

Pearson BTEC Uzbekistan Level 3 Qualifications in

Hospitality

Unit 1: Introduction to Hospitality

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

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

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

This resource booklet gives you:

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

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

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

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

Unit 1: Introduction to Hospitality

Delivery guidance

Approaching the unit

As a nation, Uzbekistan has recognised the importance of the benefits that the travel and tourism industry brings, so its growth is being encouraged. As the travel and tourism market grows, so does the hospitality sector. Irrespective of their purpose for travel, all tourists require basic services so the tourism industry depends on the hospitality industry to provide these services. Simply put, the two industries go hand in hand and depend on each other for survival.

The purpose of this unit is to introduce your learners to the travel and tourism industry. They will investigate the hospitality industry and the part that the hospitality industry plays in travel and tourism.

Learning aim 1 focuses on the definition of what the travel and tourism industry is. Learners will explore its importance to the economy and the benefits the industry brings both nationally and locally. Learners will discover the reasons why people travel and that different travellers have very different needs.

Learning aim 2 introduces the hospitality industry. The focus here is on the different types of hospitality business, their products and services, and how they are owned and organised.

Learning aim 3 focuses on investigating career options and training opportunities in hospitality.

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 presentations
- activities, for example paired and small-group.

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
- work-experience providers
- visits to employers and hospitality businesses
- the internet
- the unit content
- the assignment brief and 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 1: Introduction to Hospitality
<p>Introduction</p> <p>This unit is about the importance of the hospitality industry in the wider travel and tourism industry. In this unit, your learners will investigate the contribution the travel and tourism industry makes to your country and the hospitality provision that sits within it. Your learners will explore the different types of hospitality business and their products and services, and the different employment opportunities available to them.</p>
Learning aim A: Investigate the tourism industry in Uzbekistan
<ul style="list-style-type: none"> • You can begin by having a class discussion on what the travel and tourism industry is. This will help you to define and describe the components of the industry. Continue by asking your learners how important the tourism industry is for Uzbekistan. • A presentation will allow you to sum up your learners' responses and to introduce the key terms used when determining the economic importance of the tourism industry. Use data from government and other tourism sources to illustrate the size of the industry and the income it generates. • Use individual or paired activities to get your learners to investigate the local travel and tourism industry. This forms a basis on which to introduce the economic importance of the travel and tourism locally. • A presentation will confirm your learners' findings. You can highlight local attractions and places of interest, hotels, inns, guesthouses, restaurants, local tour operators and guides, and tourism-related transport. This will allow learners to recognise the scope and scale of the industry. You may wish to present details of local infrastructure projects and examples of local entrepreneurship linked directly or indirectly to the travel and tourism industry. • Use a presentation to give a definition of domestic, inbound and outbound tourism. Use data from government and other tourism sources to illustrate the size of each market to Uzbekistan. Emphasise that all types of tourism provide income for the nation. While outbound tourism does not generate the levels of income that inbound tourism does, note that outbound tourists purchase products such as travel insurance, plane tickets and travel clothing from their home country. Explain that, as well as income generated from these types of tourism, there are intangible benefits, such as learning about the wider world and fostering positive relationships between countries.

Learning aim A: Investigate the tourism industry in Uzbekistan

- Use a presentation to provide a definition of leisure travel. Emphasise that leisure tourism encompasses both domestic and inbound tourism. Follow this with a paired or small-group activity to identify different types of leisure travel and to provide examples of each type. Allow learners to feed back to class and capture the feedback.
- Another paired or small-group activity will help learners to research an organisation that provides different types of leisure holiday. You could give learners the names of local and national tour operators to help them investigate. A class discussion will help your learners to explore why they think people go on this type of holiday and what the benefits are to the travellers and to the economy.
- Use a presentation to define business travel. Emphasise that business tourism encompasses both domestic and inbound tourism. Follow this with a class discussion on the reasons for business travel. Ensure that learners are aware that meetings, conferences, exhibitions and training accounts for most business travel. Discuss the fact that business travel happens on both a small and large scale, from individuals travelling to attend a meeting with clients to large groups attending a conference. Use a paired or small-group activity for learners to explore the local area to determine if facilities exist for this type of travel. Allow learners to feed back to class and capture the feedback.
- Use a class discussion to explore the different types of special interest travel, capturing feedback. Discuss what special interest tour operators there are to provide different types of specialist travel. To help learners with their investigation, you could give them the names of local and national tour operators. Follow this with a paired or small-group activity where learners explore the local area to determine if the facilities exist for this type of travel.
- Use a class discussion to define 'day trips'. If possible, give learners data on the economic value of 'day trips'. You can link day trips and their economic worth to domestic tourism as domestic travelers provide the biggest market for this type of activity. Learners can discuss any day trips they have taken, what they were for and the costs involved. This activity will help learners to understand that day trips are a part of the travel and tourism industry.
- Use a presentation to introduce the different types of travel and tourism customer. The class can then identify and discuss the needs, and possible needs, of each customer type. Follow this with a class discussion on identifying the reasons why customers may have specific needs and the importance of meeting them. Use a paired or individual activity to discuss how well customer's specific needs are currently met by the travel and tourism industry. Select a tourist destination and evaluate how well the specific needs of customers are met at that destination.

Learning aim B: Explore the hospitality industry

- Arrange a visit to a large hotel so that learners can see how the business is operated, for example different departments, food and beverage, kitchen, front of house, accommodation, leisure facilities, conference and banqueting. The visit will give learners the opportunity to view different products and services and an understanding of how a large hotel works, the staff it employs and the career options within it. Teachers are advised to create a series of information-collecting activity or capture sheets, or 'scavenger hunt' activities that can be completed as learners explore the hotel.
- For both accommodation providers and food and beverage providers, use a spider diagram or similar and ask learners to identify the different 'types' of providers that make up these sectors of the hospitality industry. Learners can then give examples to the group. The different 'types' of accommodation providers and food and beverage providers should be identified and explained to learners, a presentation would be good for this.
- Discuss the types of business with which learners are familiar and those with which they may not be so familiar. Introduce to the discussion how these businesses are owned. Then identify the different products and services offered in each type of business. A worksheet designed to capture learners' responses would be useful. This activity also allows learners to see how products and services differ between different types provider.
- Arrange a visit to an exhibition centre or a large conference centre for a tour and a talk on the organisation that goes into producing events and the different types of event, associated products and services, for example accommodation, food and beverage provision.
- Use a presentation to explain the different operational departments in a hotel. Learners should be able to identify the main roles and responsibilities of each department, their different products and services and their staffing. Follow this with a presentation on the different support departments in a hotel.
- Arrange for a guest speaker to confirm the descriptions of each of the support departments and explain their importance and how the operational departments work together. Ask a hotel manager to describe a 'day in the life of a hotel manager'.
- Use a class discussion to explore factors that have an impact on the different businesses in the travel and tourism industry. Give learners relevant newspaper, magazine and website articles.

Learning aim C: Explore employment and training opportunities in hospitality

- Use a presentation to explain that learners will be finding out about the different job roles, progression routes and training opportunities in the hospitality industry.
- Learners will investigate different job roles in different areas of the hospitality industry; they will explore progression routes and types of training available. A small-group activity and presentation of findings would be good here.
- Invite a guest speaker to discuss job roles, skills, opportunities, training and progression.

Details of links to other BTEC units and qualifications

- Unit 2: Teamwork in Hospitality
- Unit 3: Promotion in Hospitality

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 1: Introduction to Hospitality
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 2: Teamwork in Hospitality Unit 3: Promotion 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 – The value and benefits of the tourism industry. Economic importance of the tourism industry nationally.		<ul style="list-style-type: none"> • Lead in: introduction to unit, what will be taught and how it will be assessed. • Introduction to session's topic: teacher to explain that learners will be finding out about the travel and tourism industry in Uzbekistan and why it is important, nationally and locally. • Teacher-led activity: ice-breaker exercises for learners to get to know each other. 	<ul style="list-style-type: none"> • Ice-breaker activity. • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: What is the travel and tourism industry? Class to discuss what they think the travel and tourism industry is and how important it is for the country. Feed back to class. • Teacher-presentation: Definition of Key Terms (PS), summary of class discussion. Provide definition of the travel and tourism industry. • Paired activity: Tourism Facts and Figures (AS), design an activity sheet to allow learners to research the ECONOMIC IMPACT 2018 UZBEKISTAN (English) report to identify the main points and feedback to the class. • Teacher-presentation: Uzbekistan – Travel and Tourism Facts and Figures (PS), summary of paired activity presentation slides based on Economic Impact report. 	<ul style="list-style-type: none"> • Projector.
2	<p>A1 The value and benefits of the tourism industry.</p> <p>Economic Importance of the tourism industry regionally and locally.</p>		<ul style="list-style-type: none"> • Lead in: teacher to explain that learners will be finding out about the travel and tourism industry in Uzbekistan and why it is important locally. • Paired activity: learners to investigate the local travel and tourism industry. Learners to feed back their findings to the class. • Teacher-presentation: Local Benefits of the Travel and Tourism Industry (PS), summary of learners' findings. Presentation slides based on examples of how the travel and tourism benefits local economies. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
3	<p>A2 Types of tourism:</p> <ul style="list-style-type: none"> • domestic • inbound • outbound. <p>A3 Types of travel</p> <ul style="list-style-type: none"> • Leisure travel: <ul style="list-style-type: none"> ○ short breaks ○ holidays ○ special events. 		<ul style="list-style-type: none"> • Lead in: introduction to unit, teacher to explain that learners will be finding out about the different types of tourism and types of travel. • Teacher-led presentation: introduce learners to the different types of tourism (PS). • Individual activity: design an activity sheet giving examples of domestic, inbound and outbound tourism (AS). Learners to match the example with the correct type of tourism, then give examples of their own for each type of tourism. • Question and answer session: to recap and check learning. • Lead in: introduction to topic, teacher to explain that learners will be finding out about the different types of travel. This session focusses on - leisure travel. • Teacher-led discussion: introduce learners to the concept of different types of leisure travel. • Paired activity: learners to identify different types of leisure travel and provide examples of each one. Feedback to group. • Small-group activity: each group to research an organisation that provides a different type of leisure holiday. Feed back to the class on why they think people go on this type of holiday and what the benefits are to the travelers and to the economy. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
4	A3 Types of travel: <ul style="list-style-type: none"> business travel. 		<ul style="list-style-type: none"> Lead in: introduction to topic, teacher to explain that learners will be finding out about the different types of travel. This session focusses on - business travel. Teacher-led discussion: introduce learners to the concept of different types of business travel. Teacher to ensure that learners are aware that business tourism encompasses both domestic and inbound tourism. Teacher-led presentation: Definitions of Business Travel (PS). Class discussion: teacher to discuss the reasons for business travel. Teacher presentation: to discuss the fact that business travel can happen on both a small- and large scale, from individuals travelling to attend a meeting with clients, to large groups attending a conference. Small-group activity: design an activity sheet (AS) with key headings so that each group can research the local area to determine if the facilities exist for this type of travel, summarise the facilities available. 	<ul style="list-style-type: none"> Presentation slides (PS). Activity sheets (AS). Access to internet. Unit specification. Assessment workbooks. Whiteboard, pens, flip-chart paper. Projector.
5	A3 Types of travel <ul style="list-style-type: none"> specialist/ special interest day trips. 		<ul style="list-style-type: none"> Lead in: re-cap on last session and introduce types of travel to be discussed in this session – specialist/special interest tourism. Teacher-led presentation: Definitions of Specialist/Special Interest Travel (PS). 	<ul style="list-style-type: none"> Presentation slides (PS). Activity sheets (AS). Access to internet. Unit specification.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Special interest/travel: usually linked to the purpose of travel – a hobby, sport, interest, or to meet specific needs of the type of customer. • Class discussion: class to discuss their ideas on what constitutes ‘specialist travel’. Teacher to capture feedback. • Teacher-led presentation: to discuss the different types of specialist travel (PS) currently undertaken in Uzbekistan. • Small-group activity: design an activity sheet (AS) with key headings so that each group can research the local area to determine what type of specialist travel could be sustained in their local area/region, summarise the facilities available. • Question and answer session: to recap and check learning for specialist/special interest travel. • Lead in: to introduce the concept of day trips. • Class discussion: day trips, teacher defines day trips and learners suggest day trips from the local area. • Small-group activity: learners can discuss when they have taken day trips, their purpose and the costs involved in taking them. 	<ul style="list-style-type: none"> • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
6	A4 Tourism customers and their needs.		<ul style="list-style-type: none"> • Lead in: recap on last session and introduce topic of different types of customer and meeting their needs. • Teacher: to explain that different types of customers have very different needs, even if they are doing the same type of tourism activity. • Class discussion: learners to identify as many different types customer as they can. • Teacher presentation: to discuss the types of travel and tourism customer (PS). Teacher to describe the different types of tourism customer. After each description, class to discuss the needs of each customer type and record on activity sheet. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
7	<p>A4 Tourism customers and their needs.</p> <ul style="list-style-type: none"> • Specific customer needs. 		<ul style="list-style-type: none"> • Lead in: recap on last session and introduce topic of customers having specific or additional needs. • Teacher: to explain that all groups of customers can have specific needs, even if they are doing the same type of tourism activity. • Class discussion: learners to discuss what they think the term 'specific customer needs' means. • Teacher presentation: to discuss the Specific Customer Needs (PS). Teacher to describe the different types of specific needs a customer may have. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: learners to discuss the importance of meeting customer's specific needs. • Paired/individual/homework activity: How well are customer specific needs currently met by the travel and tourism industry? Select a tourist destination and evaluate how well customer specific needs are met. Teacher to capture discussion; perhaps design an activity sheet that allows learners to capture different points of view. Teacher to sum up discussion and correct any misinformation. 	
8	Assignment revision/workshop	RS	<ul style="list-style-type: none"> • Teacher-led activity: teacher to hand out assignment brief and review the brief to ensure understanding. • Discussion of evidence requirements for Task 1 in the Assessment Workbook. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
9	Visit to a large hotel	V	<ul style="list-style-type: none"> Teacher to brief learners on the purpose of the visit. Teacher to give learners information-collecting worksheets and explain how they are to be used. Visit: visit to a selected business so that different departments can be observed, e.g. food and beverage, kitchen, front of house, accommodation, leisure facilities, conference and banqueting. This visit gives learners the opportunity to see different products and services, as well as giving them an understanding of how a large hotel works, the staff it employs and the career options within it. Teachers are advised to create a series of information-collecting activity, capture sheets, or scavenger-hunt activities that can be completed as learners explore. 	<ul style="list-style-type: none"> Activity sheets (AS). Unit specification. Assessment workbooks.
10	B1 Hospitality businesses: <ul style="list-style-type: none"> businesses ownership products and services. 		<ul style="list-style-type: none"> Lead in: recap on last session and teacher to explain that learners will be finding out about the different types business in the hospitality industry, starting with accommodation providers. Individual activity: spider diagram (AS) exercise to introduce the different types of accommodation providers that make up this sector of the hospitality industry. Learners to offer examples to the group. 	<ul style="list-style-type: none"> Presentation slides (PS). Activity sheets (AS). Access to internet. Unit specification. Assessment workbooks. Whiteboard, pens, flip-chart paper.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation/discussion: describe the different 'types' of accommodation providers (PS). Discuss the types of business with which learners are familiar and those with which they may not be so familiar. Then link products and services offered within each business. • Teacher presentation: introduce how these businesses are owned. • Supply examples of menus and/or marketing materials from all of the different types of businesses, so that learners can appreciate the range of business types and the varied products and services they offer. • Individual activity: learners to complete an activity sheet (AS) (to be produced by the teacher), recording details of different types of accommodation in the locality/region and their typical products and services. 	<ul style="list-style-type: none"> • Projector.
11	B1 Hospitality businesses: <ul style="list-style-type: none"> • businesses ownership • products and services. 		<ul style="list-style-type: none"> • Lead in: recap on last session and teacher to explain that learners will be finding out about the different types of businesses in the hospitality industry, this time food and beverage providers. • Individual activity: spider diagram (AS) exercise to introduce the different 'types' of food and beverage providers that make up this sector of the hospitality industry. Learners to offer examples to the group. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation/discussion: following on from the paired activity, discuss types of food and beverage business, and their products and services. • In the presentation/discussion, introduce how these businesses are owned. • Discuss how some businesses, for example hotels, bed and breakfasts, inns, offer both accommodation and food and beverage products and services. • Individual activity: learners to complete an activity sheet (AS) (to be produced by the teacher), recording details of different types of food and beverage outlets in the locality and their typical products and services. Teacher to ensure that all types of hospitality businesses listed in the specification are included in the worksheet. 	<ul style="list-style-type: none"> • Whiteboard, pens, flip-chart paper. • Projector.
12	Visit to an exhibition centre, e.g. UZ Expo Centre/large conferencing venue.	V	<ul style="list-style-type: none"> • Teacher to brief learners on the purpose of the trip. • Teacher to give learners information-collecting worksheets and explain how they are to be used. • Visit to an exhibition centre or a large conference centre, for tour and talk on the organisation that goes into: <ul style="list-style-type: none"> ○ producing events ○ different types of event ○ associated products and services, e.g. accommodation, food and beverage provision. 	<ul style="list-style-type: none"> • Activity sheets (AS). • Unit specification. • Assessment workbooks.

#	Topic	Lesson type	Suggested activities	Resources
13	<p>B2 Organisational structure of hospitality businesses:</p> <ul style="list-style-type: none"> operational departments. 		<ul style="list-style-type: none"> Lead in: recap on last session and teacher to explain that learners will be using the information they collected on their visit to a large hotel and events company for today's lesson. Teacher-lead presentation/discussion: teacher to explain about the different departments in hotels that sell products or services to guests, generating revenue for the business. Small-group activity: split the class into four groups. Each group is to create a poster describing the following operational departments: <ul style="list-style-type: none"> food and beverage food preparation and production front office accommodation. Posters should show the main roles and responsibilities of each department, the different products and services, and staffing. Learners to present their posters to class. Teacher to correct and add any missing information. 	<ul style="list-style-type: none"> Presentation slides (PS). Activity sheets (AS). Access to internet. Unit specification. Assessment workbooks. Whiteboard, pens, flip-chart paper. Projector.

#	Topic	Lesson type	Suggested activities	Resources
14	B2 Organisational structure of hospitality businesses: <ul style="list-style-type: none"> support departments. 	GS	<ul style="list-style-type: none"> Lead in: recap on last session and teacher to explain that learners will be finding out about the departments within a hotel that support the operational areas. Teacher-led presentation/discussion: the different support departments in a hotel (PS) should be described and introduced. Activity sheets should be designed to allow learners to capture information. Guest speaker: Manager from Large Hotel - to confirm the descriptions of each of the support departments and explain the importance of these departments and the operational departments working together. Guest speaker to describe a 'day in the life of a hotel manager'. Learners to offer questions to the guest speaker. Teacher to capture the information the guest speaker provides. 	<ul style="list-style-type: none"> Presentation slides (PS). Activity sheets (AS). Access to internet. Unit specification. Assessment workbooks. Whiteboard, pens, flip-chart paper. Projector.
15	B3 Factors affecting hospitality organisations.		<ul style="list-style-type: none"> Lead in: recap on last session and teacher to explain that learners will be finding out about the factors that affect hospitality businesses in the tourism economy. Teacher presentation and class discussion: factors that affect hospitality businesses (Part 1). 	<ul style="list-style-type: none"> Presentation slides (PS). Activity sheets (AS). Magazine and newspaper articles. Access to the internet. Unit specification. Whiteboard, pens, flip-chart paper. Projector.

#	Topic	Lesson type	Suggested activities	Resources
16	B3 Factors affecting hospitality organisations.		<ul style="list-style-type: none"> • Lead in: recap on last session and teacher to explain that learners will be finding out about the factors that affect organisations in the travel and tourism economy. • Teacher presentation and class discussion: factors that affect hospitality businesses (Part 2). 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Magazine and newspaper articles. • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
17	Assignment revision/workshop.		<ul style="list-style-type: none"> • Teacher to introduce purpose of session – re-cap and revisions. • Teacher-led activity: teacher to hand out assignment brief and review the brief to ensure understanding. • Discussion of evidence requirements for Task 2 in the Assessment Workbook. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
18	C1 Employment in hospitality and tourism.		<ul style="list-style-type: none"> • Lead in: recap on last session and teacher to explain that learners will be finding out about the different job roles, progression routes and training opportunities in the hospitality industry. • Paired activity: learners to investigate different job roles in different areas of the hospitality industry and the progression routes and types of training available. • Paired activity: present information to class. • Teacher to capture information and correct any misconceptions. • Individual activity: preparation for the next session's guest speaker – learners to select the job role in which they are interested and prepare three questions to put to the guest speaker. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Magazine and newspaper articles. • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
19	C1 Employment in hospitality and tourism.	GS	<ul style="list-style-type: none"> • Guest speaker: to discuss job roles, skills, opportunities, training and progression. • Learner question and answer session: learners to present questions to the guest speaker. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.

#	Topic	Lesson type	Suggested activities	Resources
20	Assignment revision/workshop.		<ul style="list-style-type: none"> • Teacher-led activity: teacher to hand out assignment brief and review the brief to ensure understanding. • Discussion of evidence requirements for Task 3 in the Assessment Workbook. 	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	1

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the unit, what will be taught and how it will be assessed. • To introduce learners to the travel and tourism industry in Uzbekistan and why it is important nationally.
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Resources checklist	<ul style="list-style-type: none"> • Ice-breaker activity. • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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"> ● Teacher to lead in: introduction to unit, what will be taught and how it will be assessed. ● Introduction to session topic, teacher to explain that learners will be finding out about the travel and tourism industry. ● Teacher-led activity: ice-breaker exercises for learners to get to know each other.
<p>Main activities (130 minutes)</p>	<ul style="list-style-type: none"> ● Learners to discuss: What is the travel and tourism industry? Class to discuss what they think the travel and tourism industry is and how important it is for the country. ● Teacher should provide Definition of Key Terms used in determining the economic contribution of travel and tourism to the nation. (PS) Summary of class discussion. Give definition of the travel and tourism industry, explain why income from the travel and tourism industry is measured. define the key terms used to measure the value of the travel and tourism industry, including GDP and direct and indirect employment. ● Paired activity: Tourism Facts and Figures (AS) Design an activity sheet to allow learners to research the ECONOMIC IMPACT 2018 UZBEKISTAN (English) report to identify the main points and feedback to the class. ● Teacher presentation: Uzbekistan – Travel and Tourism Facts and Figures (PS) Summary of paired activity presentation slides based on Economic Impact report – facts and figures on economic value, employment facts and any other facts the teacher feels learners will understand.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	2

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the travel and tourism industry in Uzbekistan and why it is important nationally.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher to explain that learners will be finding out about the travel and tourism industry in Uzbekistan and why it is important locally.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners to investigate the local travel and tourism industry. Design an activity sheet (AS) allowing learners to identify: <ul style="list-style-type: none"> ○ local attractions/places of interest ○ tour operators ○ transport types/availability ○ hotels, inns and guesthouses ○ restaurants/other food and beverage outlets. ● Learners to feed back their findings to the class. ● Teacher-presentation: Local Benefits of the Travel and Tourism Industry (PS). Summary of learners' findings. Presentation slides based on examples of how the travel and tourism industry benefits local economies: <ul style="list-style-type: none"> ○ infrastructure projects – Tashkent–Samarkand toll road, high-speed rail expansion, development of Chimgan ski resort ○ examples of local new businesses linked directly or indirectly to the travel and tourism industry, e.g. homestays, tour guides, inns, restaurants, taxi/driver services (teacher to use local knowledge to inform this section as will vary) ○ scale and scope of tourism activity in local area.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	3

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the different types of tourism. • To introduce learners to the different types of travel.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: introduction to unit, teacher to explain that learners will be finding out about the different types of tourism and types of travel. ● Teacher-led presentation: introduce learners to the topic and the different types of tourism (PS). ● A definition of the following: <ul style="list-style-type: none"> ○ domestic ○ inbound ○ outbound.
<p>Main activities (130 minutes)</p>	<ul style="list-style-type: none"> ● Individual activity: design an activity sheet giving examples of domestic, inbound and outbound tourism (AS). Learners to match the example with the correct type of tourism. Learners to then write examples of their own for each type of tourism. ● Question and answer: to recap and check learning. ● Lead in: introduction to topic, teacher to explain that learners will be finding out about the different types of travel. This session the focus is on leisure travel. ● Teacher-led discussion: introduce learners to the concept of different types of leisure travel. Teacher to ensure that learners are aware that leisure tourism encompasses both domestic and inbound tourism. ● Paired activity: learners to identify different types of leisure travel and provide examples of each. Feed back to group. Teacher to capture responses. Activity sheet to be designed to capture this (AS). ● Small-group activity: each group to research an organisation that provides a different type of leisure holiday. Feed back to the class on why they think people go on this type of holiday and what the benefits are to the travelers and to the economy.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	4

Lesson objective	<ul style="list-style-type: none"> • To introduce learners to business travel.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: introduction to topic, teacher to explain that learners will be finding out about the different types of travel, starting with business travel. ● Teacher-led discussion: introduce learners to the concept of different types of business travel. Teacher to ensure that learners are aware that business tourism encompasses both domestic and inbound tourism.
<p>Main activities (130 minutes)</p>	<ul style="list-style-type: none"> ● Teacher-led presentation: Definitions of Business Travel (PS). ● Business travel: associated with work or job but it will take place away from the usual place of work. It may or may not involve an overnight stay. Business travel also involves short-term work contracts in other regions of same country or overseas. Teacher to ensure that learners are aware that business tourism encompasses both domestic and inbound tourism. ● Class discussion: teacher to discuss the reasons for business travel. Teacher to ensure that definition has been retained and that reasons include: <ul style="list-style-type: none"> ○ meetings, conferences, exhibitions ○ training – self or others. ● Teacher presentation: to discuss the fact that business travel can happen on both a small- and a large scale, from individuals travelling to attend a meeting with clients to large groups attending a conference. ● Small-group activity: Design an Activity Sheet (AS) with key headings so that each group researches the local area to determine if the facilities exist for this type of travel. Summarise the facilities available.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	5

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to specialist/special interest travel. • To introduce learners to the concept of day trips.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: re-cap on last session and introduce types of travel to be discussed in this session – specialist/special interest tourism. ● Teacher-led presentation: Definitions of Business and Specialist/Special Interest Travel (PS). ● Special interest/travel: usually linked to the purpose of travel – a hobby, sport, interest, or to meet specific needs of the type of customer.
<p>Main activities (130 minutes)</p>	<ul style="list-style-type: none"> ● Class discussion: class to discuss their ideas on what constitutes 'specialist travel'. Teacher to capture feedback. ● Teacher-led presentation: Different types of specialist travel (PS) currently undertaken in Uzbekistan. ● To include with examples: <ul style="list-style-type: none"> ○ sporting, e.g. golf, skiing – Chimgan, Beldersay – hiking and climbing ○ heritage – World Heritage Sites ○ culture – Silk Road ○ eco-tourism – Zaamin nature reserve, Samarkand, Sarmysh Gorge, Bukhara ○ weddings – wedding venues ○ religious tourism – various sites. ● Small-group activity: design an activity sheet (AS) with key headings so that each group researches the local area to determine what type of specialist travel could be sustained in their local area or region. Summarise the facilities available. ● Question and answer: to recap and check learning for specialist/special interest travel. ● Lead in: to introduce the concept of day trips. ● Class discussion: day trips, teacher defines what a day trip is and learners suggest day trips from the local area.

Activities	Teaching notes
	<ul style="list-style-type: none"> • Small-group activity: learners can discuss when they have taken day trips, their purpose and costs involved. This activity will help learners associate day trips with travel and tourism.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> • Plenary: teacher confirms the main learning aims identified in the lesson. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	6

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to different types of customer. • To introduce learners to different customer needs.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: re-cap on last session and introduce topic of different types of customer and meeting their needs. • Teacher to explain that different types of customers have very different needs.
Main activities (130 minutes)	<ul style="list-style-type: none"> • Class discussion: learners to identify as many different types of customer as they can. • Teacher presentation: types of travel and tourism customer (PS). Teacher to describe the different types of tourism customer listed below- design an activity sheet that allows learners to capture this information. After each description is given, the class discusses the needs of each customer type and records it on an activity sheet. <ul style="list-style-type: none"> ○ couples – quiet premises; restaurant availability; couple’s packages ○ families – child friendly; inexpensive attractions and accommodation; animators; children’s menus; baby facilities ○ backpackers and solo travelers – low/budget prices; simple accommodation; per-night pricing ○ groups – educational and special interest trips ○ business – fast internet access; access to communication devices (fax/phone/printers/scanners); room service and desks in rooms ○ general customer needs – for example accessibility, flexibility, products and services, budget/luxury price ranges, access to WIFI.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: teacher confirms the main learning aims identified in the lesson. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	7

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of specific customer needs. • To introduce learners to the importance of meeting these needs.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: re-cap on last session and introduce topic of customers having specific or additional needs. ● Teacher to explain that all groups of customer can have specific needs. ● Class discussion: learners to discuss what they think the term 'specific customer needs' means.
Main activities (130 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: specific customer needs (PS). Teacher to describe the different types of specific needs a customer may have. Design an activity sheet that allows learners to capture the information below: <ul style="list-style-type: none"> ○ adaptations to food or drinks to suit dietary needs ○ employees who speak different languages ○ employees who have cultural knowledge of the local, regional and national areas ○ customer information that is adapted for people with visual and/or hearing needs ○ environments that have been adapted to accommodate customers with mobility issues. ● Class discussion: learners to discuss the importance of meeting customer's specific needs. Use the following prompts: <ul style="list-style-type: none"> ○ Why should these needs be met? ○ What are the advantages of meeting these needs? ○ What are the consequences (if any) of not meeting these needs? ○ Can these needs always be met? If not, why not? ● Paired/individual/homework activity: How well are customer specific needs currently met by the travel and tourism industry? Select a tourist destination and evaluate how well customer's specific needs are met. ● Teacher to design an activity sheet that allows learners to capture different points of view.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	8

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to assignment brief – Task 1. • To introduce learners to requirements of Task 1 Learning Aim A. • To ensure learners understand what they have to do to complete Task 1.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Magazine and newspaper articles. • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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"> Teacher to introduce purpose of session – recap and revision.
Main activities (130 minutes)	<ul style="list-style-type: none"> Teacher-led activity: teacher to hand out assignment brief and review the brief to ensure understanding. Discussion of evidence requirements for Task 1.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> Plenary: teacher confirms learners understand requirements of Task 1. Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	9

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the hospitality industry. • To introduce learners to the different types of accommodation businesses. • To introduce learners to the different products and services of accommodation businesses. • To introduce learners to the ways hospitality businesses are structured.
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Resources checklist	<ul style="list-style-type: none"> • Activity sheets (AS). • Unit specification. • Assessment workbooks.
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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"> • Teacher to brief learners on the purpose of the trip. • Teacher to give learners information-collecting worksheets and explain how they are to be used.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Visit: visit to a selected business (perhaps a large hotel) so that different departments can be viewed, e.g. food and beverage, kitchen, front of house, accommodation, leisure facilities, conference and banqueting. • This visit can give learners opportunities to view different products and services to gain understanding of how a large hotel works, the staff it employs and the career options available within it. Teachers are advised to create a series of information-collecting activity/capture sheets or scavenger-hunt activities that can be completed as learners explore the hotel. • Suggestions for information to be collected include the following. • Products: <ul style="list-style-type: none"> ○ food – types of food, types of menu, when food is available ○ beverages – types of beverages, when beverages are available ○ accommodation – types and number of rooms, room services available, pricing and board basis. • Services: <ul style="list-style-type: none"> ○ leisure – facilities available, when they are available, cost of use ○ event management – types of event management available, cost of events ○ vending – availability of vending, cost. • Formative assessment activity: learners to produce a factsheet about the hotel that could be used to advertise the hotel and its products and services.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary: teacher confirms the main learning aims identified in the lesson. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	10

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the hospitality industry. • To introduce learners to the different types of accommodation businesses. • To introduce learners to the different products and services of accommodation providers. • To introduce learners to types of business ownership.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: recap on last session and teacher to explain that learners will be finding out about the different types of business in the hospitality industry, starting with accommodation providers. • Individual activity: spider-diagram (AS) exercise to introduce the different types of accommodation providers that make up this sector of the hospitality industry. Learners to offer examples to the group.
Main activities (130 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation/discussion: Describe the different 'types' of accommodation providers (PS). • Discuss the types of business with which learners are familiar and those with which they may not be so familiar. Then link the products and services offered in each business. • The following should be covered, plus any local examples: <ul style="list-style-type: none"> ○ hotels – different classes and types, e.g. resorts and spas, bed and breakfast accommodation, hostels, private inns. • Teacher presentation: introduce how these businesses are owned. Business ownership is restricted to the following generic ownership terms: <ul style="list-style-type: none"> ○ chains, e.g. Asia Hotels, Malika Hotels ○ independent and private enterprises ○ international – Hyatt, Radisson, Wyndham ○ large-, small- and medium businesses ○ state owned if applicable. • Supply examples of menus/marketing materials from all the different types of businesses, for learners to appreciate the range of business types and the varied products and services they offer.

Activities	Teaching notes
	<ul style="list-style-type: none"> • Individual activity: learners to complete an activity sheet (AS) (to be produced by the teacher), recording details of different types of accommodation in the locality/region and their typical products and services. Teacher to ensure that all types of hospitality businesses listed in the specification are included in the worksheet.
<p>Concluding activity (30 minutes)</p>	<ul style="list-style-type: none"> • Plenary: teacher confirms the main learning aims identified in the lesson. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	11
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the different types of food and beverage providers. • To introduce learners to the different products and services of food and beverage providers.
Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Lead in: re-cap on last session and teacher to explain that learners will be finding out about the different types of business in the hospitality industry, in this instance food and beverage providers. ● Individual activity: spider-diagram (AS) exercise to introduce the different types of food and beverage providers that make up this sector of the hospitality industry. Learners to offer examples to the group.
<p>Main activities (130 minutes)</p>	<ul style="list-style-type: none"> ● Teacher-led presentation/discussion: following on from the paired activity, discuss types of food and beverage business and their products and services, to include: <ul style="list-style-type: none"> ○ restaurants ○ fast food establishments ○ coffee shops. ● Introduce how these businesses are owned during the discussion/presentation. Business ownership is restricted to the following generic ownership terms: <ul style="list-style-type: none"> ○ chains, e.g. Bon! Coffeehouses (Tashkent) ○ independent and private enterprises ○ international, e.g. KFC, Pizza Hut ○ large-, small- and medium businesses ○ franchises, e.g. KFC, Pizza Hut – franchising may need further explanation as to how it works ○ state owned if applicable. ● Discuss how some businesses offer both accommodation and food and beverage products and services, e.g. hotels, bed and breakfast, inns. ● Individual activity: learners to complete an activity sheet (AS) (to be produced by the teacher), recording details of different types of food and beverage outlets in the locality and their typical products and services. Teacher to ensure that all types of hospitality businesses listed in the specification are included in the worksheet.

Activities	Teaching notes
Concluding activity (30 minutes)	<ul style="list-style-type: none">• Plenary: teacher confirms the main learning aims identified in the lesson.• Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	12

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the events sector of the hospitality industry. • To introduce learners to different types of event. • To introduce learners to the products and services associated with events.
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Resources checklist	<ul style="list-style-type: none"> • Activity sheets (AS). • Unit specification. • Assessment workbooks.
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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"> • Teacher to brief the learners on the purpose of the trip. • Teacher to give learners information-collecting worksheets and explain how they are to be used.
Main activities (130 minutes)	<ul style="list-style-type: none"> • Visit to an exhibition centre or a large conference centre for a tour and talk on the organisation that goes into: <ul style="list-style-type: none"> ○ producing events ○ different types of event ○ associated products and services, e.g. accommodation, food and beverage provision.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary: teacher confirms the main learning aims identified in the lesson. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	13

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the way hospitality businesses are structured internally. • To introduce learners to operational areas.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: recap on last session and teacher to explain that learners will be using the information they collected on their visit to a large hotel and events company for today's lesson.
Main activities (130 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation/discussion: teacher to explain the different departments in hotels that sell products or services to guests, generating revenue for the business. ● Small-group activity: split class into four. Each class to create a poster that describes the following operational departments: <ul style="list-style-type: none"> ○ food and beverage ○ food preparation and production ○ front office ○ accommodation. ● The posters should show identification of the main roles and responsibilities of each department, different products and services, and staffing. ● Learners to present their posters to class. Teacher to correct and add any missing information.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.
Private study	<ul style="list-style-type: none"> ● Homework: learners to prepare questions for next session 'A day in the life of a hotel manager'.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	14

Lesson objectives	<ul style="list-style-type: none"> • To continue to introduce learners to the way hospitality businesses are structured internally. • To introduce the learners to support areas.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: re-cap on last session and teacher to explain that learners will be finding out about the departments in a hotel that support the operational areas.
Main activities (130 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation/discussion: the different support departments in a hotel (PS) should be described and introduced. Activity sheets should be designed to allow learners to capture the following information: <ul style="list-style-type: none"> ○ accounting and finance – budgeting and pricing, monitoring profit and loss ○ purchasing and stores – order and issue stock and provisions for all departments ○ sales and marketing – developing products and services based on research and market analysis, selling the businesses products and services ○ personnel and human resources – recruitment and supervision ○ maintenance – repairs, preventative maintenance and servicing of buildings, equipment ○ security – ensure the safety and security of hotel guests, visitors and staff, patrolling the premises, monitoring security equipment. ● Guest speaker – Manager from large hotel - to confirm the descriptions of each of the support departments and explain their importance and how the operational departments work together. Guest speaker to describe a 'day in the life of a hotel manager'. Learners to question the guest speaker. ● Teacher to capture information.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	15

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the internal and external factors that affect hospitality businesses.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: recap on last session and teacher to explain that learners will be finding out about the factors that affect organisations in the travel and tourism economy.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher presentation and class discussion: the following to be discussed and explored, learners to discuss each of the points. Teacher to provide newspaper/magazine/website articles for each point, to share with learners, and a worksheet to capture information: <ul style="list-style-type: none"> ○ fashion and trends – modern v traditional – appearance and design, foods and beverages, employee appearance ○ availability of restaurants, shops and markets – to experience local people and products ○ economic trends – changes to currency exchange rates ○ potential and current business owners – business skills ○ cultures and traditions – awareness of differences, ability to adapt products and services to different culture and specific needs.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to re-cap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	16

Lesson objectives	<ul style="list-style-type: none"> • To continue to introduce learners to the internal and external factors that affect hospitality businesses.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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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: recap on last session and teacher to explain that learners will be finding out about the factors that affect organisations in the travel and tourism economy.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Teacher presentation and class discussion: the following to be discussed, learners to discuss each of the points. Teacher to provide newspaper, magazine and website articles for each point, and a worksheet to capture the information: <ul style="list-style-type: none"> ○ availability of skilled employees, keeping skilled employees, language skills of employees ○ accessibility of the internet, social media, mobile websites and apps ○ age of tourist – different needs and expectations ○ government influences – health and safety; airport tax/tourist tax; passport and visa requirements; international investment incentives ○ use of technology – TV programmes, adverts, use of social media to self-promote (e.g. Facebook, Twitter, Telegram), influence of social media on customers research reviews and opinions.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Diploma in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	17

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to Assignment brief – Task 2. • To introduce learners to requirements of Task 2 Learning Aim B. • To ensure that learners understand what they have to do to complete Task 2.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Teacher to introduce purpose of session – recap and revisions.
Main activities (130 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: teacher to hand out assignment brief and review the brief to ensure understanding. • Discussion of evidence requirements for Task 2.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary: teacher confirms that learners understand requirements of Task 2. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Diploma in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	18

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to different job roles. • To introduce learners to career progression routes. • To introduce learners to training opportunities.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
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: recap on last session and teacher to explain that learners will be finding out about the different job roles, progression routes and training opportunities in the hospitality industry.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners to investigate different job roles in different areas of the hospitality industry. ● Investigate the progression routes and types of training available: <ul style="list-style-type: none"> ○ kitchen ○ food and beverage ○ accommodation ○ front office ○ conference and events. ● Paired activity: present information to class. ● Teacher to capture information and correct any misconceptions. ● Individual activity: preparation for the next session's guest speaker – each learner to select job role that they are interested in and prepare three questions to put to the guest speaker.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher confirms the main learning aims identified in the lesson. ● Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Diploma in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	19

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to job roles, skills and work opportunities.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to the internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Teacher to brief learners on the purpose of the guest speaker's presentation. • Teacher to give learners information-collecting worksheets and explain how they are to be used.
Main activities (130 minutes)	<ul style="list-style-type: none"> • Guest speaker: to discuss job roles, skills, opportunities, training and progression. • Learner question and answer session: learners to present questions the guest speaker. • Teacher to capture feedback and information.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary: teacher confirms the main learning aims identified in the lesson. • Question and answer: to recap session and check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Diploma in Hospitality
Unit	Unit 1: Introduction to Hospitality
Lesson number	20

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to Assignment brief – Task 3. • To introduce learners to requirements of Task 3 Learning Aim C. • To ensure that learners understand what they have to do to complete the assignment tasks.
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Resources checklist	<ul style="list-style-type: none"> • Presentation slides (PS). • Activity sheets (AS). • Access to internet. • Unit specification. • Assessment workbooks. • Whiteboard, pens, flip-chart paper. • Projector.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Teacher to introduce purpose of session – recap and revisions.
Main activities (130 minutes)	<ul style="list-style-type: none"> • Teacher-led activity: teacher to hand out assignment brief and go through the brief to ensure that learners understand the task. • Discussion of evidence requirements for Task 3.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary: teacher confirms that learners understand the requirements of Task 3. • Question and answer: to recap session and check learning.

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