

Pearson BTEC Uzbekistan Level 3 Qualifications in

Hospitality

Unit 9: Business Enterprise in Hospitality

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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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 9: Business Enterprise in Hospitality

Delivery guidance

Approaching the unit

This unit will allow your learners to explore the factors that impact on the success of hospitality business start-ups and the trends that start-ups can take advantage of. Your learners will use this information to generate credible new business ideas which they will develop, producing and presenting a detailed business plan to support it.

Learning aim A focuses on the factors that may impact on the success of hospitality business start-ups. These include the political and economic factors that impact on all businesses on a national scale. It also looks at the local factors that can determine the difference between success and failure. The learning aim further examines a range of current trends that can be exploited by developing a new hospitality enterprise idea.

Learning aim B focuses on generating different business enterprise ideas. Your learners will select the best idea and then apply a set of standard factors to assess the suitability of their business enterprise idea.

Learning aim C is a largely practical learning aim which involves learners developing their idea into a credible business plan. Learners will carry out activities that will lead to the completion and presentation of their plan. Learners will evaluate the strengths and weakness of their plans based on feedback from yourself and their fellow learners.

Learners should have access to:

- guest speakers from hospitality businesses who can talk to learners about how they set up 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 9: Business Enterprise in Hospitality
<p>Introduction</p> <p>This unit is about helping your learners understand the factors that need to be considered when planning to start a new hospitality enterprise and how these factors can impact on the success or failure of the enterprise. Learners will be able to assess their ideas and develop the most feasible idea to produce a realistic business plan.</p>
<p>Learning aim A – Investigate factors that may impact on the success of hospitality business start-ups</p> <ul style="list-style-type: none">• Start with an introduction to the unit and set out its aims and objectives. Explain to learners that they will be generating ideas for and creating a business plan for a new hospitality business enterprise, and that this unit will take them through the steps of doing it.• Start off with a discussion on the growth of hospitality enterprises in your local area. If your local area is not a growth area, focus on a city that your learners are familiar with where there has recently been growth in. Ask learners why they think there has been this growth recently – what has happened to encourage this?• Use a presentation to help explain that there are factors that can impact on the success of hospitality business start-ups. These factors can have a positive or negative impact. Start with national and international issues, such as political issues and economic issues.• Use a discussion to allow learners to gain an understanding of each of the national and international issues identified. Design a worksheet to allow learners to capture the discussion so that this can be referred to when exploring ideas for their new hospitality enterprise.• Ask learners if they can think about any local issues that could impact on the start-up of a new hospitality business. Capture and discuss learners' suggestions.• Use a presentation to provide examples of local issues:<ul style="list-style-type: none">○ competition○ availability of locations, supplies and suppliers, resources○ economic issues – the local impact of national and international issues○ planning restrictions.

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- Use a discussion to allow learners to gain an understanding of each of these issues. Design a worksheet to allow learners to capture the discussion so that this can be referred to when exploring ideas for their new hospitality enterprise.
- Continue by asking learners to consider the staffing issues that can impact on a business. Split learners into pairs and provide them with a list of factors and ask them to consider how these could impact on businesses.
- Get learners to capture their thoughts on a worksheet designed by you. Use a discussion to allow learners to gain an understanding of each of these issues.
- Complete this learning aim by asking learners to consider what they think are current trends that are affecting the hospitality industry. Capture and discuss their ideas.
- Split learners into four groups. Using the internet, trade press, magazines, TV, films and social media, ask each group to investigate one of the following:
 - social trends
 - technology trends
 - environmental trends
 - ethical trends.

The groups should then present their findings to the class. Discuss each of the trends identified.

- Use a presentation to summarise learners' findings and to add to the trends they have discovered. Learners' understanding of each point may be limited.
- Introduce learners to how marketing and the media (trade press, magazines, TV, films, social media) influences trends. Use examples from each to illustrate some of the latest trends driven by marketing and the media. This can include global influences as well as nationwide influences on the hospitality industry. When discussing social media, widen the discussion to include the impact of the digital revolution on production and consumption – the impact of platforms like Facebook and Instagram, and the way technology has made it easier for hospitality businesses to communicate with their customers.

Learning aim B – Explore ideas for a new hospitality enterprise

- This unit requires learners to generate ideas for a new hospitality enterprise, however some guidance is required.
- Introduce the learning aim and explain how learners will be assessed.

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- Start the learning for this learning aim by providing guidance on generating ideas and defining what is meant by each of the following statements:
 - provision of products and/or services in new contexts
 - provision of products and/or services to new markets
 - identifying a gap in the market
 - targeting different customer types.
- Have a class discussion on the type of businesses for learners to consider. Remember learners have to produce a business plan, so ideas need to be realistic. Restricting business ideas to the sale of a single 'specialist' product will allow learners to undertake all of the activities required for the achievement of Learning Aim C. Discuss the factors that they need to consider when generating their ideas.
- Provide sufficient lesson time for learners to work on their ideas so that guidance can be given to avoid unsuitable ones being chosen. Discuss learners' ideas and guide them to select the most appropriate business idea. Remember learners should work independently to generate their ideas. Discuss the points learners are required to cover when describing their hospitality enterprise idea, explaining any of the requirements where required.
- Use a presentation to introduce learners to the concept of carrying out an analysis of a business idea. Discuss how proposed internal business factors can be assessed by establishing their strengths and weaknesses, and external factors assessed by establishing opportunities and threats.
- Provide sufficient lesson time for learners to carry out their analysis of their enterprise ideas. A template has been provided in the Assessment Workbook that learners can use to record their business ideas and provide a description of their chosen enterprise idea.

Learning aim C – Create a business plan for a new hospitality enterprise

- Learners are required to create a business plan for their new hospitality enterprise. A template has been provided in the Assessment Workbook to which learners can add their specific business's details.
- Use a presentation and class discussion to explain the requirements of the business plan and the detail required in the business plans:
 - name and address of business – learners to think of a business name
 - type of business ownership – learners to determine the legal structure of their business. These will have been taught in Unit 1: Introduction to Hospitality but can be recapped here

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- type of business – full description of the type of business, e.g. vegetarian pizza pop-up
- business premises – it is unlikely that learners will be able to find the prices for premises, so limit this to a pop-up stall
- people in the business – a full description of the skills the learner needs to run the business and the help required, including the skills they require and the training they may need.
- Discuss examples of start-up costs, e.g. equipment, stock. Using the internet and other sources, get learners to list the equipment they require for their business start-up and the stock they require. A simple product costing sheet has been included as an appendix in the Assessment Workbook.
- Discuss the products and services learners are going to offer. Learners are required to provide full details of these, including the selling price and where they will source their supplies, use the product costing sheet in the Assessment Workbook to calculate the selling price of the product/s.
- Discuss how learners should determine their target customers, their specific needs, and how their products and services meet these needs. Continue to introduce the concept of a competitor analysis and get learners to carry out a competitor analysis for their business plan.
- Use a presentation to explain the importance of advertising and marketing the new business enterprise. Get learners to produce examples of marketing material for their business ideas.
- Provide sufficient lesson time for learners to complete their business plans. A template has been provided in the Assessment Workbook for learners to complete.
- Learners should present their individual business plans to you and the class. Ensure all learners provide feedback; a template has been provided in the Assessment Workbook for learners to complete. Allow learners to assess their business plan based on the feedback given.

Details of links to other BTEC units

This unit draws on the knowledge and skills learners have gained from studying all the other units in this qualification.

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

Unit	Unit 9: Business Enterprise in Hospitality
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	This unit draws on the knowledge and skills learners have gained from studying all the other units in this qualification.

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Lesson
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	<p>A1 Issues that affect the business environment in the hospitality industry</p> <p>National and international issues:</p> <ul style="list-style-type: none"> political issues economic issues 		<ul style="list-style-type: none"> Lead-in: introduce learners to the unit; to include content, scheme of work and the assessment of the unit. Explain to learners that they will be generating ideas for and creating a plan for a new hospitality business enterprise and that this unit will take them through the steps of doing this. Class discussion: start off with a discussion on the growth of hospitality enterprises in your local area. If your local area is not a growth area, focus on a city that your learners are familiar with where there has recently been growth. 	<ul style="list-style-type: none"> Unit specification Pens/flipchart Teacher presentation Activity sheets

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: ask learners why they think there has been this growth recently – what has happened to encourage this? They should present their ideas to the class. • Teacher-led presentation: use a presentation to help explain that there are factors that can impact on the success of hospitality business start-ups. These factors can have a positive or negative impact. Start with national and international issues: <ul style="list-style-type: none"> ○ political issues: provide a range of national and international issues that are current and discuss how these impact on business start-ups. Remember to include political factors that can create both favourable and disadvantageous conditions. • Class discussion: use a discussion to allow learners to gain an understanding of the political factors. Design a worksheet to allow learners to capture the discussion so that this can be referred to when exploring ideas for their new hospitality enterprise. • Teacher-led presentation: use a presentation to introduce learners to the economic issues. Again, provide a range of national and international issues. Develop a worksheet to allow the discussion to be captured. • Plenary: summary of learning and question-and-answer session to check learning. 	

#	Topic	Lesson type	Suggested activities	Resources
2	<p>A1 Issues that affect the business environment in the hospitality industry</p> <ul style="list-style-type: none"> • Local issues: <ul style="list-style-type: none"> ○ competition ○ availability of locations, supplies and suppliers, resources ○ planning restrictions 		<ul style="list-style-type: none"> • Lead-in: recap last lesson and introduce topic for this lesson – local issues. • Class discussion: ask learners if they can think about any local issues that could impact on the start-up of a new hospitality business. Capture and discuss learners' suggestions. • Teacher-led presentation: use a presentation to introduce learners to local issues, specifically: <ul style="list-style-type: none"> ○ competition – how to carry out a simple competitor analysis ○ availability of locations, supplies and suppliers, resources ○ economic issues – again, provide a range of national and international issues ○ planning restrictions. • Paired activity: split the class into pairs. Give learners a local issue to investigate – competition, available locations, supplies and suppliers, local economic issue or planning/building restrictions. Design a worksheet to allow learners to record their findings and the findings of other pairs. Learners to present their findings. • Class discussion: discuss each of the local issues. • Plenary: summary of learning and question-and-answer session to check learning. 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentation • Activity sheets

#	Topic	Lesson type	Suggested activities	Resources
3	<p>A1 Issues that affect the business environment in the hospitality industry</p> <ul style="list-style-type: none"> • Staffing issues: <ul style="list-style-type: none"> ○ availability ○ wage cost ○ training ○ skills gaps 		<ul style="list-style-type: none"> • Lead-in: recap last lesson and introduce topic for this lesson – staffing issues. • Class discussion: ask learners to think about staffing issues that can impact on the start-up of a new hospitality business. Capture and discuss learners’ suggestions. • Teacher-led presentation: use a presentation to introduce staffing issues, specifically: <ul style="list-style-type: none"> ○ availability ○ wage cost ○ training ○ skills gaps. • Paired activity: ask learners to investigate the staffing issues. Design a worksheet to allow learners to record their findings and the findings of other pairs. Learners to present their findings. • Class discussion: discuss each of the staffing issues. • Plenary: summary of learning and question-and-answer session to check learning. 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentation • Activity sheets

#	Topic	Lesson type	Suggested activities	Resources
4	<p>A2 Current trends affecting hospitality businesses</p> <ul style="list-style-type: none"> • Social trends • Technology trends • Impact of trends 		<ul style="list-style-type: none"> • Lead-in: recap last lesson and introduce topic for this lesson – current trends. • Class discussion: ask learners to consider what they think are current trends that are affecting the hospitality industry. Capture and discuss their ideas. • Paired activity: in pairs, using the internet, trade press, magazines, TV, films and social media, get learners to investigate one each of the identified social and technological trends. Learners to feed back to the class. • Teacher-led presentation: use a presentation to summarise learners' findings and add to the trends they have discovered. Learners' understanding of each point may be limited. • Class discussion: discuss each of the social and technological trends and their impact. • Plenary: summary of learning and question-and-answer lesson to check learning. 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentation • Access to internet, trade press, magazines, TV, films and social media
5	<p>A2 Current trends affecting hospitality businesses</p> <ul style="list-style-type: none"> • Environmental trends • Ethical trends 		<ul style="list-style-type: none"> • Lead-in: recap last lesson and introduce topic for this lesson – current trends. • Class discussion: ask learners to consider what they think are current trends that are affecting the hospitality industry. Capture and discuss their ideas. 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentation • Access to internet, trade press, magazines, TV,

#	Topic	Lesson type	Suggested activities	Resources
	<ul style="list-style-type: none"> Impact of trends 		<ul style="list-style-type: none"> Paired activity: in pairs, using the internet, trade press, magazines, TV, films and social media, get learners to investigate one each of the identified environmental and ethical trends. Learners to feed back to the class. Teacher-led presentation: use a presentation to summarise learners' findings and add to the trends they have discovered. Learners' understanding of each point may be limited. Class discussion: discuss each of the environmental and ethical trends and their impact. Teacher-led presentation: introduce learners to how marketing and media (trade press, magazines, TV, films, social media) influence trends. Use examples from each to illustrate some of the latest trends driven by marketing and the media. Include global influences as well as nationwide influences on the hospitality industry. When discussing social media, widen the discussion to include the impact of the digital revolution on production and consumption – the impact of platforms like Facebook and Instagram, the way technology has made it easier for hospitality businesses to communicate with their customers, etc. Plenary: summary of learning and question-and-answer session to check learning. 	films and social media

#	Topic	Lesson type	Suggested activities	Resources
6	Assessment revision/workshop	AW	<ul style="list-style-type: none"> • Lead-in: recap Learning Aim A: Investigate factors that may impact on the success of hospitality business start-ups. • Teacher-led activity: hand out Assessment Workbooks and review the brief to ensure learners' understanding. • Class discussion: go over the evidence requirements for Task 1 in the Assessment Workbook. • Individual activity: assessment work. Learners to work independently on Assessment Workbook. • Plenary: learners to hand in work for marking. 	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • Teacher presentation • Assessment Workbooks
7	B1 Propose different hospitality enterprise ideas <ul style="list-style-type: none"> • Business ideas 		<ul style="list-style-type: none"> • Lead-in: start with an introduction to the learning aim and explain that it requires learners to come up with ideas for a new hospitality enterprise. • Teacher-led presentation: introduce learners to generating business ideas. The presentation should include the following as a base for their business ideas – provide examples for each: <ul style="list-style-type: none"> ○ provision of products and/or services in new contexts ○ provision of products and/or services to new markets ○ identifying a gap in the market ○ targeting different customer types. 	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • Teacher presentation

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: about the type of businesses for learners to consider. Remember learners have to produce a business plan, so ideas need to be realistic. Restricting business ideas to the sale of a single 'specialist' product – e.g. pizza slices, one pot meals, etc. – will allow learners to undertake all of the activities required for the achievement of Learning Aim C. Discuss the factors that they need to consider when generating their ideas including: <ul style="list-style-type: none"> ○ trends or issues ○ suitable products and/or services for the target market ○ location of the business. • Individual/paired activity: ask learners to think about each of these areas and brainstorm business ideas. Learners to feed back to class. • Plenary: summary of learning and question-and-answer session to check learning. 	
8	Business ideas workshop		<ul style="list-style-type: none"> • Lead-in: explain this lesson is to facilitate generating business ideas. • Teacher-led activity: facilitate learners with their business ideas. Provide guidance only to avoid unsuitable ideas. Discuss learners' ideas and guide them to select the most appropriate business idea. Remember learners should work independently to generate their ideas. Discuss the points learners are required to cover when describing their hospitality enterprise idea. 	<ul style="list-style-type: none"> • Pens/flipchart

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual activity: challenge learners to think of three enterprise ideas and select one. • Plenary: summary of learning and question and answer lesson to check learning. 	
9	B2 Describe one hospitality enterprise idea <ul style="list-style-type: none"> • Enterprise idea • Resources required • Customer needs and wants 		<ul style="list-style-type: none"> • Lead-in: recap last lesson and introduce topic for this lesson – describe one hospitality enterprise idea. • Individual activity: learners need to decide which enterprise idea they will describe. Provide a copy of the template in the Assessment Workbook so learners can make notes on all the areas they are required to describe. • Teacher-led activity/presentation: use a presentation to discuss each of the areas that learners need to describe for their enterprise idea: <ul style="list-style-type: none"> ○ type of business – a description of the business ○ unique selling point – what is a unique selling point? Provide examples from the hospitality industry of organisation’s USPs. Get learners to think about what makes their business unique. ○ products – learners will need to provide a full description of their product/s ○ services – learners will need to provide a full description of their services (if applicable) 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentations • Blank copies of the template for describing the enterprise idea from the Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ target market – learners will need to describe who they will be selling their products to and why ○ existing competition – refer back to week 2 – learners need to describe who will be their competitors. ● Class discussion: get learners to discuss each point. ● Teacher-led activity/presentation: use a presentation to discuss resources required: <ul style="list-style-type: none"> ○ own time, others’ time, skills and areas of expertise ○ finance, materials, equipment. ● Class discussion: learners to discuss each point. ● Teacher-led activity/presentation: use a presentation to discuss customer needs and wants: <ul style="list-style-type: none"> ○ primary research, e.g. asking questions on social media, in surveys, interviews, questionnaires, asking questions face to face ○ secondary research, e.g. data, reports, trends. ● Individual activity: learners to design a questionnaire to use to question their classmates on their wants and needs. Learners can also design a questionnaire to question classmates about their proposed products. ● Plenary: summary of learning and question-and-answer session to check learning. 	

#	Topic	Lesson type	Suggested activities	Resources
10	Business description workshop	AW	<ul style="list-style-type: none"> • Lead-in: explain this lesson is to facilitate describing their enterprise idea. • Individual activity: get learners to describe their enterprise ideas – learners must work independently on these. • Plenary: summary of activity and question-and-answer session to check progress. 	<ul style="list-style-type: none"> • Pens/flipchart • Blank copies of the template for describing the enterprise idea from the Assessment Workbook
11	<p>B3 Assess the suitability of the chosen hospitality enterprise idea</p> <ul style="list-style-type: none"> • Analysis of chosen idea: <ul style="list-style-type: none"> ○ strengths ○ weaknesses ○ opportunities ○ threats 		<ul style="list-style-type: none"> • Lead-in: recap last lesson and introduce topic for this lesson – assessing the suitability of the hospitality enterprise idea. • Teacher-led presentation: introduce learners to the concept of using a strengths, weaknesses, opportunities and threats (SWOT) analysis to assess the viability of an enterprise idea. In addition to this, explain to learners the purpose of this analysis. • Paired activity: using a mock business description (using the template in the Assessment Workbook), allow learners to assess a range of factors using the SWOT method. Pairs to feed back to the class. • Class discussion: get learners to consider the results of the paired activity, explaining why they have labelled items the way they have. Ensure learners are aware that a strength can also be a weakness and vice versa, depending on the context in which it is viewed. 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentations • Mock business description

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation: run through the factors that learners need to address when analysing the suitability of their enterprise idea. • Plenary: summary of learning and question-and-answer session to check learning. 	
12	Assessment revision/workshop	AW	<ul style="list-style-type: none"> • Lead-in: explain this lesson is to facilitate assessing their enterprise idea. • Individual activity: learners to assess the suitability of their enterprise ideas – learners must work independently on these. • Plenary: summary of activity and question-and-answer session to check progress. 	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • Teacher presentation • Assessment Workbook
13	C1 Hospitality business plan		<ul style="list-style-type: none"> • Lead-in: recap last learning aim and introduce topic for this lesson – the enterprise business plan. • Teacher-led presentation: using the enterprise business plan, discuss the areas that need to be completed. Much of the content will have been covered in this and other units so a focus on the areas not previously covered is required. • Start with business aims. Explain that aims can be simple but need to be achievable. Talk briefly about aims needing to be specific, measurable, achievable, relevant and time-based (SMART). Provide examples from hospitality organisations of 	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentation • Blank copies of the business plan from the Assessment Workbook • Examples of hospitality business mission/vision statements

#	Topic	Lesson type	Suggested activities	Resources
			<p>their mission statements/business visions. Explain how these can be seen as business aims.</p> <ul style="list-style-type: none"> • Class discussion: discuss the purpose of the mission statements/business visions. Ask learners to consider if these mission statements/business visions help to create an image or brand, or contribute to an organisation’s USP. • Paired activity: using the mock business description from the previous lesson, ask learners to produce a SMART mission statement. Learners to present these and the class to discuss. • Class discussion: discuss the skills required within a business – the management and staffing skills required. • Paired activity: using the mock business description from the previous lesson, ask learners to consider the skills required to set-up and run the business. Ask learners to consider how they would train staff. • Teacher-led presentation: on pricing products. Using the product costing sheet in the Assessment Workbook, demonstrate how the selling price of a product is calculated. Explain how learners can arrive at a selling price. • Individual activity: using a pre-populated product costing sheet, get learners to carry out the calculations to find the total cost of resources, e.g. ingredients and arrive at a selling price. Discuss outcomes. Provide additional activities to enable learners to familiarise themselves with the process. 	<ul style="list-style-type: none"> • Mock business description • Product costing sheet from Assessment Workbook • Pre-populated product costing sheets

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: ask learners to think back to Lesson 2, when suppliers were discussed. Refer to the mock business and ask learners to identify and discuss potential local suppliers. • Plenary: summary of learning and question-and-answer session to check learning. 	
14 to 16	Assessment revision/workshop		<ul style="list-style-type: none"> • Lead-in: explain these lessons are to facilitate completion of their business plans. • Individual activity: learners to complete their business plans – learners must work independently. • Plenary: summary of activity and question-and-answer session to check progress. 	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • Assessment Workbook
17 & 18	Presentations		<ul style="list-style-type: none"> • Lead-in: explain the format for the presentation lessons and the feedback templates learners need to complete. Allow sufficient time for learners to complete the feedback sheets following each presentation. • Learner presentations: learners to present their business plans to you and the class. • You and learners should then complete a feedback form for each business plan presentation. • Plenary: summary of activity and question-and-answer session to check progress. 	<ul style="list-style-type: none"> • Feedback sheets

#	Topic	Lesson type	Suggested activities	Resources
19	C2 Evaluate the business plan based on feedback from others		<ul style="list-style-type: none"> • Lead-in: recap previous two lessons and introduce the aims of this lesson – evaluation of business plans. • Class discussion: ask learners to discuss their presentations from the last two lessons. Discuss what they have learned from watching and listening to other presentations. • Individual activity: ask learners to reflect on their business plans to see if they are able to self-assess and identify their strengths and weaknesses. Get learners to feed back to the class. • Teacher-led presentation: explain to learners how they are required to use feedback to evaluate their plans. Use the feedback template to mock-up feedback to explain how the template is to be used. • Individual activity: using the mock-up feedback, ask learners how they would respond to the feedback. Discuss learners' responses as a class. • Plenary: summary of learning and question-and-answer session to check learning. 	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • Teacher presentation • Mocked up feedback sheet

#	Topic	Lesson type	Suggested activities	Resources
20	Assessment revision/workshop	AW	<ul style="list-style-type: none"> • Lead-in: explain this lesson is to facilitate completion of their business plan evaluations. • Individual activity: learners to complete their business plan evaluations – learners must work independently. • Plenary: summary of activity and question-and-answer session to check progress. 	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	1

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the unit and its assessment requirements. • To introduce learners to the growth of hospitality enterprises. • To introduce learners to national and international issues that affect the business environment.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • PS: teacher presentation • AS: activity sheets
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (40 minutes)	<ul style="list-style-type: none"> Lead-in: introduce learners to the unit; to include content, scheme of work and the assessment of the unit. Explain to learners that they will be generating ideas for and creating a plan for a new hospitality business enterprise and that this unit will take them through the steps of doing this.
Main activities (120 minutes)	<ul style="list-style-type: none"> Class discussion: start off with a discussion on the growth of hospitality enterprises in your local area. If your local area is not a growth area, focus on a city that your learners are familiar with where there has recently been growth. Paired activity: ask learners why they think there has been this growth recently – what has happened to encourage this? They should present their ideas to the class. Teacher-led presentation: use a presentation to help explain that there are factors that can impact on the success of hospitality business start-ups. These factors can have a positive or negative impact. Start with national and international issues: <ul style="list-style-type: none"> political issues: provide a range of national and international issues that are current and discuss how these impact on business start-ups. Remember to include political factors that can create both favourable and disadvantageous conditions. Class discussion: use a discussion to allow learners to gain an understanding of the political factors. Design a worksheet to allow learners to capture the discussion so that this can be referred to when exploring ideas for their new hospitality enterprise. Teacher-led presentation: use a presentation to introduce learners to the economic issues. Again, provide a range of national and international issues. Develop a worksheet to allow the discussion to be captured.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	2

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to local issues that affect the business environment.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • PS: teacher presentation • AS: activity sheets
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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"> ● Lead-in: recap last lesson and introduce topic for this lesson – local issues.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Class discussion: ask learners if they can think about any local issues that could impact on the start-up of a new hospitality business. Capture and discuss learners' suggestions. ● Teacher-led presentation: use a presentation to introduce learners to local issues, specifically: <ul style="list-style-type: none"> ○ competition – how to carry out a simple competitor analysis ○ availability of locations, supplies and suppliers, resources ○ economic issues – again, provide a range of national and international issues ○ planning restrictions. ● Paired activity: split the class into pairs. Give learners a local issue to investigate – competition, available locations, supplies and suppliers, local economic issues or planning/building restrictions. Design a worksheet to allow learners to record their finding and the findings of other pairs. Learners to present their findings. ● Class discussion: discuss each of the local issues.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	3

Lesson objectives	<ul style="list-style-type: none"> To introduce learners to staffing issues that can affect the business environment in the hospitality industry.
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Resources checklist	<ul style="list-style-type: none"> Pens/flipchart PS: teacher presentation AS: activity sheets
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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"> ● Lead-in: recap last lesson and introduce topic for this lesson – staffing issues.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Class discussion: ask learners to think about staffing issues that can impact on the start-up of a new hospitality business. Capture and discuss learners' suggestions. ● Teacher-led presentation: use a presentation to introduce staffing issues, specifically: <ul style="list-style-type: none"> ○ availability ○ wage cost ○ training ○ skills gaps. ● Paired activity: ask learners to investigate the staffing issues Design a worksheet to allow learners to record their findings and the findings of other pairs. Learners to present their findings. ● Class discussion: discuss each of the staffing issues.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	4

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to current social and technological trends in hospitality. • To introduce learners to the impact of social and technological trends in hospitality.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • PS: teacher presentation • Access to internet, trade press, magazines, TV, films and social media
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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"> • Lead-in: recap last lesson and introduce topic for this lesson – current trends.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Class discussion: ask learners to consider what they think are current trends that are affecting the hospitality industry. Capture and discuss their ideas. • Paired activity: in pairs, using the internet, trade press, magazines, TV, films and social media, get learners to investigate one each of the identified social and technological trends. Learners to feed back to the class. • Teacher-led presentation: use a presentation to summarise learners' findings and add to the trends they have discovered. Learners' understanding of each point may be limited. • Class discussion: discuss each of the social and technological trends and their impact.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: summary of learning and question-and-answer lesson to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	5

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to environmental and ethical trends. • To introduce learners to the impact of environmental and ethical trends. • To introduce learners to the influence of social media and social sharing platforms.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • Teacher presentation • Access to internet, trade press, magazines, TV, films and social media
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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"> • Lead-in: recap last lesson and introduce topic for this lesson – current trends.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Class discussion: ask learners to consider what they think are current trends that are affecting the hospitality industry. Capture and discuss their ideas. • Paired activity: in pairs, using the internet, trade press, magazines, TV, films and social media, get learners to investigate one each of the identified environmental and ethical trends. Learners to feed back to the class. • Teacher-led presentation: use a presentation to summarise learners' findings and add to the trends they have discovered. Learners' understanding of each point may be limited. • Class discussion: discuss each of the environmental and ethical trends and their impact. • Teacher-led presentation: introduce learners to how marketing and media (trade press, magazines, TV, films, social media) influence trends. Use examples from each to illustrate some of the latest trends driven by marketing and the media. Include global influences as well as nationwide influences on the hospitality industry. When discussing social media, widen the discussion to include the impact of the digital revolution on production and consumption – the impact of platforms like Facebook and Instagram, the way technology has made it easier for hospitality businesses to communicate with their customers, etc.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	6

Lesson objectives	<ul style="list-style-type: none"> • Assessment revision/workshop. • To investigate factors that may impact on the success of hospitality business start-ups.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • PS: teacher presentation • Assessment Workbooks
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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"> • Lead-in: recap Learning Aim A: Investigate factors that may impact on the success of hospitality business start-ups.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: hand out Assessment Workbooks and review the brief to ensure learners' understanding. • Class discussion: go over the evidence requirements for Task 1 in the Assessment Workbook. • Individual activity: assessment work. Learners to work independently on Assessment Workbook.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: learners to hand in work for marking.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	7

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to Learning Aim B and its assessment requirements. • To introduce learners to finding a business niche. • To introduce learners to factors to consider when generating business ideas.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • PS: teacher presentation
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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"> ● Lead-in: start with an introduction to the learning aim and explain that it requires learners to come up with ideas for a new hospitality enterprise.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: introduce learners to generating business ideas. The presentation should include the following as a base for their business ideas – provide examples for each: <ul style="list-style-type: none"> ○ provision of products and/or services in new contexts ○ provision of products and/or services to new markets ○ identifying a gap in the market ○ targeting different customer types. ● Class discussion: about the type of businesses for learners to consider. Remember learners have to produce a business plan, so ideas need to be realistic. Restricting business ideas to the sale of a single ‘specialist’ product – e.g. pizza slices, one pot meals, etc. – will allow learners to undertake all of the activities required for the achievement of Learning Aim C. Discuss the factors that they need to consider when generating their ideas including: <ul style="list-style-type: none"> ○ trends or issues ○ suitable products and/or services for the target market ○ location of the business. ● Individual/paired activity: ask learners to think about each of these areas and brainstorm business ideas. Learners to feed back to class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	8

Lesson objectives	<ul style="list-style-type: none"> • To hold a business ideas workshop. • To facilitate the generation of business ideas.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart
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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"> • Lead-in: explain this lesson is to facilitate generating business ideas.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: facilitate learners with their business ideas. Provide guidance only to avoid unsuitable ideas. Discuss learners' ideas and guide them to select the most appropriate business idea. • Remember learners should work independently to generate their ideas. Discuss the points learners are required to cover when describing their hospitality enterprise idea. • Individual activity: challenge learners to think of three enterprise ideas and select one.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	9

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to describing a hospitality enterprise idea. • To introduce learners to the concept of a unique selling point (USP). • To introduce learners to the concept of competitor analysis.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • PS: teacher presentations • Blank copies of the template for describing the enterprise idea from the Assessment Workbook
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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"> ● Lead-in: recap last lesson and introduce topic for this lesson – describe one hospitality enterprise idea.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Individual activity: learners need to decide which enterprise idea they will describe. Provide a copy of the template in the Assessment Workbook so learners can make notes on all the areas they are required to describe. ● Teacher-led activity/presentation: use a presentation to discuss each of the areas that learners need to describe for their enterprise idea: <ul style="list-style-type: none"> ○ type of business – a description of the business ○ unique selling point – what is a unique selling point? Provide examples from the hospitality industry of organisations' USPs. Get learners to think about what makes their business unique ○ products – learners will need to provide a full description of their product/s ○ services – learners will need to provide a full description of their services (if applicable) ○ target market – learners will need to describe who they will be selling their products to and why ○ existing competition – refer back to week 2 – learners need to describe who will be their competitors. Produce an activity that will allow learners to carry out a competitor analysis for a selected local business if further learning is required. ● Class discussion: get learners to discuss each point. ● Teacher-led activity/presentation: use a presentation to discuss resources required: <ul style="list-style-type: none"> ○ own time, others' time, skills and areas of expertise ○ finance, materials, equipment. ● Class discussion: learners to discuss each point.

Activities	Teaching notes
	<ul style="list-style-type: none"> ● Teacher-led activity/presentation: use a presentation to discuss customer needs and wants. <ul style="list-style-type: none"> ○ primary research, e.g. asking questions on social media, in surveys, interviews, questionnaires, asking questions face to face ○ secondary research, e.g. data, reports, trends. ● Individual activity: it is unlikely that learners will be able to access 'genuine' research information for their business idea so it may be appropriate for them to design a questionnaire to use to question their classmates on their wants and needs. Learners can also design a questionnaire to question classmates about their proposed products.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	10

Lesson objectives	<ul style="list-style-type: none"> • To hold a business description workshop. • To facilitate each learner's description of their enterprise idea.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • Blank copies of the template for describing the enterprise idea from the Assessment Workbook
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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"> • Lead-in: explain this lesson is to facilitate describing their enterprise idea.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Individual activity: get learners to describe their enterprise ideas – learners must work independently on these.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: summary of activity and question-and-answer session to check progress.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	11

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to assessing the suitability of the hospitality enterprise idea. • To introduce learners to the factors that need to be considered when analysing the suitability of their enterprise idea.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • PS: teacher presentations • Mock business description
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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"> • Lead-in: recap on last lesson and introduce topic for this lesson – assessing the suitability of the hospitality enterprise idea.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: introduce learners to the concept of using strengths, weaknesses, opportunities and threats (SWOT) analysis to assess the viability of an enterprise idea. In addition to this, explain to learners the purpose of this analysis. • Paired activity: using a mock business description (using the template in the Assessment Workbook), allow learners to assess a range of factors using the SWOT method. Pairs to feed back to the class. • Class discussion: get learners to consider the results of the paired activity, explaining why they have labelled items the way they have. Ensure learners are aware that a strength can also be a weakness and vice versa, depending on the context in which it is viewed. • Teacher-led presentation: run through the factors that learners need to address when analysing the suitability of their enterprise idea.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	12

Lesson objectives	<ul style="list-style-type: none"> • Assessment revision/workshop. • To facilitate the assessment of learners' enterprise ideas.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • PS: teacher presentation • Assessment Workbook
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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"> • Lead-in: explain this lesson is to facilitate assessing their enterprise idea.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Individual activity: learners to assess the suitability of their enterprise ideas – learners must work independently.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: summary of activity and question-and-answer session to check progress.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	13

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to business planning. • To introduce learners to specific, measurable, achievable, relevant, and time-based (SMART) objective setting. • To introduce learners to mission/vision statements.
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Resources checklist	<ul style="list-style-type: none"> • Pens/flipchart • PS: teacher presentation • Blank copies of the business plan from the Assessment Workbook • Examples of hospitality business mission/vision statements • Mock business description • Product costing sheet from Assessment Workbook • Pre-populated product costing sheets
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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"> • Lead-in: recap last learning aim and introduce topic for this lesson – the enterprise business plan.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: using the enterprise business plan, discuss the areas that need to be completed. Much of the content will have been covered in this and other units so a focus on the areas not previously covered is required. Start with business aims. Explain that aims can be simple but need to be achievable. Talk briefly about aims needing to be specific, measurable, achievable, relevant and time-based (SMART). Provide examples from hospitality organisations of their mission statements/business visions. Explain how these can be seen as business aims. • Class discussion: discuss the purpose of the mission statements/business visions. Ask learners to consider if these mission statements/business visions help to create an image or brand, or contribute to an organisation's USP. • Paired activity: using the mock business description from Lesson 12, ask learners to produce a SMART mission statement. Learners to present these and the class to discuss. • Class discussion: discuss the skills required within a business – the management and staffing skills required. • Paired activity: using the mock business description from Lesson 12, ask learners to consider the skills required to set-up and run the business. Ask learners to consider how they would train staff. • Teacher-led presentation: on pricing products. Using the product costing sheet in the Assessment Workbook, demonstrate how the selling price of a product is calculated. Explain how learners can arrive at a selling price.

Activities	Teaching notes
	<ul style="list-style-type: none"> • Individual activity: using a pre-populated product costing sheet, get learners to carry out the calculations to find the total cost of resources, e.g. ingredients and arrive at a selling price. Discuss outcomes. Provide additional activities to enable learners to familiarise themselves with the process. • Class discussion: ask learners to think back to Lesson 2, where suppliers were discussed. Refer to the mock business and ask learners to identify and discuss potential local suppliers.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> • Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	14, 15 and 16

Lesson objectives	<ul style="list-style-type: none"> • Assessment revision/workshop. • To facilitate completion of learners' business plans.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • Assessment Workbook
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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"> • Lead-in: explain these lessons are to facilitate completion of their business plans.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Individual activity: learners to complete their business plans- learners must work independently.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: summary of activity and question-and-answer session to check progress.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	17 and 18

Lesson objectives	<ul style="list-style-type: none"> To allow learners to present their business plans.
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Resources checklist	<ul style="list-style-type: none"> TF: feedback sheets
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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"> • Lead-in: explain the format for the presentation lessons and the feedback templates learners need to complete. Allow sufficient time for learners to complete the feedback sheets following each presentation.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Learner presentations: learners to present their business plans to you and the class. • You and learners should then complete a feedback form for each business plan presentation.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: summary of activity and question-and-answer session to check progress.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	19

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to evaluating business plans.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Pens/flipchart • PS: teacher presentation • AS: mocked up feedback sheet
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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"> • Lead-in: recap previous two lessons and introduce the aims of this lesson – evaluation of business plans.
Main activities (160 minutes)	<ul style="list-style-type: none"> • Class discussion: ask learners to discuss their presentations from the last two lessons. Discuss what they have learned from watching and listening to other presentations. • Individual activity: ask learners to reflect on their business plans to see if they are able to self-assess and identify their strengths and weaknesses. Get learners to feed back to the class. • Teacher-led presentation: explain to learners how they are required to use feedback to evaluate their plans. Use the feedback template to mock-up feedback to explain how the template is to be used. • Individual activity: using the mock-up feedback, ask learners how they would respond to the feedback. Discuss learners' responses as a class.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: summary of learning and question-and-answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 9: Business Enterprise in Hospitality
Lesson no	20

Lesson objectives	<ul style="list-style-type: none"> • Assessment revision/workshop. • To facilitate completion of the business plan reviews.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook
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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"> ● Lead-in: explain this lesson is to facilitate completion of their business plan evaluations.
Main activities (160 minutes)	<ul style="list-style-type: none"> ● Individual Activity: learners to complete their business plan evaluations – learners must work independently.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: summary of activity and question-and-answer session to check progress.

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