

Pearson BTEC Uzbekistan Level 3 Qualifications in

Hospitality

Unit 10: Hospitality Workplace Skills

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 10: Hospitality Workplace Skills

Delivery guidance

Approaching the unit

This unit provides the guidance required for your learners to progress towards employment in the hospitality industry. Learners will consider all parts of the process from how to search for jobs roles and apply for employment. Learners will also undertake some further workplace skills development to help their personal and professional development. Finally, they will review the benefits of workplace skills development for applying and gaining employment in the hospitality industry and for their future career development.

Learning aim A focuses on what type of employment learners may want to do in the hospitality industry. They will consider how to prepare for this, including job searching techniques and interview skills ready for applying for the job role.

Learning aim B provides an opportunity to set some work-related skills targets and opportunities to practice developing them. Learners will do this by undertaking simulated work-related activities, collecting and recording evidence and feedback to help them review their progress. They will also have an opportunity to review the potential contribution they could make in a chosen workplace.

Learning aim C helps your learners to reflect on the benefits of working in the hospitality industry and to review their future career development plans.

You can use a range of delivery methods for all aspects within this unit, such as:

- discussions – for example class- and small-group discussions
- individual or group role-plays
- activities – for example paired and small-group activities.

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment.

Learners should have access to:

- guest speakers
- visits to employers and hospitality businesses
- the internet
- magazines and newspapers that have recruitment pages
- the unit content
- the Assignment brief and 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 10: Hospitality Workplace Skills
<p>Introduction</p> <p>This unit is about preparing learners for work within the hospitality industry. The knowledge and skills they gain will help their future careers. As part of the unit, learners will undertake work-related skills activities:</p> <ul style="list-style-type: none"> • finding a suitable job vacancy • experiencing the process of applying for a job • participating in the interview process • collecting evidence of the skills and experience that they gain. <p>The unit will also allow learners to reflect on working in the hospitality industry and their possible future career development.</p>
Learning aim A – Prepare for work in the hospitality industry
<ul style="list-style-type: none"> • Learners will take part in a range of activities to prepare for employment. They will start by discussing the type of roles and career paths there are in hospitality. They will also consider which roles are in demand in Uzbekistan. Learners could have the chance to ask questions to a guest speaker from the hospitality sector. • Learners will consider and discuss skills required for working in different roles. They could produce a flow chart of career paths for the different areas in hospitality, adding different skill requirements to the chart. You could use a presentation to introduce them to a strengths, weaknesses, opportunities and threats (SWOT) analysis. They will also produce an individual SWOT analysis of their own prospects of seeking employment by choosing a desirable role. • Learners will consider different factors that could affect what roles they may seek and gain in the future, such as qualifications needed, pay and journey time. Learners will provide a written explanation of these factors as an assessed activity in their Assessment Workbook. • Learners will, through discussions and presentations, consider what method they can use to search for jobs in Uzbekistan and the advantages and disadvantages of the different methods. They will practice job-search activities using the internet, magazines and newspapers. Learners will be teacher-assessed in a job search activity where they will search for two chosen roles. They will also collect evidence of job searching, for example using newspaper adverts/print outs from the internet.

Unit 10: Hospitality Workplace Skills

- You could use a presentation to introduce learners to the different documents used for seeking employment in hospitality – CVs, cover letters and application forms. Learners should be introduced to the different contents of these documents and how they help employers choose suitable candidates; this can be done by using examples and templates of the documents. Learners will have opportunities to practise completing the documents and to peer review each other's practice documents. They will complete one of each of the documents using the templates provided for their assessment.
- Learners will be introduced to the job interview process and interview skills and techniques. Through discussion, they will consider good practice techniques for being interviewed. They will prepare questions that they can ask in interviews and also role-play with a partner, both interviewing and being interviewed. For the assessment, learners will be interviewed by either you or an employer, and they will have an opportunity to highlight and discuss their strengths and any remaining development points.

Learning aim B – Work towards personal and professional development for working in hospitality

- Through a presentation and discussion in class, learners will be introduced to the importance of setting targets for work-related skills development. As part of an assessed activity they will write their own targets.
- Learners will have the opportunity to practise working in the four service areas that they worked in for *Unit 5: Service Skills in Hospitality* (reception, concierge, food and beverage, and housekeeping). This will allow them to further develop their workplace skills. It could be possible to undertake workplace skills development tasks using activities from *Unit 6: Events in Hospitality* or *Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality*, if there is available time or resources. This could be useful for learners who might want to work in roles in events or the kitchen.
- You should provide learners with role-play scenarios and activities to encourage learners to deal with different service needs that may arise in each of the service areas. These should be the same scenarios that were used in *Unit 5: Service Skills in Hospitality* as this will allow learners to compare performance.
- Learners can work in small groups playing the different parts in the scenarios, ensuring they develop confidence and follow standard operating procedures for service skills in reception, concierge, food and beverage service, and housekeeping. You will be observing these activities as part of their assessment. It would also be useful to get a guest from the hospitality industry to undertake observations and provide feedback for learners as another method of gaining feedback.

Unit 10: Hospitality Workplace Skills

- Once learners have completed their final assessment in each area, they can then write a reflective account of their performance, making suggestions for improvement. They should be using feedback received from the first time they completed the activities in *Unit 5: Service Skills in Hospitality*, as well as the second time during this unit.
- Learners should select an employer and undertake research about a particular role/area of hospitality and the employer's requirements for that role. They can use the internet to do this or ask employers or yourself. They will then consider and write an explanation of how they might contribute to the employer's business in a particular area of hospitality or in a particular role. They should be using the feedback they have gained in Unit 5 and this unit as evidence for this task, so they could use comments on their strengths to consider how this might help the employer's business.

Learning aim C – Review the benefits of personal and professional development for working in the hospitality industry

- Through discussion, learners will consider the benefits to themselves of developing workplace skills and how this might help them gain future career opportunities.
- Learners will visit two employers or listen to two guest speakers from different employers. They will prepare and ask questions about workplace skills development and how they can build on the skills practised during this course to gain entry into employment. Learners will also have the opportunity to provide feedback about the visit and this can be used to help with future employer visits.
- Learners will need to provide a written description of the benefits of workplace skills development for working in the hospitality industry. This will be their assessed activity and they should be using the evidence they have gained in the unit to help them complete this.
- Learners will be introduced to short- and long-term career planning. As part of their assessed activity, learners will have the opportunity to reflect on the experience they have gained in this unit and other units in the qualification to help them to make recommendations for their short- and long-term career goals.
- Learners will have the opportunity to review the unit and in particular consider how it will help them be successful in seeking future employment in the hospitality industry.

Details of links to other BTEC units

Unit 1: Introduction to Hospitality

Unit 2: Teamwork in Hospitality

Unit 4: Customer Service in Hospitality

Unit 5: Service Skills in Hospitality

Unit 6: Events in Hospitality

Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality.

Resources

In order to participate in the development of work skills, the following resources will be required for different areas of skills development (as they were for Unit 5: Service Skills in Hospitality):

- reception and concierge service skills will need an operational reception desk or simulated reception area, back office reception area or simulated area, with a computer, booking diary, customer logs, telephone and reception paperwork, and stationery
- housekeeping service skills will require hotel bedrooms, toilets and/or lobbies (e.g. general areas needing cleaning), cleaning chemicals and equipment, linen and room toiletries – the areas for service can be simulated or a realistic learning environment
- food and beverage service skills will require an equipped restaurant or simulated area which has tables, chairs, place settings, glass ware and table ware – the areas can be simulated or a realistic learning environment but needs to reflect the area food and beverage staff would work within a hotel to ensure the learner 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

Unit	Unit 10: Hospitality Workplace Skills
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 1: Introduction to Hospitality Unit 2: Teamwork in Hospitality Unit 4: Customer Service in Hospitality Unit 5: Service Skills in Hospitality Unit 6: Events in Hospitality Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality

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

#	Topic	Lesson type	Suggested activities	Resources
1	A1 Deciding where to work		<ul style="list-style-type: none"> Lead-in: introduce the unit, what will be taught and how it will be assessed, including how work experience will be incorporated and assessed. 	<ul style="list-style-type: none"> Unit specification Teacher presentation

#	Topic	Lesson type	Suggested activities	Resources
	Different roles, careers and places to work in hospitality		<ul style="list-style-type: none"> • Teacher presentation: explain to learners that they will be finding out about different roles as well as career paths in hospitality that they may be interested in. • Paired activity: learners to discuss what would be their ideal job in hospitality and why. • Class discussion: learners to discuss which hospitality job roles are desirable and in demand in Uzbekistan and which are in less demand and less desirable, giving reasons why. • Small group activity: learners to choose a hotel and investigate roles within its departments. • Small group activity: learners to then create a flow chart of career paths within the department, showing operational staff, supervisory staff and management. • Plenary: learners to present their flow charts to the class. Learners to then individually write a brief summary of their preferred job role and why that is their preferred choice. 	<ul style="list-style-type: none"> • Access to the internet. • Whiteboard/flipchart paper and pens
2	A1 Deciding where to work Skills required for working in hospitality	GS	<ul style="list-style-type: none"> • Lead-in: explain that learners will be finding out about skills required to work in different roles in hospitality. Introduce the guest speaker. • Class discussion: learners to discuss which are the most desirable skills for working in the hospitality industry and why. 	<ul style="list-style-type: none"> • Guest speaker • Teacher presentation • Whiteboard/flipchart paper and pens • Internet access

#	Topic	Lesson type	Suggested activities	Resources
	Number of opportunities in different roles in Uzbekistan		<ul style="list-style-type: none"> • Paired activity: learners to choose two roles in hospitality and make a list of skills that would be required for those roles. • Group activity: using the department career path flow chart created in the previous lesson, learners to investigate the skills required for each job role. Feed back to the class. • Teacher-led activity: introduce/review SWOT analysis for individuals seeking employment in hospitality. • Individual activity: learner to choose their desirable role and create a personal SWOT analysis of their skills, experience and areas for development. • Paired activity: learners to swap their SWOT with a partner who knows them and get them to consider and comment on the identified strengths and weaknesses. • Teacher presentation/guest speaker: to talk about the different service areas in hospitality and the service skills needed in each area. It should also discuss the number of different opportunities in Uzbekistan for different roles. • Plenary: question-and-answer session with guest speaker – an opportunity for learners to ask questions on what they think are the different service skills/numbers of opportunities in the different service areas of hospitality. 	

#	Topic	Lesson type	Suggested activities	Resources
3	A1 Deciding where to work Other factors to consider when seeking work in hospitality	AW	<ul style="list-style-type: none"> • Lead-in: recap the different career paths and skills required to work in each area, then introduce the other factors to consider when seeking work. • Class discussion: ask what other factors learners might need to consider when seeking employment. • Teacher-led activity: take feedback from the class discussion and create a list of other factors to consider. • Small group activity: each group to be given a different role in the industry and be asked to consider how the different factors impact seeking employment in that role. • Individual activity: learners to work individually using their ideal job choice from Lesson 1 and consider how these factors might influence their ability to find work in that role. • Class discussion: discuss how people can overcome any of the barriers to seeking work in a particular area of hospitality. Use the example of starting in one role and gaining experience to move into a preferred role, e.g. working in housekeeping first to be able to get work in reception. • Teacher-led activity: introduce the Assessment Workbook and Task 1. • Individual activity: learners to complete Task 1 – question 1a. 	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary: teacher to recap first three sessions and ask learners to consider ways to find employment. 	
4	<p>A2 Job-searching techniques</p> <p>Different ways to find employment in hospitality</p>	AW	<ul style="list-style-type: none"> • Lead-in: introduce a list of ways to search for a job in hospitality. • Class discussion: about different places to search for employment. Compare with discussion in previous lesson. • Paired activity: learners to make a list of the advantages and disadvantages of using different places to search for employment. • Paired activity: learners to use the internet or magazines and newspapers to look for jobs in the industry by using criteria for their job searches: matching skills and interests to specific jobs and looking at the experience required. • Class discussion: learners to discuss their experience of searching for roles and which roles were easier or more difficult to find vacancies for. • Individual activity: learners to undertake practice job search and make notes on the following: <ul style="list-style-type: none"> ○ suitable opportunities, including those where required skills could be developed on the job ○ limits of own knowledge, skills and behaviours – selecting job vacancies suitable for current experience. 	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • Teacher presentation • Internet access • Magazines/newspapers suitable for job searches • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary: recap job-searching techniques and introduce the remainder of Task 1 from the Assessment Workbook. • Individual activity: learners to finish Task 1. 	
5	A2 Job-searching techniques Different ways to find employment in hospitality, undertaking job searches		<ul style="list-style-type: none"> • Lead-in: remind learners that they need to undertake at least two job searches. Recap different methods of job searching. • Class discussion: learners to ask any questions they have about the requirements of the job search task. • Individual activity: learners to undertake two job searches, keeping evidence of the job searches. • You should observe the job search activity and complete observation reports. • Teacher-led activity: learners to make a list of documents that they would expect to complete when applying for a role in hospitality. • Plenary activity: recap the lesson and prompt learners to feed back to class their experiences of job searches. Learners to collate their evidence of job searches. 	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • Internet access • Magazines/newspapers suitable for job searches • Access to local employers • Assessment Workbook • Template observation reports
6	A3 Applying for jobs in the hospitality industry The importance and use of CVs and cover letters	AW	<ul style="list-style-type: none"> • Lead-in: introduce learners to the range of resources for applying for jobs in the hospitality industry and their uses: <ul style="list-style-type: none"> ○ curriculum vitae (CV) ○ application form 	<ul style="list-style-type: none"> • Teacher presentation • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
	How to complete a CV and cover letter		<ul style="list-style-type: none"> ○ covering letter ○ recruitment event. ● Small group activity: learners to review an example CV and assess its strengths and weaknesses when for applying for a role in hospitality. ● Individual activity: learners to practise creating a CV. You should provide a template. ● Paired activity: learners to swap and peer review each other's practice CVs. ● Teacher-led presentation: introduce an example of a cover letter for a particular role, highlighting key content areas. ● Individual activity: learner to choose one role found in the job search activity and practise completing a cover letter. ● Paired activity: learners to swap and peer review each other's cover letters. ● Teacher-led presentation: introduce Task 2 from the Assessment Workbook, covering CVs and cover letters. ● Individual activity: learners to complete Task 2 from the Assessment Workbook. ● Plenary: ask learners to highlight at least one strength and one development point from the CVs they reviewed. 	<ul style="list-style-type: none"> ● Example CV and cover letter ● CV and cover letter templates

#	Topic	Lesson type	Suggested activities	Resources
7	A3 Applying for jobs in the hospitality industry The importance and use of application forms Completing an application form	AW	<ul style="list-style-type: none"> • Lead-in: introduce how application forms are used in the industry to apply for jobs. • Teacher presentation: use an example application form to introduce different parts of a typical form. • Class discussion: discuss the importance of different parts of the application form and how they are used by the employer to find out about the applicant. • Individual activity: learners to practise completing an application form for one of the job roles from the job search. • Paired activity: learners to swap and peer review each other's application forms. • Teacher-led presentation: introduce Task 2 from the Assessment Workbook, covering application forms. • Individual activity: learners to complete Task 2. They can also use the time to work on cover letters and CVs for Task 2 if not already completed. • Plenary: learners to highlight at least one strength and one development point from the application forms they reviewed. 	<ul style="list-style-type: none"> • Teacher presentation • Example application form • Application forms from job search • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
8	<p>A4 Interview skills</p> <p>How interviews are used in hospitality to find suitable applicants</p> <p>Good practice interview skills and techniques</p> <p>Practise asking and answering common interview questions</p>	GS	<ul style="list-style-type: none"> • Lead-in: introduce how interviews are used in the hospitality industry to find suitable applicants. • Teacher-led presentation/guest speaker: teacher/guest speaker to give a presentation on good practice in interviews and common questions asked in hospitality interviews. • Paired activity: learners to make a list of ways to prepare for interviews. • Paired activity: learners to role-play with a partner, taking turns to ask each other common hospitality interview questions. • Class discussion: discuss ways to be successful in interviews. • Individual activity: learners to prepare questions to ask during a practice interview in the next lesson for a chosen role. • Plenary: recap the main points of good practice in interview skills and techniques. As a class, discuss ways learners could overcome any interview nerves. 	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • Guest speaker • Teacher presentation
9	<p>A4 Interview skills</p> <p>Taking part in an interview</p>	AW	<ul style="list-style-type: none"> • Lead-in: introduce the importance of personal presentation during interviews. • Paired activity: learners to create a checklist of personal presentation techniques for interviews. 	<ul style="list-style-type: none"> • Interview questions from Lesson 8 • Teacher presentation • Guest speaker

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners to practise interview roles, swapping roles of interviewer and interviewee, using the questions they prepared in the last lesson. • Paired activity: learners to provide feedback to each other, highlighting strengths and development points. • Teacher-led activity: introduce Task 2. Learners to ask for any further clarification on the interview task. • Individual activity: learners to be interviewed by yourself or a guest speaker for a chosen role, based on a role from their job search activity. • Individual activity: learners to review their strengths and development points, completing the description activities in the Assessment Workbook. • Plenary: highlight common strengths and development points following interviews. Learners should highlight ways to overcome development points. 	<ul style="list-style-type: none"> • Space to undertake simulated interviews • Assessment Workbook
10	B1 Setting own targets	AW	<ul style="list-style-type: none"> • Lead-in: introduce the importance of setting targets. • Teacher presentation: introduce specific, measurable, achievable, realistic and time bound (SMART) targets – what they are they and how to use them. Allow learners to seek clarification on writing SMART targets. 	<ul style="list-style-type: none"> • Teacher presentation • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual activity: learners to practise writing at least four targets for workplace skills development that relate to a chosen future role, including a justification. • Paired activity: learners to review each other's targets, providing feedback. • Individual activity: learners to complete the targets activity in Assessment Workbook Task 3. • Plenary: teacher presentation on types of evidence to collect for workplace skills development activities. 	
11	<p>B2 Personal and professional development</p> <p>Developing further skills for working in reception</p>		<ul style="list-style-type: none"> • Lead-in: recap service requirements for reception and the service skills required. • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work in reception preparing the area and serving customers according to the given scenario in Task 4. • Individual activity: teacher to observe learners demonstrating effective working skills in reception according to the standard operating procedures. • Plenary: learners to hand in completed paperwork. You should then discuss requirements for the next lesson – concierge. 	<ul style="list-style-type: none"> • Reception scenarios used in <i>Unit 5: Service Skills in Hospitality</i> • Reception area • Reception paperwork • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
12	B2 Personal and professional development Developing further skills for working in concierge	AW	<ul style="list-style-type: none"> • Lead-in: recap service requirements for concierge and the service skills required. • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work as a concierge and serving customers according to the given scenario in Task 4. • Plenary activity: learners to hand in completed paperwork. You should then discuss requirements for the next lesson – food and beverage. 	<ul style="list-style-type: none"> • Concierge scenarios used in <i>Unit 5: Service Skills in Hospitality</i> • Reception area/concierge desk • Concierge paperwork • Assessment Workbook
13	B2 Personal and professional development Developing further skills for working in food and beverage	AW	<ul style="list-style-type: none"> • Lead-in: recap service requirements for food and beverage and the service skills required. • Teacher-led activity: hand out assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work in food and beverage preparing the area and serving customers according to the given scenario in Task 4. • Plenary activity: learners to hand in completed paperwork. You should then discuss requirements for the next lesson – housekeeping. 	<ul style="list-style-type: none"> • Food and beverage scenarios used in <i>Unit 5: Service Skills in Hospitality</i> • Food and beverage areas • Food and beverage paperwork • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
14	B2 Personal and professional development Developing further skills for working in housekeeping	AW	<ul style="list-style-type: none"> • Lead-in: recap service requirements for housekeeping and the service skills required. • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work in housekeeping preparing the area and serving customers according to the given scenario in Task 4. • Plenary: learners to hand in completed paperwork. 	<ul style="list-style-type: none"> • Housekeeping scenarios used in <i>Unit 5: Service Skills in Hospitality</i> • Housekeeping area • Housekeeping paperwork • Assessment Workbook
15	B2 Personal and professional development Reviewing own performance and progress	AW	<ul style="list-style-type: none"> • Lead-in: discuss the criteria for reviewing own performance. • Teacher presentation: highlight the importance of reviewing progress and use of feedback from original activities undertaken in <i>Unit 5: Service Skills in Hospitality</i>. • Individual activity: learners to review their own performance working in the four areas against the agreed standard and operating procedures, identifying strengths and areas for improvement. • Plenary: learners to hand in completed assessment. • Individual activity: any remaining uncompleted observation records from the four areas to be completed. 	<ul style="list-style-type: none"> • Teacher presentation • Assessment Workbook • Observation reports

#	Topic	Lesson type	Suggested activities	Resources
16	<p>B3 Potential contribution to a workplace of your choice</p> <p>Contribution in the workplace for different roles and businesses</p>	AW	<ul style="list-style-type: none"> • Lead-in: introduce the task that covers potential contribution to the workplace. • Class discussion: learners to discuss how the work skills activities that they have taken part in will help them contribute to the workplace. • Individual activity: learner to review observations and feedback from workplace skills activities and highlight the ways they could evidence potential contribution. • Individual activity: learners to research one employer for a chosen job role and the requirements for working for that employer, using the internet or discussion with you. • Individual activity: learners to complete Task 4, based on their chosen employer and role. • Plenary: recap the lesson. Learners to discuss how different employers may have different work-skills requirements for similar roles and how to overcome this. 	<ul style="list-style-type: none"> • Teacher presentation • Internet access • Assessment Workbook
17 & 18	C1 Benefits of developing workplace skills for the hospitality industry	GS/V	<ul style="list-style-type: none"> • Lead-in: highlight how developing workplace skills will help in future employment, both searching for new roles and progression. • Pair activity: learners to work with a partner to prepare questions to ask the guest speaker/on the employer visit. They should consider what skills are needed, how they are gained, 	<ul style="list-style-type: none"> • Teacher presentation • Visit to employer/guest speaker

#	Topic	Lesson type	Suggested activities	Resources
	Industry visit (visit two different types of employers over two weeks)		<p>and how practice in college will help them work for a particular employer.</p> <ul style="list-style-type: none"> • Guest speaker/visit to employer: to observe/discuss how development of workplace skills will help learners gain employment. • Class discussion: learners to ask employer prepared questions and make notes. • Plenary: discuss the strengths of the visit and ask if there is anything learners would like to clarify further. 	
19	C1 Benefits of developing workplace skills for the hospitality industry	AW	<ul style="list-style-type: none"> • Lead-in: clarify Task 5 in the Assessment Workbook. • Class discussion: discuss the benefits of developing workplace skills for seeking future employment. • Individual activity: learners to create a list of benefits of developing work-related skills. They should highlight personal/professional and short/long term benefits. • Individual activity: learner to complete Task 5, question 5a in the Assessment Workbook. • Plenary: ask learners to revisit the career ideas they chose at the start of the unit and consider whether anything has changed. 	<ul style="list-style-type: none"> • Teacher presentation • Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
20	C2 Review of future career development	AW	<ul style="list-style-type: none"> • Lead-in: explain the difference between short- and long-term career goals. • Individual activity: learners to make a list of workplace skills they would like to develop further. They should highlight the evidence they have for their decision. • Paired activity: learners to compare their list with someone else in the class who has different career-choice goals. They should provide feedback to each other on any other areas to consider. • Individual activity: learners to review short- and long-term career goals by completing Task 5, questions 5b and 5c. • Plenary: ask learners to review the unit activities and provide feedback. Discuss how their career and employment goals and ideas have changed, if at all, and why. 	<ul style="list-style-type: none"> • Teacher presentation • Assessment Workbook

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	1

Lesson objectives	<ul style="list-style-type: none"> • To introduce the unit and its assessment. • To introduce learners to potential roles that are in demand in the hospitality industry in Uzbekistan. • To investigate career paths and progression in hospitality. • To discuss potential ideal roles in hospitality.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • PS: teacher presentation • Access to the internet • Whiteboard/flipchart paper and pens
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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"> • Lead-in: introduce the unit, what will be taught and how it will be assessed, including how work experience will be incorporated and assessed. • Teacher presentation: explain to learners that they will be finding out about different roles as well as career paths in hospitality that they may be interested in.
Main activities (120 minutes)	<ul style="list-style-type: none"> • Paired activity: learners to discuss what would be their ideal job in hospitality and why. • Class discussion: learners to discuss which hospitality job roles are desirable and in demand in Uzbekistan and which are in less demand and less desirable, giving reasons why. • Small group activity: learners to choose a hotel and investigate roles within its departments. • Small group activity: learners to then create a flow chart of career paths within the department, showing operational staff, supervisory staff and management.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary: learners to present their flow chart to the class. Learners to then individually write a brief summary of their preferred job role for their first job and why that is their preferred choice.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	2

Lesson objectives	<ul style="list-style-type: none"> • To review desirable skills for work in hospitality. • To identify skills for particular roles and career paths. • To develop an individual strengths, weaknesses, opportunities and threats (SWOT) analysis for seeking employment. • To investigate hospitality employment demand in different roles in Uzbekistan.
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Resources checklist	<ul style="list-style-type: none"> • Guest speaker • PS: teacher presentation on SWOT analysis • Whiteboard/flipchart paper and pens • Internet access
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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"> • Lead-in: explain that learners will be finding out about skills required to work in different roles in hospitality. Introduce the guest speaker. • Class discussion: learners to discuss which are the most desirable skills for working in the hospitality industry and why.
<p>Main activities (105 minutes)</p>	<ul style="list-style-type: none"> • Paired activity: learners to choose two roles in hospitality and make a list of skills that would be required for those roles. • Group activity: using the department career path flow chart created in Lesson 1, learners to investigate and add to the flow chart the skills required for each job role. Feed back to the class. • Teacher-led activity: introduce/review SWOT analysis for individuals seeking employment in hospitality. • Individual activity: learners to choose a desirable role and create a personal SWOT analysis of their skill, experience and areas for development. • Paired activity: learners to swap their SWOT with a partner who knows them and get them to consider and comment on the identified strengths and weaknesses. • Teacher-led presentation/guest speaker: to talk about the different service areas in hospitality and the service skills needed in each area. It should also discuss number of different opportunities in Uzbekistan for different roles.
<p>Concluding activity (45 minutes)</p>	<ul style="list-style-type: none"> • Plenary: question-and-answer session with guest speaker – an opportunity for learners to ask questions on what they think are the different service skills/numbers of opportunities in the different service areas of hospitality.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	3

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to factors that affect searching for a role in hospitality. • To introduce learners to how factors affect the role and ability to find the employment. • To introduce learners to how people can overcome the barriers to seeking employment.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • 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"> ● Lead-in: recap the different career paths and skills required to work in each area, then introduce the other factors when seeking work. ● Class discussion: ask what other factors learners might need to consider when seeking employment.
Main activities (120 minutes)	<ul style="list-style-type: none"> ● Teacher-led activity: take feedback from the class discussion and create a list of other factors to consider. ● Small group activity: each group to be given a different role in the industry and be asked to consider how the different factors impact seeking employment in that role: <ul style="list-style-type: none"> ○ availability of work opportunities ○ entry requirements, e.g. grades from education, previous experience required ○ size of company – future progression, career prospects ○ appeal of associated roles and duties ○ journey time/distance from home ○ working hours ○ health and safety requirements. ● Individual activity: learners to work individually using their ideal job choice from Lesson 1 and consider how these factors might influence their ability to find work in that role. ● Class discussion: discuss how people can overcome any of the barriers to seeing work in a particular area of hospitality. Use the example of starting in one role and gaining experience to move into a preferred role, e.g. working in housekeeping first to be able to get work in reception. ● Teacher-led activity: introduce the Assessment Workbook and Task 1. ● Individual activity: learners to complete Task 1 – question 1a.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary: recap the first three lessons and ask the learners to consider ways of finding employment.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	4

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to ways to search for a job in hospitality. • To introduce learners to advantages and disadvantages of different job search methods. • To search for jobs in hospitality using different criteria.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • PS: teacher presentation • Internet access • Magazines/newspapers suitable for job searches • 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"> ● Lead-in: introduce a list of ways to search for a job in hospitality. ● Class discussion: about different places to search for employment. Compare with discussion in Lesson 3.
Main activities (120 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners to make a list of the advantages and disadvantages of using different places to search for employment. ● Paired activity: learners to use the internet or magazines and newspapers to look for jobs in the industry, using criteria for their job searches: matching skills and interests to specific jobs and looking at the experience required. ● Class discussion: learners to discuss their experience of searching for roles and which roles were easier or more difficult to find vacancies for. ● Individual activity: learners to undertake practice job search and make notes on the following: <ul style="list-style-type: none"> ○ suitable opportunities, including those where required skills could be developed on the job ○ limits of own knowledge, skills and behaviours – selecting job vacancies suitable for current experience.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary: recap job searching techniques and introduce the remainder of Task 1 from the Assessment Workbook. ● Plenary: learners to finish Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	5

Lesson objectives	<ul style="list-style-type: none"> • To demonstrate undertaking two job searches for chosen roles. • To review different job search methods.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • Internet access • Magazines/newspapers suitable for job searches • Access to local employers • Assessment Workbook • TF: template observation reports
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead-in: remind learners that they need to undertake at least two job searches. Recap different methods of job searching.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Class discussion: learners to ask any questions they have about the requirements of the job search task. ● Individual activity: learners to undertake two job searches, keeping evidence of the job searches. ● You should observe the job search activity and complete observation reports.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher-led activity: learners to make a list of documents that they would expect to complete when applying for a role in hospitality. ● Plenary: recap the lesson and prompt learners to feed back to class their experiences of job searches. Learners to collate their evidence of job searches.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	6

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to range of documents for applying for jobs in the hospitality industry (PS) CV, application form, covering letter, recruitment event. • To introduce learners to the CV and its strengths and weaknesses for applying for jobs in hospitality. • To review and practice an example CV. • To introduce a cover letter and its use for applying for roles in hospitality. • To practice creating a cover letter.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation on range of documents to apply for jobs in hospitality • Assessment Workbook • Example CV and cover letter • TF: CV and cover letter templates
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"> ● Lead-in: introduce learners to the range of resources for applying for jobs in the hospitality industry and their uses: <ul style="list-style-type: none"> ○ curriculum vitae (CV) ○ application form ○ covering letter ○ recruitment event.
<p>Main activities (120 minutes)</p>	<ul style="list-style-type: none"> ● Small group activity: learners to review an example CV and assess its strengths and weaknesses for applying for a role in hospitality. ● Individual activity: learners to practise creating a CV. You should provide a template. ● Paired activity: learners to swap and peer review each other's practice CVs. ● Teacher-led presentation: introduce an example of a cover letter for a particular role, highlighting key content areas. ● Individual activity: learners to choose one role found in the job search activity and practise completing a cover letter. ● Paired activity: learners to swap and peer review each other's cover letters. ● Teacher-led presentation: introduce Task 2 from the Assessment Workbook, covering CVs and cover letters. ● Individual activity: learners to complete Task 2 from the Assessment Workbook.
<p>Concluding activity (30 minutes)</p>	<ul style="list-style-type: none"> ● Plenary: ask learners to highlight at least one strength and one development point from the CVs they reviewed.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	7

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to how application forms are used in the hospitality industry to apply for jobs. • To introduce learners to different parts of an application form and how they are used by employers to find applicants that are suitable. • To practice completing an application form. • To peer review an application form.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation • Example application form • Application forms from job search • Assessment Workbook
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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: introduce how application forms are used in the industry to apply for jobs. • Teacher presentation: use an example application form to introduce different parts of a typical form.
Main activities (145 minutes)	<ul style="list-style-type: none"> • Class discussion: discuss the importance of different parts of the application form and how they are used by the employer to find out about the applicant. • Individual activity: learners to practise completing an application form for one of the job roles from the job search. • Paired activity: learners to swap and peer review of each other's application forms. • Teacher-led presentation: introduce Task 2 from Assessment Workbook, covering application forms. • Individual activity: learners to complete Task 2. They can also use the time to work on cover letters and CVs for Task 2 if not already completed.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: learners to highlight at least one strength and one development point from the application forms they reviewed.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	8

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to how interviews are used in the hospitality industry to find suitable applicants. • To introduce learners to good practice techniques for interviews. • To introduce learners to common questions asked in interviews. • To introduce learners to ways to prepare for interviews.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboard/flipchart paper and pens • Guest speaker • PS: teacher presentation
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead-in: introduce how interviews are used in the hospitality industry to find suitable applicants.
Main activities (135 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation/guest speaker: teacher/guest speaker to give a presentation on good practice in interviews and common questions asked in hospitality interviews. ● Paired activity: learners to make a list of ways to prepare for interviews. ● Paired activity: learners to role-play with a partner, taking turns to ask each other common hospitality interview questions. ● Class discussion: discuss ways to be successful in interviews. Make a list and teacher to collate on the whiteboard. ● Individual activity: learners to prepare questions to ask during a practice interview in Lesson 9 for a particular role.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary: recap the main points of good practice in interview skills and techniques. ● As a class, discuss ways learners could overcome any interview nerves.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	9

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to good personal presentation during interviews. • To practice interview skills and techniques. • To take part in a simulated interview for a hospitality role.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation on importance of personal presentation during interviews • Guest speaker • Space to undertake simulated interviews • Interview questions from Lesson 8 • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: introduce the importance of personal presentation during interviews.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: learners to create a checklist of personal presentation techniques for interviews. • Paired activity: learners to practice interviews, swapping roles of interviewer and interviewee, using the questions they prepared in Lesson 8. • Paired activity: learners to provide feedback to each other, highlighting strengths and development points. • Teacher-led activity: introduce Task 2. Explain that during the completion of Task 2 in the Assessment Workbook, each learner will be interviewed. Learners to ask for any further clarification on the interview task. • Individual activity: learners to be interviewed by yourself or a guest speaker for a chosen role, based on a role from their job search activity. • Individual activity: learners to review their strengths and development points, completing the description activities in Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: highlight common strengths and development points following interviews. Learners should highlight ways to overcome individual development points.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	10

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to importance of setting targets. • To introduce learners to specific measurable, achievable, realistic, time bound (SMART) targets. • To set SMART targets for skills development.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation on SMART targets • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: introduce the importance of setting targets.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: introduce specific, measurable, achievable, realistic and time bound (SMART) targets – what they are they and how to use them. Allow learners to seek clarification on writing SMART targets. • Individual activity: learners to practise writing at least four targets for workplace skills development that relate to a chosen future role, including a justification. • Paired activity: learners to review each other’s targets, providing feedback. • Individual activity: learners to complete the targets activity in Assessment Workbook Task 3. Use any remaining time to complete any outstanding tasks related to interviews.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: teacher presentation on types of evidence to collect for workplace skills development activities. Outline the requirements of the forthcoming work skills activity sessions (reception, concierge, food and beverage, housekeeping), explaining that learners will complete identical scenarios as in Unit 5 and that they should use previous and new feedback to consider performance and development.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	11

Lesson objectives	<ul style="list-style-type: none"> • To recap service requirements for working in the reception area and the service skills required. • To demonstrate service skills for working in reception while being observed.
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Resources checklist	<ul style="list-style-type: none"> • Reception scenarios used in Unit 5 • Reception area • Reception paperwork • Assessment Workbook
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: recap service requirements for reception and the service skills required.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work individually in reception preparing the area and serving customers according to the given scenario in Task 4. They should be observed demonstrating effective working skills in reception according to the standard operating procedures. You should write individual feedback for each learner within the observation reports provided in the Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: learners to hand in completed paperwork. You should then discuss requirements for Lesson 12 – concierge.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	12

Lesson objectives	<ul style="list-style-type: none"> • To recap service requirements for working in concierge and the service skills required. • To demonstrate service skills for working in concierge while being observed.
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Resources checklist	<ul style="list-style-type: none"> • Concierge scenarios used in Unit 5 • Reception area/concierge desk • Concierge paperwork • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: recap service requirements for concierge and the service skills required.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work individually in concierge preparing the area and serving customers according to the given scenario in Task 4. They should be observed demonstrating effective working skills in concierge according to the standard operating procedures. You should write individual feedback for each learner within the observation reports provided in the Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: learners to hand in completed paperwork. You should then discuss requirements for Lesson 13 – food and beverage.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	13

Lesson objectives	<ul style="list-style-type: none"> • To recap service requirements for working in the food and beverage area and the service skills required. • To demonstrate service skills for working in food and beverage while being observed.
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Resources checklist	<ul style="list-style-type: none"> • Food and beverage scenarios used in Unit 5 • Food and beverage area • Food and beverage paperwork • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: recap service requirements working in food and beverage and the service skills required.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work in food and beverage preparing the area and serving customers according to the given scenario in Task 4. They should be observed demonstrating effective working skills in food and beverage according to the standard operating procedures. You should write individual feedback for each learner within the observation reports provided in the Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: learners to hand in completed paperwork. You should then discuss requirements for Lesson 14 – housekeeping.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	14

Lesson objectives	<ul style="list-style-type: none"> • To recap service requirements for working as in housekeeping and the service skills required. • To demonstrate service skills for working as in housekeeping while being observed.
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Resources checklist	<ul style="list-style-type: none"> • Housekeeping scenarios used in Unit 5 • Housekeeping areas • Housekeeping paperwork • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: recap service requirements and service skills for working in housekeeping.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: hand out the assessment activity. Allow learners to clarify their understanding of the required task. • Individual activity: learners to work in housekeeping preparing the area and serving customers according to the given scenario in Task 4. They should be observed demonstrating effective working skills in housekeeping according to the standard operating procedures. You should write individual feedback for each learner within the observation reports provided in the Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: learners to hand in completed paperwork. As a class, discuss what strengths and development points they experienced working in the four different areas for a second time.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	15

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the importance of reviewing progress and using feedback. • To enable learners to review own performance of work skills for hospitality.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation • Assessment Workbook • Observation reports
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: discuss the criteria for reviewing own performance.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: highlight the importance of reviewing progress and use of feedback from original activities undertaken in <i>Unit 5: Service Skills in Hospitality</i>. • Individual activity: learners to review their own performance working in the four areas against the agreed standard and operating procedures, identifying strengths and areas for improvement. They should make use of both the recent and the <i>Unit 5: Service Skills in Hospitality</i> simulated activities. They should complete the task 4 in Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: learners to hand in completed assessment. • Individual activity: any remaining uncompleted observation records from the four areas to be completed.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	16

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to ways the activities that they have taken part in will help them contribute to a workplace. • To introduce learners to reviewing observations and feedback from workplace skills activities and highlight evidence of ways they could evidence potential contribution. • To research one employer for a chosen job role and the requirements for working for that employer.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation • Internet access • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: introduce the task that covers potential contribution to the workplace.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Class discussion: learners to discuss how the work skills activities that they have taken part in will help them contribute to the workplace. • Individual activity: learners to review observations and feedback from workplace skills activities and highlight the ways they could evidence potential contribution. • Individual activity: learners to research one employer for a chosen job role and the requirements for working with that employer, using the internet or discussion with you. • Individual activity: learners to complete Task 4, based on their chosen employer and role.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: recap the lesson. Learners to discuss how different employers may have different work-skills requirements for similar roles and how to overcome this.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	17 and 18

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to two different employers in hospitality. • To discuss with the employer how work skills activities that learners have taken part in will help them gain employment in the industry. • To discuss how they can evidence and use the work skills activity examples to seek employment.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation • Visit to employer or guest speaker
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: highlight how developing workplace skills will help in future employment, both searching for new roles and progression.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: learners to work with a partner to prepare questions to ask the guest speaker/on the employer visit. They should consider what skills are needed, how they are gained and how practice in college will help them work for a particular employer. • Guest speaker/visit to employer: to observe/discuss how development of workplace skills will help them gain employment. • Class discussion: learners to ask employer prepared questions and make notes.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: discuss the strengths of the visit and ask if there is anything learners would like to clarify further.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	19

Lesson objectives	<ul style="list-style-type: none"> • To discuss benefits of developing work skills for their future careers and work placement activities. • To consider potential work placement activities.
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Resources checklist	<ul style="list-style-type: none"> • PS: teacher presentation • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: clarify Task 5 in the Assessment Workbook.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Class discussion: discuss the benefits of developing workplace skills for seeking future employment. • Individual activity: learners to create a list of benefits of developing work-related skills. They should highlight personal/professional and short/long term benefits. • Individual activity: learners to complete Task 5, question 5a in the Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: ask learners to revisit the career ideas they chose at the start of the unit and consider whether anything has changed.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 10: Hospitality Workplace Skills
Lesson no	20

Lesson objectives	<ul style="list-style-type: none"> • To introduce short- and long-term career goals/targets. • To create a set of short- and long-term career goals/targets.
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Resources checklist	<ul style="list-style-type: none"> • Teacher presentation • Assessment Workbook
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to explain difference between short- and long-term career goals.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual activity: learners to make a list of workplace skills they would like to develop further. They should highlight the evidence they have for their decision. • Paired activity: learners to compare their list with someone else in the class who has different career-choice goals. They should provide feedback to each other on any other areas to consider. • Individual activity: learners to review short- and long-term career goals by completing Task 5, questions 5b and 5c.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary: ask learners to review the unit activities and provide feedback. Discuss how their career and employment goals and ideas have changed, if at all, and why.

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