

Pearson BTEC Uzbekistan Level 3 Qualifications in

Hospitality

Unit 11: Work Experience

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 11: Work Experience

Delivery guidance

Approaching the unit

The purpose of this unit is to ensure that learners gain maximum benefit from experience gained within a real workplace environment. Work experience gives learners the opportunity to develop skills, knowledge and first-hand experience in a real workplace. The unit provides a framework that ensures learners are effectively prepared for a placement before recognising the skills that have developed as a result of the placement activity.

Learners must be provided with a placement to enable unit completion. The placement should be in a sector that is relevant to the learner's studies.

For Learning aim A, learners must find out about the organisation and their role before they begin, and also consider what they want to get out of the experience.

For Learning aim B, learners need to understand the methods that will be used to capture evidence and the types of skills that they develop to ensure that they collect evidence to demonstrate to future employers their abilities and potential.

For learning aim C, learners must be able to make judgements on their work placement experience. Learners must be aware of the impact of their experience on future career choices and be able to recognise suitable feedback sources to identify areas for development in relation to their career aims.

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 11: Work Experience

Introduction

In this unit, learners will be given the opportunity to develop skills, knowledge and first-hand experience in a real workplace. The skills that they develop will provide evidence to future employers about their abilities and potential.

It is important to prepare for work experience. Learners must be supported in finding out information about both the organisation and their role before they begin, and also consider what they want to get out of the experience. While doing the work experience, they will keep a record of what they have done. Following the work experience, they will reflect on their experiences in terms of what they have learned and what they need to improve.

Learning aim A – Prepare for work experience

- It is important to source contact details for the organisation in which learners will do their work experience before this Learning aim is taught. Learners will not be able to complete the assessment without contacting the organisation.
- This learning aim is best delivered using a mix of classroom discussions, research activities and input from people who have worked in different hospitality organisations (this could be the teacher or another person).
- It is important that learners realise that being prepared before the work experience starts will increase the chance that they will have a positive experience. Finding out about the organisation will ensure that they know what to expect, and it will also increase the chance that they can make a positive contribution to the organisation. It is also important that they realise how to make a positive impression – this will increase the chance that they will be given the opportunity to be involved in meaningful and constructive work activities.
- It is difficult to predict what kind of ‘working culture’ will exist in the organisation, and so they need to understand how much organisations can vary in this regard – this should reduce the risk that they will be taken by surprise when they start the work experience.
- They also need to be clear about how they want to benefit from the work experience. It is possible that they will not have considered this, and they may need time to share ideas in groups to help them to decide.

Unit 11: Work Experience**Learning aim B – Carry out work experience safely and appropriately**

- Learning aim B happens within the work placement organisation, but learners do need to be prepared beforehand in terms of what to expect from an induction, and about the importance of recording their experiences in their log every day.

Learning aim C – Review the work experience

- Learners must be able to use feedback from a number of sources. Learners must be aware that effective reflection requires a range of viewpoints and should not be based purely on the success or not of an activity.
- Learners must be aware of the importance of the placement in relation to future career planning.

Resources

Websites

<https://www.studyinternational.com/news/work-experience/>

A blog with simple tips on making the most of work experience.

<https://targetcareers.co.uk/careers-advice/skills-and-experience/313849-how-to-make-the-most-of-your-work-experience-placement>

A website to help people to make the most of their work experience.

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

Scheme of work

Unit	Unit 11: Work Experience
Guided Learning Hours	60
Number of lessons	5 (<i>this does not include the time spent by learners on work experience</i>)
Duration of lessons	2 hours
Links to other units	This unit links to all in the specification, except <i>Unit 10: Hospitality Workplace Skills</i> .

Key to learning opportunities			
AA	Assessment Activities	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to the unit: different organisations and preparation for work experience	GS	<ul style="list-style-type: none"> • Introduction: Summarise the unit aims and how it is assessed. • Guest speaker or teacher: A guest speaker or the teacher describes what it was like to begin work in different organisations, how different they were and how difficult or easy it was to adapt. • Group activity: Learners research what it is like to work in different organisations to identify differences between them. • Class discussion: Learners present their findings and discuss which type of organisation they would like to work for and why. 	<ul style="list-style-type: none"> • Guest speaker • Internet enabled devices

#	Topic	Lesson type	Suggested activities	Resources
2	Finding out about the organisation	IS	<ul style="list-style-type: none"> • Individual activity: Learners begin to research the organisation in which they will be carrying out work experience. • Individual, then group activity: Learners write down the five most important things that they need to know before starting a work placement. Then they compare with the rest of the group to make a new list of five. • Class discussion: Using the groups' ideas, create a list of all the things that learners will need to find out. Add in any points from Unit Content A1 that learners do not mention. • Individual activity: Learners compile a list of questions for the organisation in which they will be doing the work experience. 	<ul style="list-style-type: none"> • Paper • Flipcharts and markers • Contact details for the organisations in which learners will be doing their work experience
3	Making the best use of work experience Assessment of Learning aims A	AA	<ul style="list-style-type: none"> • Teacher lead-in: Recap of previous lesson. • Individual assessment activity: Using the answers received from the organisations, learners complete Task 1 Activity 1. • Group activity: Groups look at case studies of two individuals (one person had a very positive experience on a work placement, and the other person had a much less positive experience). Groups identify why their experiences were different. • Class discussion: Use the group activity to elicit a list of things that they should do to make the best use of work experience. • Teacher presentation: What are 'transferable skills'? 	<ul style="list-style-type: none"> • Assessment workbooks • Case studies • Presentation on transferable skills

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Group activity: Groups identify which transferable skills are important in their sector and why. They also identify technical knowledge and skills that are important. 	
4	Benefits of work experience Assessment of Learning aims A and B	AA	<ul style="list-style-type: none"> • Individual/paired activity: Learners assess their own strengths and weaknesses in relation to the transferable skills, and technical knowledge and skills already discussed, and discuss in pairs. • Teacher presentation: Introduce other ways that learners could benefit from work experience, using the list in unit content section A3. • Group activity: Groups rank the different potential benefits, and then compare as a class. • Individual assessment activity: Learners complete Task 1, Activity 2 in their workbooks. • Teacher presentation: What is an induction, and how should a good induction prepare someone who is starting work in a new organisation. • Class discussion: Discuss the importance of keeping records of their work experience, and how without this they will not be able to achieve Task 2. 	<ul style="list-style-type: none"> • Assessment workbooks

#	Topic	Lesson type	Suggested activities	Resources
	Work experience	WE/AA	<ul style="list-style-type: none"> Learners spend 50 hours on work experience. They also use this time to complete both activities in Task 2 in the assessment workbook (this includes filling in the log contained in the Appendix A of the workbook). 	<ul style="list-style-type: none"> Assessment workbooks
5	Review of work experience Assessment of Learning aim C	AA	<ul style="list-style-type: none"> Group activity: Learners share their experiences in groups: What were the best and worst parts of their time on work experience? Individual activity: Learners complete Task 3 in the Assessment workbooks. Class discussion: What have they learned? How will the work experience impact their choice of career? What advice would they give to someone else doing the course next year? 	<ul style="list-style-type: none"> Assessment workbooks

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 11: Work Experience
Lesson number	1
Lesson objectives	<ul style="list-style-type: none"> • To provide an insight into different organisations. • To prepare learners for the different types of working cultures that they may experience in the work experience.
Resources checklist	<ul style="list-style-type: none"> • (Optional) guest speaker • Internet enabled devices
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: Summarise the unit aims and how it is assessed. Explain that in this lesson, learners will find out about the diversity of organisations and how different they can be in their working culture.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Guest speaker or teacher: Teacher or guest speaker or the teacher describes what it was like to begin work in different organisations, how different they were and how difficult or easy it was to adapt. Allow time for questions from the class. (40 minutes) • Group activity: Learners carry out research online: Looking for accounts written by employees (or ex-employees) that describe what it is like to work in their organisations to identify differences between them. (30 minutes) • Class discussion: Learners present their findings to the class and discuss which type of organisation they would like to work for and why. Teacher to emphasise that on their work experience placement, they will need to find a way to adapt to the organisation, whether or not they feel 'suited' to the organisation. (30 minutes)
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Recap of key learning from the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 11: Work Experience
Lesson number	2
Lesson objectives	<ul style="list-style-type: none"> • To prepare learners for their work experience. • To find out more about the organisation in which they will be carrying out their work experience.
Resources checklist	<ul style="list-style-type: none"> • Paper • Flipcharts and markers • Contact details for the organisations in which learners will be doing their work experience
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 of previous lesson. Remind learners about what they or the guest speaker said in relation to the importance of being prepared and having to adapt when starting work in new organisation. Make it clear that this is just as important when doing work experience as it is for a permanent job.
Main activities (80 minutes)	<ul style="list-style-type: none"> • Individual activity: Learners start to carry out research on their own organisation, finding out as much as possible about: <ul style="list-style-type: none"> ○ products or services produced ○ type of hospitality provider, e.g. large hotel, chain, guest house ○ history of the organisation ○ size of the organisation ○ company structure. <p>This is to be presented back to the group. (40 minutes)</p> • Individual, then group activity: Learners write down the five most important things that they need to know before starting a work placement. Then they compare with the rest of the group to make a new list of five. (20 minutes) • Class discussion: Using the groups' ideas, create a list of all the things that learners will need to find out. Add in any points from Unit Content A1 that learners do not mention. (20 minutes)
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Individual activity: Learners compile a list of questions for the organisation in which they will be doing the work experience. Teacher will need to provide contact details of the organisation. Learners send their questions to the organisation, asking for answers before the next lesson (either by email or by phone).

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 11: Work Experience
Lesson number	3
Lesson objectives	<ul style="list-style-type: none"> • To understand how to make the best use of work experience. • To understand transferable skills.
Resources checklist	<ul style="list-style-type: none"> • Assessment workbooks • Case studies
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 of previous lesson.
Main activities (70 minutes)	<ul style="list-style-type: none"> • Individual assessment activity: Using the answers received from the organisations in which learners will be doing their work experience, they complete Task 1 Activity 1 in their workbooks. (20 minutes) • Group activity: Groups look at case studies of two individuals: Person A had a very positive experience on a work placement, and Person B had a much less positive experience. The case studies will contain examples of the content from Learning aim A, A2. Groups need to identify why their experiences were different. (30 minutes) • Class discussion: Groups share their findings. Use their findings to establish a list of things that they should do in order to make the best use of work experience (adding any content from A2 that learners do not mention). Discuss each point: Why is each one important? (20 minutes)
Concluding activity (40 minutes)	<ul style="list-style-type: none"> • Teacher presentation: What are transferable skills? • Group activity: Groups identify which transferable skills are important in their sector and why. They also identify technical knowledge and skills that are important. This leads into class discussion where groups compare ideas.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 11: Work Experience
Lesson number	4
Lesson objectives	<ul style="list-style-type: none"> • To prepare learners for work placement activity.
Resources checklist	<ul style="list-style-type: none"> • Presentation on transferable skills • Internet enabled devices • Assessment workbook
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Individual/paired activity: Learners assess their own strengths and weaknesses in relation to the transferable skills, and technical knowledge and skills already discussed, and discuss in pairs.
Main activities (70 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Introduce other ways that learners could benefit from work experience, using the list in A3. (10 minutes) • Group activity: Groups rank the different potential benefits, and then compare as a class. (20 minutes) • Individual assessment activity: Learners complete Task 1, Activity 2 in their workbooks. (20 minutes) • Teacher presentation: What an induction is and how should a good induction prepare someone who is starting work in a new organisation. (10 minutes) • Class discussion: Discuss the importance of keeping records of their work experience, and how without this they will not be able to achieve Task 2. (10 minutes)
Concluding activities (30 minutes)	<ul style="list-style-type: none"> • Recap the expectations on learners during their work experience. Learners write down their 'Top 3 worries' about the work experience, and share them with the class. Invite answers from other learners to try to help reassure them.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 11: Work Experience
Lesson number	5
Lesson objectives	<ul style="list-style-type: none"> To provide learners with the opportunity to review their performance on work placement.
Resources checklist	<ul style="list-style-type: none"> Assessment workbook
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Group activity: Learners share their experiences in groups: What were the best and worst parts of their time on work experience?
Main activities (60 minutes)	<ul style="list-style-type: none"> • Individual activity: Learners complete Task 3 in the Assessment Workbooks.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Class activity: Learners share their experiences in relation to what they learned and how it will affect their career choice. Also, what advice would they give to someone else doing the course next year?

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