learners to complete the teacher-designed worksheet identifying the service skills in concierge.</li> </ul>

## Lesson plan

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

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To recap the service skills required in concierge.</li> <li>• To introduce learners to Assessment Workbook Task1 – concierge.</li> <li>• To ensure learners complete Assessment Workbook Task 1 – concierge.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – concierge</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 service skills required in concierge.</li> <li>● <b>Teacher-led activity:</b> facilitate a question-and-answer session with learners to ensure understanding of the service skills required in concierge.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out Assessment Workbook Task 1 – concierge and review the brief to ensure learners’ understanding.</li> <li>● <b>Class discussion:</b> cover the evidence requirements for Task 1 in the Assessment Workbook.</li> <li>● <b>Teacher-led activity:</b> ensure that learners understand what they are required to do.</li> <li>● <b>Individual activity:</b> learners to complete Task 1 – concierge in the Assessment Workbook independently.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> recap with learners the service skills required in food and beverage service.</li> </ul>

## Lesson plan

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

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the different service skills in food and beverage.</li> <li>• To introduce learners to the food and beverage practical service areas.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• <b>PS:</b> teacher presentation</li> <li>• Pens, flipchart paper</li> <li>• Paper and general stationery</li> <li>• Food and beverage service areas</li> <li>• <b>AS:</b> teacher-designed worksheet</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> hold a question-and-answer session on the different service areas in hospitality.</li> <li>● <b>Teacher-led activity:</b> explain the main points of food and beverage service areas.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> learners to hold a teacher-facilitated discussion on food and beverage service and what it means to them.</li> <li>● <b>Group activity:</b> show learners around the food and beverage practical area, pointing out parts of particular interest, i.e. restaurant equipment, menus, linen.</li> <li>● <b>Group activity:</b> learners to work in small groups completing a teacher-designed worksheet identifying the main food and beverage service areas.</li> <li>● <b>Teacher-led activity:</b> feed back on the worksheet, giving the correct responses and encouraging learners to add to their worksheet as many correct answers as possible.</li> <li>● <b>Class discussion:</b> learners to hold a teacher-facilitated discussion on the different service skills required for food and beverage.</li> <li>● <b>Teacher-led activity:</b> show a presentation on the different service skills needed for food and beverage, identifying any cross over with generic service skills, to include:                         <ul style="list-style-type: none"> <li>○ appropriate service skills according to organisational needs</li> <li>○ taking customer orders, ladies first</li> <li>○ serving to the correct side of the customer</li> <li>○ setting correct cutlery for the meal</li> <li>○ serving drinks in the correct glass</li> <li>○ clearing correctly after all the table has finished eating</li> <li>○ upselling wine and dessert.</li> </ul> </li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>● <b>Small-group work:</b> learners to design a presentation showing the various food and beverage service skills required.</li> <li>● <b>Teacher-led activity:</b> learners to present their presentations to the rest of the group.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> confirm the main learning points identified in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	6

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To recap the service skills required in food and beverage service.</li> <li>• To introduce learners to Assessment Workbook Task 1 – food and beverage service.</li> <li>• To ensure learners complete Assessment Workbook Task 1 – food and beverage service.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – food and beverage service</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 service skills required in food and beverage service.</li> <li>• <b>Teacher-led activity:</b> facilitate a question and answer session with learners to ensure understanding of the service skills required in food and beverage service.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out Assessment Workbook Task 1 – food and beverage service and review the brief to ensure learners’ understanding.</li> <li>• <b>Class discussion:</b> cover the evidence requirements for Task 1 in the Assessment Workbook.</li> <li>• <b>Teacher-led activity:</b> ensure that learners understand what they are required to do.</li> <li>• <b>Individual activity:</b> learners to complete Task 1 – food and beverage service in the Assessment Workbook independently.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> recap with learners the service skills required in housekeeping.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	7

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To develop learners' understanding of the different service areas.</li> <li>• To introduce learners to the different service skills in housekeeping.</li> <li>• To introduce learners to the housekeeping practical service areas.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• <b>PS:</b> teacher presentation</li> <li>• Pens, flipchart paper</li> <li>• Paper and general stationery</li> <li>• Housekeeping service areas</li> <li>• <b>AS:</b> teacher-designed worksheet</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> hold a question-and-answer session on the different service areas required in hospitality.</li> <li>● <b>Teacher-led activity:</b> explain the main points of housekeeping service.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> learners to hold a teacher-facilitated discussion on housekeeping service and what it means to them.</li> <li>● <b>Group activity:</b> show learners around the housekeeping practical area, pointing out parts of particular interest, i.e. cleaning cupboard, store cupboard, paperwork.</li> <li>● <b>Group activity:</b> learners to work in small groups completing a teacher-designed worksheet identifying the main housekeeping service areas.</li> <li>● <b>Teacher-led activity:</b> feed back on the worksheet, giving the correct responses and encouraging learners to add to their worksheet as many correct answers as possible.</li> <li>● <b>Class discussion:</b> learners to hold a teacher-facilitated discussion on the different service skills required for housekeeping.</li> <li>● <b>Teacher-led activity:</b> show a presentation on the different service skills needed for housekeeping, identifying any cross over with generic service skills, to include.             <ul style="list-style-type: none"> <li>○ ability to follow a cleaning schedule</li> <li>○ correct use of cleaning chemicals, e.g. toilet cleaner, hard surface cleaner</li> <li>○ correct use of equipment, e.g. dry mop, wet mop, vacuum cleaners, floor polishers</li> <li>○ cleaning according to organisational need</li> <li>○ bed making according to organisational standards.</li> </ul> </li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>● <b>Small-group work:</b> learners to design a presentation showing the different housekeeping service skills required.</li> <li>● <b>Teacher-led activity:</b> learners to present their presentation to the rest of the group.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> provide feedback on the presentations.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	8

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To recap the service skills required in housekeeping service.</li> <li>• To introduce learners to Assessment Workbook Task 1 – housekeeping.</li> <li>• To ensure learners complete Assessment Workbook Task 1 – housekeeping.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook Task 1 – housekeeping</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 service skills required in housekeeping.</li> <li>• <b>Teacher-led activity:</b> facilitate a question-and-answer session with learners to ensure understanding of the service skills required in housekeeping.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out Assessment Workbook Task 1 – housekeeping and review the brief to ensure learners' understanding.</li> <li>• <b>Class discussion:</b> cover the evidence requirements for Task 1 in the Assessment Workbook.</li> <li>• <b>Teacher-led activity:</b> ensure that learners understand what they are required to do.</li> <li>• <b>Individual activity:</b> learners to complete Task 1 – housekeeping in the Assessment Workbook independently.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> discuss the practical assessment with learners.</li> <li>• <b>Teacher-led activity:</b> to check learning, confirm the main learning points identified in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to service requirements in reception.</li> <li>• To introduce learners to documents used for reception service.</li> <li>• To introduce learners to preparation skills needed in reception.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical reception area</li> <li>• <b>TF:</b> reception paperwork</li> <li>• Assessment Workbook Task 2 – reception</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
<p>Starter activity (30 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> discuss the practical preparation skills needed in reception.</li> <li>● <b>Teacher-led activity:</b> introduce learners to the different types of paperwork to be completed in reception.</li> </ul>
<p>Main activities (120 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners to practise completing standard operating procedures and documents for service.</li> <li>● <b>Teacher-led activity:</b> give a presentation on the requirements for service in reception and discuss the standard operating procedures. Include specific customer needs:               <ul style="list-style-type: none"> <li>○ visual needs</li> <li>○ hearing needs</li> <li>○ mobility issues</li> <li>○ special dietary requirements</li> <li>○ pre-orders and requests</li> <li>○ special room requests, e.g. close to the lifts.</li> </ul> </li> <li>● <b>Teacher-led activity:</b> show learners how to complete reception paperwork according to the operating standards.</li> <li>● <b>Paired activity:</b> learners to work in pairs completing documents for service according to standard operating procedures.</li> <li>● <b>Teacher-led activity:</b> demonstrate how to prepare for service in reception, to include:               <ul style="list-style-type: none"> <li>○ customer records and information systems</li> <li>○ room report statuses</li> <li>○ updating the daily booking log</li> <li>○ restocking stationery supplies.</li> </ul> </li> <li>● <b>Teacher-led activity:</b> support and observe learners behind reception and give feedback to them.</li> <li>● <b>Group activity:</b> learners to work in groups practising role-play activities demonstrating effective service skills for reception.</li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> give feedback on the role-play activities and learners' responses.</li> <li>● <b>Individual activity:</b> learners to complete Assessment Workbook Task 2 – reception.</li> </ul>
<p>Concluding activity (30 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> teacher presentation recapping the practical assessment for this part of the unit.</li> <li>● <b>Class discussion:</b> to check learning, confirm the main learning points identified in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	10

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the practical assessment of working in reception.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical reception area</li> <li>• <b>TF</b>: reception paperwork</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – reception</li> <li>• <b>TF</b>: observation records</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 assessment activities.</li> <li>● <b>Teacher-led activity:</b> recap the service requirements and the skills required for reception.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>● <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the assessment activity.</li> <li>● <b>Individual activity:</b> learners to work in reception to prepare for and serve customers according to the assessment activity, following the scenario in Assessment Workbook Task 3 – reception, and implementing the standard operating procedures. Learners should be observed carrying out the following tasks: <ul style="list-style-type: none"> <li>○ restocking the back office</li> <li>○ updating reception records</li> <li>○ preparing a customer invoice</li> <li>○ updating hotel information, e.g. room availability, prices.</li> </ul> </li> <li>● <b>Individual activity:</b> carry out observations on learners as they <b>complete</b> the assessment. Learners to complete the task and hand in any paperwork generated during the task.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> give feedback to learners.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	11

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to feedback on their performance</li> <li>• To introduce learners to the final task of reviewing their performance.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – reception</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 final part of the Assessment Workbook.</li> <li>• <b>Teacher-led activity:</b> discuss the assessment criteria and recap the previous lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out the completed observation forms to learners.</li> <li>• <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the completed observation forms.</li> <li>• <b>Individual activity:</b> learners to complete Assessment Workbook Task 3 – reception, reviewing their performance against the agreed standards and operating procedures, identifying strengths and areas for improvement.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to hand in completed work.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	12

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to service requirements in concierge.</li> <li>• To introduce learners to documents used for concierge service</li> <li>• To introduce learners to preparation skills needed in concierge.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical concierge service area</li> <li>• <b>TF:</b> concierge paperwork</li> <li>• Assessment Workbook Task 2 – concierge</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> give a presentation on the requirements for service in concierge and discuss the standard operating procedures.</li> <li>• <b>Teacher-led activity:</b> show learners how to complete concierge paperwork according to the operating standards.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners to practise completing standard operating procedures and documents for service.</li> <li>• <b>Teacher-led activity:</b> demonstrate how to prepare for in concierge service, to include: <ul style="list-style-type: none"> <li>○ updating guest information services</li> <li>○ checking for any guest requests</li> <li>○ checking local transport, places of interest for prices and opening times</li> <li>○ checking for any guest arrivals.</li> </ul> </li> <li>• <b>Individual activity:</b> learners to practise demonstrating effective preparation for service in concierge.</li> <li>• <b>Teacher-led activity:</b> support and observe learners working in concierge and give feedback to them.</li> <li>• <b>Group activity:</b> learners to work in groups practising role-play activities demonstrating practical service skills for concierge.</li> <li>• <b>Teacher-led activity:</b> give feedback on the role-play activities and learners' responses.</li> <li>• <b>Individual work:</b> learners to complete Assessment Workbook Task 2 – concierge.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher presentation recapping the practical assessment for this part of the unit.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	13

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the practical assessment of working in concierge.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical concierge area</li> <li>• <b>TF:</b> concierge paperwork</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – concierge</li> <li>• <b>TF:</b> observation records</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 assessment activities.</li> <li>● <b>Teacher-led activity:</b> recap the service requirements and the skills required for concierge.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>● <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the assessment activity.</li> <li>● <b>Individual activity:</b> learners to work in concierge to prepare for and serve customers according to the assessment activity, following the scenario in Assessment Workbook Task 3 – concierge, and implementing the standard operating procedures. Learners should be observed carrying out the following tasks: <ul style="list-style-type: none"> <li>○ providing emergency contact information to a guest</li> <li>○ recommending places to visit to suit customer requirements</li> <li>○ booking tours and travel services</li> <li>○ provides up-to-date and accurate information on products and services available in the hotel.</li> </ul> </li> <li>● <b>Individual activity:</b> carry out observations on learners as they complete the assessment. Learners to complete the task and hand in any paperwork generated during the task.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> give feedback to learners.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	14

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to feedback on their performance.</li> <li>• To introduce learners to the final task of reviewing their performance.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – concierge</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 final part of the Assessment Workbook.</li> <li>● <b>Teacher-led activity:</b> discuss the assessment criteria and recap the previous lesson.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out the completed observation forms to learners.</li> <li>● <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the completed observation forms.</li> <li>● <b>Individual activity:</b> learners to complete Assessment Workbook Task 3 – concierge, reviewing their performance against the agreed standards and operating procedures, identifying strengths and areas for improvement.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> learners to hand in completed work.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	15

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to service requirements in food and beverage.</li> <li>• To introduce learners to documents used for food and beverage service.</li> <li>• To introduce learners to preparation skills needed in food and beverage service.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical food and beverage service area</li> <li>• TF: food and beverage paperwork</li> <li>• Assessment Workbook Task 2 – food and beverage</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> give a presentation on the requirements for service in food and beverage and discuss the standard operating procedures.</li> <li>● <b>Teacher-led activity:</b> show learners how to complete food and beverage paperwork according to the operating standards.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners to practise completing documents for service according to standard operating procedures.</li> <li>● <b>Teacher-led activity:</b> teacher to demonstrate how to prepare for service in food and beverage, to include: <ul style="list-style-type: none"> <li>○ adapting local dishes to suit customer dietary needs</li> <li>○ preparation of sideboards</li> <li>○ setting up restaurant equipment, e.g. tables, chairs</li> <li>○ collecting necessary resources, e.g. tablecloths, cutlery, condiments</li> <li>○ preparing drinks, e.g. tea, coffee</li> <li>○ restocking front of house items as required.</li> </ul> </li> <li>● <b>Individual activity:</b> learners to practise demonstrating effective preparation for service in the food and beverage service area.</li> <li>● <b>Teacher-led activity:</b> support and observe learners in the food and beverage service area and give feedback to them.</li> <li>● <b>Group activity:</b> learners to work in groups practising role-play activities demonstrating effective service skills for food and beverage.</li> <li>● <b>Teacher-led activity:</b> give feedback on the role-play activities and learners' responses.</li> <li>● <b>Individual activity:</b> learners to complete Assessment Workbook Task 2 – food and beverage.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> teacher presentation recapping the practical assessment for this part of the unit.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	16

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the practical assessment of working in food and beverage service.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical food and beverage area</li> <li>• <b>TF:</b> food and beverage paperwork</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – food and beverage</li> <li>• <b>TF:</b> observation records</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 assessment activities.</li> <li>• <b>Teacher-led activity:</b> recap the service requirements and the skills required for food and beverage service.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>• <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the assessment activity.</li> <li>• <b>Individual activity:</b> learners to work in food and beverage to prepare for and serve customers according to the assessment activity, following the scenario in Assessment Workbook Task 3 – food and beverage, implementing the standard operating procedures. Learners should be observed carrying out the following tasks: <ul style="list-style-type: none"> <li>○ cleaning service equipment, e.g. cutlery, plates, glasses</li> <li>○ setting the service area, e.g. tables, chairs, sideboards</li> <li>○ laying tables</li> <li>○ preparing condiments, e.g. salt, pepper, table sauces</li> <li>○ checking menus, e.g. dish composition.</li> </ul> </li> <li>• <b>Individual activity:</b> carry out observations on learners as they complete the assessment. Learners to complete the task and hand in any paperwork generated during the task.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> give feedback to learners.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	17

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to feedback on their performance.</li> <li>• To introduce learners to the final task for reviewing their performance.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – food and beverage service</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 final part of the Assessment Workbook.</li> <li>• <b>Teacher-led activity:</b> discuss the assessment criteria and recap the previous lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out the completed observation forms to learners.</li> <li>• <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the completed observation forms.</li> <li>• <b>Individual activity:</b> learners to complete Assessment Workbook Task 3 – food and beverage service, reviewing their performance against the agreed standards and operating procedures, identifying strengths and areas for improvement.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to hand in completed work.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	18

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to service requirements in housekeeping.</li> <li>• To introduce learners to documents used for housekeeping service.</li> <li>• To introduce learners to preparation skills needed in housekeeping.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical housekeeping area</li> <li>• <b>TF:</b> housekeeping paperwork</li> <li>• Assessment Workbook Task 2 – housekeeping</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> to give a presentation on the requirements for service in housekeeping and discuss the standard operating procedures.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners to practise completing documents for service according to standard operating procedures.</li> <li>● <b>Teacher-led activity:</b> demonstrate how to prepare for service in housekeeping, to include: <ul style="list-style-type: none"> <li>○ checking room status, e.g. arrivals, departures, late check out, organising linen storeroom</li> <li>○ collecting equipment according to the cleaning schedule</li> <li>○ restocking the house keeping trolley.</li> </ul> </li> <li>● <b>Individual activity:</b> learners to practise demonstrating effective preparation for service in housekeeping.</li> <li>● <b>Teacher-led activity:</b> support and observe learners working in housekeeping and give feedback to them.</li> <li>● <b>Group activity:</b> learners to work in groups practising role-play activities demonstrating effective service skills for housekeeping.</li> <li>● <b>Teacher-led activity:</b> give feedback on the role-play activities and learners' responses.</li> <li>● <b>Individual activity:</b> learners to complete Assessment Workbook Task 2 – housekeeping.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> teacher presentation recapping the practical assessment for this part of the unit.</li> <li>● <b>Class discussion:</b> use a question-and-answer session to confirm the main learning points identified in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	19

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the practical assessment of working in housekeeping.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Practical housekeeping area</li> <li>• <b>TF:</b> housekeeping paperwork</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – housekeeping</li> <li>• <b>TF:</b> observation records</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 assessment activities.</li> <li>● <b>Teacher-led activity:</b> recap the service requirements and the skills required for housekeeping.</li> </ul>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> hand out the assessment activity.</li> <li>● <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the assessment activity.</li> <li>● <b>Individual activity:</b> learners to work in housekeeping to prepare for and serve customers according to the assessment activity, following the scenario in Assessment Workbook Task 3 – housekeeping, and implementing the standard operating procedures. Learners should be observed carrying out the following tasks:               <ul style="list-style-type: none"> <li>○ replenishing cleaning stock</li> <li>○ restocking the linen room</li> <li>○ restocking service trolleys</li> <li>○ ensuring cleaning equipment is suitable for the task.</li> </ul> </li> <li>● <b>Individual activity:</b> carry out observations on learners as they complete the assessment. Learners to complete the task and hand in any paperwork generated during the task.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> give feedback to learners.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 5: Service Skills in Hospitality
<b>Lesson no</b>	20

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to feedback on their performance.</li> <li>• To introduce learners to the final task of reviewing their performance.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Completed observation forms</li> <li>• Assessment criteria</li> <li>• Assessment Workbook Task 3 – housekeeping</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 final part of the Assessment Workbook.</li> <li>• <b>Teacher-led activity:</b> discuss the assessment criteria and recap the previous lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> hand out the completed observation forms to learners.</li> <li>• <b>Class discussion:</b> learners to ask any questions to clarify their understanding of the completed observation forms.</li> <li>• <b>Individual activity:</b> learners to complete Assessment Workbook Task 3 – housekeeping, reviewing their performance against the agreed standards and operating procedures, identifying strengths and areas for improvement.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to hand in completed work.</li> </ul>

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