



Pearson
BTEC



Pearson BTEC
International Level 2 in
Hospitality

Specification

First teaching from September 2022

L2

Issue 1



Pearson BTEC International Level 2 Qualifications in Hospitality

Specification

First teaching September 2022

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About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Welcome

With a track record built over 40 years of learner success, our BTEC International Level 2 qualifications are recognised internationally by governments and employers. These qualifications are designed to enhance the curriculum and prepare learners for the ever-changing world of work. BTEC International Level 2 qualifications allow learners to progress to study at Level 3 and above or to the workplace.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support*, for details of the support we offer.

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Introduction to the BTEC International Level 2 qualifications for the hospitality sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 2 Qualifications in Hospitality. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of hospitality qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the hospitality sector these qualifications are:

Pearson BTEC International Level 2 Award in Hospitality

Pearson BTEC International Level 2 Certificate in Hospitality

Pearson BTEC International Level 2 Extended Certificate in Hospitality

Pearson BTEC International Level 2 Diploma in Hospitality.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Hospitality	120 GLH Equivalent in size to one International GCSE. Four mandatory units, of which three are assessed by a Pearson Set Assignment. Mandatory content (100%).	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of hospitality would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels
Pearson BTEC International Level 2 Certificate in Hospitality	240 GLH Equivalent in size to two International GCSEs. Eight units, of which five are mandatory and three are assessed by a Pearson Set Assignment. Mandatory content (62.5%).	This qualification is designed to support learners who are interested in learning about the hospitality industry alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in hospitality-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.
Pearson BTEC International Level 2 Extended Certificate in Hospitality	360 GLH Equivalent in size to three International GCSEs. Twelve units, of which nine are mandatory and four which are assessed by a Pearson Set Assignment. Mandatory content (75%).	This qualification is designed to support learners who want to study hospitality as a substantial element of a one-year, full-time course alongside smaller courses in other subjects, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to further education at Level 3/ pre-tertiary level if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International A Levels.

Title	Size and structure	Summary purpose
<p>Pearson BTEC International Level 2 Diploma in Hospitality</p>	<p>480 GLH</p> <p>Equivalent in size to four International GCSEs.</p> <p>Thirteen units, of which ten are mandatory and four are assessed by Pearson Set Assignment.</p> <p>Mandatory content (62.5%).</p>	<p>This qualification is designed to support learners who want to study hospitality as a one-year, full-time course, or for those wanting to take it alongside another area of complementary ~or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to Level 3/pre-tertiary level courses if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International GCSEs.</p>

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 2 in Hospitality is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment units are shown in bold

M

Mandatory units

O

Optional units

Unit (number and title)	Unit size (GLH)	Award (120 GLH)	Certificate (240 GLH)	Extended Certificate (360 GLH)	Diploma (480 GLH)
1 Introducing the Hospitality Industry	30	M	M	M	M
2 Hospitality Workplace Skills	30	M	M	M	M
3 Customer Service Skills in the Hospitality Industry	30	M	M	M	M
4 Sustainability in the Hospitality Industry	30	M	M	M	M
5 Health, Safety and Hygiene in Hospitality	30		O	M	M
6 Planning and Running a Hospitality Event	60		O	M	M
7 Healthy Lifestyles, Foods and Menu Choices	30		O	M	M
8 Preparing Cooking and Presenting Food	30		M	M	M
9 Contemporary World Food	30		O	M	M
10 Serving Food and Beverage	30		O	O	O
11 Accommodation Services in Hospitality	30		O	O	M
12 Hospitality Front Office Operations	30		O	O	O
13 Merchandising and Promotion	30		O	O	O
14 Purchasing and Stock Control	30		O	O	O
15 Enterprise in Hospitality	30		O	O	O
16 Patisserie and Confectionery	30		O	O	O
17 Barista Skills	30		O	O	O
18 Work Experience in Hospitality	30		O	O	O
19 Research Project	30		O	O	O

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills include communication, teamwork and research and analysis, which are valued by employers. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from June each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate tools/ processes etc.

For these units, Pearson will provide an Authorised Assignment Brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for these qualifications is available in English but can be translated as necessary.

Learners taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and progression

Pearson BTEC International Level 2 qualifications in Hospitality

Who are these qualifications for?

The Pearson BTEC International Level 2 qualifications in Hospitality are designed either for learners in the 14–19 age group, who wish to pursue a career in hospitality via Level 3 and then to higher education or through junior hospitality employment.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus mainly on hospitality may take the Diploma, while a learner who selects a smaller qualification, such as the Award or Certificate, will likely combine it with International GCSEs, in order to support their desired progression.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in the hospitality industry, most likely via further study at Level 3 and then through higher-education routes in the particular areas.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title.

What could these qualifications lead to?

These qualifications support progression to further study in hospitality for example courses in:

- Pearson International BTEC Level 3 qualifications in Hospitality
- Hospitality Supervision and Leadership
- Food Hygiene
- Professional Cookery
- Hospitality and Catering.

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 1: Transferable employability skills*.

How do the qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

2 Structure

Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 2 Award in Hospitality
- Pearson BTEC International Level 2 Certificate in Hospitality
- Pearson BTEC International Level 2 Extended Certificate in Hospitality
- Pearson BTEC International Level 2 Diploma in Hospitality.

Pearson BTEC International Level 2 Award in Hospitality

Mandatory units

There are 4 mandatory units, which includes 1 internal unit and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Pearson BTEC International Level 2 Award in Hospitality (120GLH)				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Introducing the Hospitality Industry	30	Mandatory	Set assignment
2	Hospitality Workplace Skills	30	Mandatory	Set assignment
3	Customer Service Skills in the Hospitality Industry	30	Mandatory	Internal
4	Sustainability in the Hospitality Industry	30	Mandatory	Set assignment

Pearson BTEC International Level 2 Certificate in Hospitality

Mandatory units

There are 5 mandatory units, which includes 2 internal units and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 90 GLH of optional units.

Pearson BTEC International Level 2 Certificate in Hospitality (240 GLH)				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Introducing the Hospitality Industry	30	Mandatory	Set assignment
2	Hospitality Workplace Skills	30	Mandatory	Set assignment
3	Customer Service Skills in the Hospitality Industry	30	Mandatory	Internal
4	Sustainability in the Hospitality Industry	30	Mandatory	Set assignment
8	Preparing Cooking and Presenting Food	30	Mandatory	Internal
Optional units – learners must complete 90 GLH of optional units				
5	Health, Safety and Hygiene in Hospitality	30	Optional	Set assignment
6	Planning and Running a Hospitality Event	60	Optional	Internal
7	Healthy Lifestyles, Foods and Menu Choices	30	Optional	Internal
9	Contemporary World Food	30	Optional	Internal
10	Serving Food and Beverage	30	Optional	Internal
11	Accommodation Services in Hospitality	30	Optional	Internal
12	Hospitality Front Office Operations	30	Optional	Internal
13	Merchandising and Promotion	30	Optional	Internal
14	Purchasing and Stock Control	30	Optional	Internal
15	Enterprise in Hospitality	30	Optional	Internal
16	Patisserie and Confectionery	30	Optional	Internal
17	Barista Skills	30	Optional	Internal
18	Work Experience in Hospitality	30	Optional	Internal
19	Research Project	30	Optional	Internal

Pearson BTEC International Level 2 Extended Certificate in Hospitality

Mandatory units

There are 9 mandatory units, which includes 5 internal units and 4 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 60 GLH of optional units.

Pearson BTEC International Level 2 Extended Certificate in Hospitality (360 GLH)				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Introducing the Hospitality Industry	30	Mandatory	Set assignment
2	Hospitality Workplace Skills	30	Mandatory	Set assignment
3	Customer Service Skills in the Hospitality	30	Mandatory	Internal
4	Sustainability in the Hospitality Industry	30	Mandatory	Set assignment
5	Health, Safety and Hygiene in Hospitality	30	Mandatory	Set assignment
6	Planning and Running a Hospitality Event	60	Mandatory	Internal
7	Healthy Lifestyles, Foods and Menu Choices	30	Mandatory	Internal
8	Preparing Cooking and Presenting Food	30	Mandatory	Internal
9	Contemporary World Food	30	Mandatory	Internal
Optional units – learners must complete 60 GLH of optional units				
10	Serving Food and Beverage	30	Optional	Internal
11	Accommodation Services in Hospitality	30	Optional	Internal
12	Hospitality Front Office Operations	30	Optional	Internal
13	Merchandising and Promotion	30	Optional	Internal
14	Purchasing and Stock Control	30	Optional	Internal
15	Enterprise in Hospitality	30	Optional	Internal
16	Patisserie and Confectionery	30	Optional	Internal
17	Barista Skills	30	Optional	Internal
18	Work Experience in Hospitality	30	Optional	Internal
19	Research Project	30	Optional	Internal

Pearson BTEC International Level 2 Diploma in Hospitality

Mandatory units

There are 10 mandatory units, which includes 6 internal units and 4 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 150 GLH of optional units.

Pearson BTEC International Level 2 Diploma in Hospitality (480 GLH)				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Introducing the Hospitality Industry	30	Mandatory	Set assignment
2	Hospitality Workplace Skills	30	Mandatory	Set assignment
3	Customer Service Skills in the Hospitality	30	Mandatory	Internal
4	Sustainability in the Hospitality Industry	30	Mandatory	Set assignment
5	Health, Safety and Hygiene in Hospitality	30	Mandatory	Set assignment
6	Planning and Running a Hospitality Event	60	Mandatory	Internal
7	Healthy Lifestyles, Foods and Menu Choices	30	Mandatory	Internal
8	Preparing Cooking and Presenting Food	30	Mandatory	Internal
9	Contemporary World Food	30	Mandatory	Internal
11	Accommodation Services in Hospitality	30	Mandatory	Internal
Optional units – learners must complete 150 GLH of optional units				
10	Serving Food and Beverage	30	Optional	Internal
12	Hospitality Front Office Operations	30	Optional	Internal
13	Merchandising and Promotion	30	Optional	Internal
14	Purchasing and Stock Control	30	Optional	Internal
15	Enterprise in Hospitality	30	Optional	Internal
16	Patisserie and Confectionery	30	Optional	Internal
17	Barista Skills	30	Optional	Internal
18	Work Experience in Hospitality	30	Optional	Internal
19	Research Project	30	Optional	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
Unit 1: Introducing the Hospitality Industry	<ul style="list-style-type: none">· An assignment set by Pearson and marked by the centre.· The advised assessment period is 6 hours.· Completed using a computer.	Two available for each series.
Unit 2: Hospitality Workplace Skills	<ul style="list-style-type: none">· An assignment set by Pearson and marked by the centre.· The advised assessment period is 6 hours.· Completed using a computer.	Two available for each series.
Unit 4: Sustainability in the Hospitality Industry	<ul style="list-style-type: none">· An assignment set by Pearson and marked by the centre.· The advised assessment period is 6 hours.· Completed using a computer.	Two available for each series.
Unit 5: Health, Safety and Hygiene in Hospitality	<ul style="list-style-type: none">· An assignment set by Pearson and marked by the centre.· The advised assessment period is 6 hours.· Completed using a computer.	Two available for each series.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 2.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 60 or 30. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2: Glossary of terms used</i> .
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 2: Glossary of terms used</i> . All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units and other curriculum subjects	This section shows you the main relationships between different units and any clear links to other curriculum subjects. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 4–5* to check which units are available in all qualifications in the hospitality sector.

Unit 1: Introducing the Hospitality Industry	19
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Unit 1: Introducing the Hospitality Industry

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

Learners will be introduced to the nature of the hospitality industry. They will develop their knowledge and understanding of the hospitality sector, including the importance of the hospitality industry to a country's economy in terms of its scale, diversity and employment opportunities.

Unit introduction

Hospitality is one of the world's largest generators of jobs, employing over 16 million people and making a significant contribution to the economies of many countries. It is dynamic and ever-changing, responding quickly to shifting market needs and customers' demands through rapid growth, innovation and diversity. It makes for an exciting career with global opportunities.

In this unit you will explore the hospitality industry and its importance in various settings. You will consider how the different products and services are offered in a range of organisations to meet customers' requirements.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Understand the scale, scope and diversity of the hospitality industry
- B** Know the products and services offered by the hospitality industry and the factors that influence their development
- C** Explore the career opportunities in different global settings.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the scale, scope and diversity of the hospitality industry	A1 The hospitality industry A2 Hospitality industry businesses A3 Hospitality sectors A4 Importance of the hospitality industry	This unit is assessed through a Pearson Set Assignment.
B Know the products and services offered by the hospitality industry and the factors that influence their development	B1 Products B2 Services B3 Influences on the industry	
C Explore the career opportunities in different global settings	C1 Career opportunities	

Content

Learning aim A: Understand the scale, scope and diversity of the hospitality industry

A1 The hospitality industry

- Hospitality and catering: definition.
- Hospitality settings:
 - local
 - national
 - international.
- Ownership:
 - franchise
 - privately owned and operated
 - chain
 - branded.

A2 Hospitality industry businesses

- Hotels:
 - budget
 - one star to five stars
 - guest house
 - bed and breakfast.
- Restaurants:
 - bistro
 - coffee shop
 - fast-food
 - fine dining.
- Bars and nightclubs.
- Contract food service providers.
- Events.

A3 Hospitality sectors

- Commercial sector.
- Service sector, e.g. welfare, institutional, contract.

A4 Importance of the hospitality industry

- Economic value and contribution of the industry (revenue):
 - national
 - regional
 - local.
- Relative size/numbers of hospitality businesses.
- Numbers employed.

Learning aim B: Know the products and services offered by the hospitality industry and the factors that influence their development

B1 Products

- Food.
- Drink.
- Accommodation.

B2 Services

- Business services.
- Conferences and events.
- Personal services, e.g. spa, hairdressing.
- Vending.
- Level and type of service offered.

B3 Influences on the industry

- Political.
- Economic.
- Social.
- Technological.
- Environmental.
- Legal.

Learning aim C: Explore the career opportunities in different global settings

C1 Career opportunities

- Operative.
- Supervisor.
- Management.
- Progression routes.
- Qualifications.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the scale, scope and diversity of the hospitality industry		ABC.D1 Evaluate the contribution of the hospitality industry to your nation's economy.
A.P1 Outline the structure, scope and size of the hospitality industry within your country.	A.M1 Analyse the structure, scope and size of the hospitality industry within your country.	
A.P2 Explain the importance of the hospitality industry to your nation's economy.		
Learning aim B: Know the products and services offered by the hospitality industry and the factors that influence their development		
B.P3 Describe the products and services offered in the hospitality industry.	B.M2 Analyse the key influences on the development of the products and services in the hospitality industry.	
B.P4 Describe the key influences on the development of the products and services in the hospitality industry.		
Learning aim C: Explore the career opportunities in different global settings		
C.P5 Describe the career opportunities available in the hospitality industry.	C.M3 Analyse the career opportunities provided by the hospitality industry.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

The Distinction for Learning aim C will be assessed along with Learning aims A and B. Learning C criteria for Pass and Merit will be covered below.

Learning aims A and B

For Distinction standard, learners will carry out thorough and structured research on the hospitality industry within their country. They will investigate the importance of the hospitality industry through its contribution to the nation's economy. This evaluation will include an analysis of the structure and size of the hospitality industry, giving a comprehensive review of the types of hospitality businesses that operate within their country, and the range of products and services they offer. Learners will give relevant examples and data to support their evaluations. They will carry out further research to enable them to analyse the key influences that have impacted the development of the products and services offered in the hospitality industry in their country.

For Merit standard, learners will carry out research on the hospitality industry within their country to analyse the structure and size of the industry. Learners will give a detailed review of the types of hospitality businesses that operate within their country and the range of products and services they offer. They will further research and analyse the key influences that have impacted the development of the products and services offered in the hospitality industry in their country. Learners will explain, using relevant examples, the importance of the hospitality industry to their nation's economy.

For Pass standard, learners will carry out research on the hospitality industry in their country to enable them to outline the structure and size of the industry and its importance to their nation's economy. They will include an overview of the range of products and services offered by the hospitality industry. Learners will carry out further research to discover and describe the key influences that have impacted the development of the products and services offered in the hospitality industry in their country.

Learning aim C

For Merit standard, learners will carry out thorough research into the career opportunities that the hospitality industry offers in their country. They will use their research to analyse the career pathways in at least two different areas within the hospitality industry.

For Pass standard, learners will carry out research into the career opportunities that the hospitality industry offers in their country. They will use their research to describe the career pathways in at least two areas within the hospitality industry or to give an overview of the career opportunities.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to all units within this specification.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 2: Hospitality Workplace Skills

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

Learners will investigate the different roles within the hospitality industry and the skills and personal attributes needed for these roles. They will undertake an evaluation of their own skills and produce a skills development plan to fill any gaps. Learners will also undergo the process for applying for a job and will take part in an interview.

Unit introduction

This unit is concerned with developing employability skills, so you will complete a job application process. You will investigate the broad range of job roles and career opportunities available within the hospitality and related industries. You will be required to identify the types of skills and personal attributes necessary for working in customer-focused, hospitality-related businesses. These employment skills should include customer service, teamworking and problem-solving skills. Your varied experiences will also be beneficial in identifying those skills and attributes that are desirable and those that are essential in the different related industries.

You will have the opportunity to participate in the process involved in applying for jobs within the hospitality and related industries. It is anticipated that this process will help you prepare for employment. You will develop an awareness of the different sources used by employers and employment agencies to promote job opportunities. It is intended that you will develop your CV through the opportunities presented to you within this unit.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Investigate the skills and personal attributes needed to work in the hospitality sector
- B** Be able to review own skills to produce a skills development plan
- C** Be able to undergo the job application process for employment in the hospitality industry
- D** Be able to review a self-development plan.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the skills and personal attributes needed to work in the hospitality sector	A1 Job roles in the hospitality industry A2 Career opportunities in the hospitality industry A3 Work and interpersonal skills in the hospitality industry	This unit is assessed through a Pearson Set Assignment.
B Be able to review own skills to produce a skills development plan	B1 Identifying own skills B2 Produce a skills development plan	
C Be able to undergo the job application process for employment in the hospitality industry	C1 Sources of job information C2 Documents C3 Prepare for and take part in an interview	
D Be able to review a self-development plan	D1 Review D2 Revision of plan D3 Targets	

Content

Learning aim A: Investigate the skills and personal attributes needed to work in the hospitality sector

A1 Job roles in the hospitality industry

- Hospitality industry businesses, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.
- Job roles:
 - food and beverage, e.g. head chef, commis chef, kitchen porter, restaurant supervisor, barista, food server, bar person
 - housekeeping, e.g. head housekeeper, room attendant, porter
 - front of house, e.g. reception manager, reservation clerk, receptionist, night auditor, porter
 - conference and event, e.g. events organiser, porter.

A2 Career opportunities in the hospitality industry

- Operative.
- Supervisor.
- Management.
- Progression routes.
- Qualifications.
- Forms of employment:
 - full-time
 - part-time
 - casual
 - zero-hours
 - voluntary.

A3 Work and interpersonal skills in the hospitality industry

- Occupational skills:
 - food service
 - drinks service
 - accommodation
 - front office
 - food preparation and cooking.
- General work skills:
 - customer service
 - teamworking
 - problem solving
 - thinking innovatively and creatively
 - basic skills, e.g. literacy, numeracy and technology
 - planning and organising.

- Interpersonal skills and attributes:
 - attitude
 - enthusiasm, adaptability
 - self-motivation
 - reliability and timekeeping
 - responsibility, honesty, resourcefulness, loyalty, personal presentation, patience
 - tact
 - behaviour
 - respect for customers, e.g. courtesy, interest, responding to different customer behaviour, dealing with problems
 - personal attributes.
- Communication skills:
 - voice, e.g. tone, pitch, pace
 - language
 - use of jargon
 - listening
 - appropriateness to situation
 - asking appropriate questions
 - body language, e.g. posture, facial expression, gestures, eye contact.
- Personal presentation skills:
 - personal hygiene
 - appearance, e.g. uniform, dress, hair, makeup, jewellery
 - presentation of work area and equipment.
- Professional approach:
 - positive and professional approach to work.

Learning aim B: Be able to review own skills to produce a skills development plan

B1 Identifying own skills

- Methods:
 - self-assessment
 - discussion with tutor or supervisor
 - online questionnaire
 - discussion with others.
- Matching skills:
 - reviewing own vocational and personal skills
 - identifying skills development requirements.

B2 Produce a skills development plan

- Recording methods:
 - tutor template
 - checklist
 - diary.

- Self-development plan:
 - awareness of own learning styles
 - set targets that are realistic and achievable
 - dates for targets
 - ways to develop skills and qualities
 - evaluating performance
 - monitoring progress against plans.

Learning aim C: Be able to undergo the job application process for employment in the hospitality industry

C1 Sources of job information

- Newspapers.
- Social media.
- Trade magazines.
- Company websites.
- Employment agencies.
- Networking and word of mouth.

C2 Documents

- Curriculum vitae (CV).
- Letters of application.
- Covering letters.
- Application forms.

C3 Prepare for and take part in an interview

- Preparation for interview:
 - company knowledge
 - knowledge of job
 - preparing questions.
- Interview skills:
 - dress code and personal appearance
 - attitude, behaviour and social skills
 - body language
 - active listening
 - presentation techniques
 - responding to questions
 - asking questions.
- Interview and selection methods.
- Telephone pre-selection.
- Individual interviews.
- Group interviews.

Learning aim D: Be able to review a self-development plan

D1 Review

- Methods:
 - self-assessment
 - discussion with tutor or supervisor
 - compare original plan to current situation
 - check progress against targets.

D2 Revision of plan

- Adapting plans to reflect progress.
- Adapting plans to reflect new skills gained.
- Adapting goals to reflect.
- Identifying support required.

D3 Targets

- Set additional short-, medium- and long-term goals:
 - short-term goals less than 6 months
 - medium-term goals 6–12 months
 - long-term goals more than 12 months.
- Set SMART targets:
 - specific
 - measurable
 - achievable
 - realistic
 - timebound.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the skills and personal attributes needed to work in the hospitality sector		AB.D1 Evaluate your own work and interpersonal skills for a selected role in the hospitality industry to produce a detailed, measurable plan.
A.P1 Describe the job roles and career opportunities available in the hospitality industry.	A.M1 Explain the skills and personal attributes necessary for selected job roles in the hospitality industry.	
A.P2 Describe the work and interpersonal skills needed to work in the hospitality industry.		
Learning aim B: Be able to review own skills to produce a skills development plan		
B.P3 Review own work and interpersonal skills for a selected role in the hospitality industry.	B.M2 Perform a detailed review of your own work and interpersonal skills for a selected role in the hospitality industry and produce a detailed plan.	
B.P4 Produce a basic plan for personal development for employment, matching personal skills with career objectives.		
Learning aim C: Be able to undergo the job application process for employment in the hospitality industry		CD.D2 Evaluate effectiveness of own performance in all aspects of the job application process, reflecting on skills gained, recommending improvements to and updating the personal development plan as required.
C.P5 Prepare a CV and covering letter and complete an application form for a specific job role.	C.M3 Demonstrate a high level of confidence and skills in completing a job application, preparing for and performing at an interview.	
C.P6 Prepare for and take part in an interview for a specific job role.		
Learning aim D: Be able to review a self-development plan		
D.P7 Review progress of skills development against personal development plan.	D.M4 Assess progress of skills development against personal development plan, amending as required.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will carry out research to describe a range of different job roles and career opportunities in different parts of the hospitality industry and will explain the work and interpersonal skills needed to work in the industry. They will select one of the job roles to compare their current work and interpersonal skills against those required for the job role. Learners will carry out an evaluation of their work and interpersonal skills to identify any gaps in their skills and will produce a detailed plan, with measurable goals and career objectives, for the development of the skills required to meet the needs of their selected role.

For Merit standard, learners will carry out research to describe a range of job roles and career opportunities in different parts of the hospitality industry and will explain the work and interpersonal skills needed to work in the industry. They will select one of the job roles to compare their current work and interpersonal skills against those required for the job role. Learners will carry out a detailed review of their work and interpersonal skills to identify any gaps in their skills and will produce a detailed plan, with clear goals and career objectives, for the development of the skills required to meet the needs of their selected role.

For Pass standard, learners will carry out research to describe a limited range of job roles and career opportunities in different parts of the hospitality industry and will describe the work and interpersonal skills needed to work in the industry. They will select one of the job roles to compare their current work and interpersonal skills against those required for the job role. Learners will identify gaps in their skills and will produce a basic plan, with clear goals and career objectives, for the development of the skills required to meet the needs of the role.

Learning aims C and D

For Distinction standard, learners will complete documentation and prepare for and take part in an interview for a specific job role. The job role should be the one used for their skills assessment. Learners will demonstrate high levels of skills in producing their documentation and preparing for their interview. They will show high levels of confidence in the interview. Following the interview, learners will evaluate their effectiveness in all aspects of the job application process. They will reflect on the skills they have gained through the process, making recommendations for improvement. Learners will update their personal development plan to reflect what they have learned.

For Merit standard, learners will complete documentation and prepare for and take part in an interview for a specific job role. The job role should be the one used for their skills assessment. Learners will demonstrate high levels of skills in producing their documentation and preparing for their interview. They will show high levels of confidence in the interview. Following interview, they will assess the progress of their skills against their personal development plan, amending the plan as required to show progress.

For Pass standard, learners will complete documentation and prepare for and take part in an interview for a specific job role. The job role should be the one used for their skills assessment. Following their interview, learners should review the progress of their skills against their personal development plan.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to all units within this specification.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars, e.g. application forms
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop:

- research skills
- planning and organising skills
- interpersonal skills and attributes
- communication and presentation skills
- interview skills.

Unit 3: Customer Service Skills in the Hospitality Industry

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge and understanding of the skills needed to deliver customer service in the hospitality business. They will understand the characteristics of excellent customer service and how it can be monitored effectively to suggest improvements.

Unit introduction

Customer service is essential to a successful business and the hospitality industry relies on excellent customer service to keep customers satisfied and returning. This unit will enable you to develop and expand your understanding of customer service excellence in the hospitality industry.

You will also learn the importance of delivering consistent and reliable customer service by investigating different customer service skills required in hospitality. This will give you an understanding of the variety of skills and techniques associated with providing excellent customer service in different situations.

You will look at how hospitality businesses monitor and evaluate their customer service levels and how customer feedback contributes to the improvement of customer service skills.

This unit will support you in progressing to a higher level of study or employment in a range of job roles across the hospitality industry, including customer-facing roles where a range of communication and practical skills and knowledge will be required, including customer service and teamwork skills.

Learning aims

In this unit you will:

- A** Understand the characteristics of customer service skills in the hospitality industry
- B** Demonstrate customer service skills in a range of situations
- C** Use information to suggest improvements to customer service.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the characteristics of customer service skills in the hospitality industry	A1 Customer service in hospitality A2 The characteristics and benefits of customer service A3 The use of and importance of organisational procedures for customer service	Detailed written work that describes the features of customer service skills in the hospitality industry.
B Demonstrate customer service skills in a range of situations	B1 Presentation and interpersonal skills B2 Communication skills B3 Customer service situations	A practical demonstration of working in a range of customer service situations. Evaluate the practical sessions.
C Use information to suggest improvements to customer service	C1 Different ways to monitor customer service C2 The importance of evaluating customer service C3 Benefits of improvements to customer service	

Content

Learning aim A: Understand the characteristics of customer service skills in the hospitality industry

A1 Customer service in hospitality

Different types of customers in hospitality and their needs.

- Definition:
 - customer service
 - customer service excellence.
- Types of customers and the difference between their needs and expectations:
 - internal, colleagues, supervisors, staff, staff teams
 - external, existing, new, individuals, groups, business people, non-native speakers, different agents, different cultures, families, special needs, suppliers, agents
 - special needs, visual, hearing or mobility impaired.
- Customer needs:
 - value for money
 - accuracy and reliability
 - information and advice
 - assistance and help
 - special needs dealt with
 - problems identified and dealt with
 - healthy, safe and secure environment.

A2 The characteristics and benefits of customer service

To achieve customer satisfaction, exceeding customer expectations and meeting organisational targets.

- Staff attitude and behaviour:
 - working under pressure
 - locating information
 - dealing with problems
 - meeting the customers' needs.
- Knowledge:
 - products
 - services
 - standards
 - training.
- Quality of services and products:
 - timing
 - cost.
- Benefits:
 - positive influence on organisation
 - increase spend
 - repeat business
 - customer loyalty.

A3 The use of and importance of organisational procedures for customer service

- Checking availability:
 - booking systems, accurate recording, use of technology
 - delivering service, positive manner when dealing with customer, responding to customer needs
 - cancellations, policies, refunds
 - complaints, understanding limit of authority, complaint-handling procedures.
- Repeat business.
- Business reputation.
- Customer satisfaction.
- Staff job satisfaction.

Learning aim B: Demonstrate customer service skills in a range of situations

B1 Presentation and interpersonal skills

The role of the individual in delivering customer service.

- Attitude, towards customer, staff, business.
- Behaviour, professional, company values.
- Motivation, independence, self-confidence.
- Personal presentation:
 - first impressions
 - personal hygiene.
- Appearance, uniform, dress, hair, makeup, jewellery.

B2 Communication skills

Using the correct type and style of communication when dealing with customers.

- Communication:
 - body language, posture, expression, gestures, eye contact
 - voice, pitch, tone, pace
 - language, appropriate, slang, jargon
 - listening skills, asking appropriate questions, repeating back to customer, looking attentive.
- Confirming service meets needs and expectations.

B3 Customer service situations

Different types of customer service situations and how to respond effectively to them.

- Customer service settings:
 - verbal (face-to-face, telephone)
 - non-verbal (written, electronic)
 - urgent
 - non-urgent
 - difficult
 - routine
 - providing information and advice
 - providing assistance
 - dealing with problems.

- Product knowledge and sales:
 - give advice
 - answer questions
 - suggest products
 - increase sales.
- Dealing with complaints:
 - knowledge benefit of complaints to organisation
 - positive manner when dealing with a complaint
 - complaint-handling procedures.
- Following organisational procedures:
 - service standards
 - procedures
 - liaison with other departments.

Learning aim C: Use information to suggest improvements to customer service

C1 Different ways to monitor customer service

The different systems used to ensure customer expectations are met.

- Monitor customer feedback:
 - informal customer feedback
 - customer questionnaires
 - comment cards
 - staff feedback
 - mystery customers
 - complaints
 - compliment letters.

C2 The importance of evaluating customer service

- Meeting organisational targets:
 - financial, turnover
 - level of sales
 - repeat customers, new customers
 - level of complaints
 - staff turnover.

C3 Benefits of improvements to customer service

- Achieving customer satisfaction:
 - quality of service
 - exceeding customer expectations
 - business reputation.
- Meeting organisational targets:
 - maintain financial targets.
- Compliance with legal obligations.
- Staff:
 - job satisfaction.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Understand the characteristics of customer service skills in the hospitality industry			A.D1 Evaluate how different hospitality organisations meet the needs and expectations of their customers by implementing procedures for providing customer service.
A.P1 Describe how different hospitality organisations meet the needs and expectations of their internal and external customers. A.P2 Describe the importance of meeting customer expectations.	A.M1 Analyse how different hospitality organisations meet the needs and expectations of their internal and external customers and the importance of exceeding customer expectations.		
Learning aim B: Demonstrate customer service skills in a range of situations			BC.D2 Evaluate the success of customer service using the information gathered and make justified suggestions for improvement.
B.P3 Demonstrate customer service skills in different customer service situations.	B.M2 Demonstrate customer service skills independently and confidently in different situations.		
Learning aim C: Use information to suggest improvements to customer service			
C.P4 Use techniques to assess the success of customer service.	C.M3 Analyse information collected, making recommendations for improvement.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C: (B.P3, B.M2, C.P4, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a hospitality work setting. Learners must be allowed to develop customer service skills in a variety of situations.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a comprehensive report or presentation evaluating how two different hospitality organisations meet the needs and expectations of their customers by implementing procedures for providing customer service. The organisations may be similar competitor organisations, or they could be from different sectors. The two organisations will need to have sufficient similarities and differences in their approaches to analyse the effectiveness of their customer service and make valid comparisons. Learners should be critical when pointing out the strengths and weaknesses of the customer service provision and be able to make recommendations for improvement in both organisations. Recommendations could be minor, but all should be realistic and in line with the organisations' procedures for customer service. Learners should justify their recommendations by relating them to existing cancellation procedures, general industry practice or the potential benefit to the organisation. The evidence will be demonstrated through high-quality written communication using accurate vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a report or presentation analysing how different hospitality organisations meet the needs and expectations of their internal and external customers and the importance of exceeding customer expectations. Learners must produce a balanced analysis of the customer service provision of two different hospitality organisations, identifying how each meets the needs of its internal and external customers. The organisations may be similar competitor organisations, or they could be from different sectors. The two organisations will need to have sufficient similarities and differences in their approaches to analyse the effectiveness of their customer service and make valid comparisons.

Learners must outline the strengths and weaknesses of each of the different ways customer needs and expectations are met. They will show a clear understanding of the problems or complaints in the information provided. They will give good, structured, quality written evidence using appropriate terminology.

For Pass standard, learners will investigate the customer service provision of two different hospitality organisations and describe the importance of meeting customer expectations in each of the two organisations. Learners will identify how each meets the needs of its internal and external customers. The organisations may be similar competitor organisations, or they could be from different sectors. The two organisations will need to have sufficient similarities and differences in their approaches to investigate the effectiveness of their customer service and make valid comparisons.

Learners must demonstrate a basic customer service knowledge in their work. However, the application of knowledge and skills might be limited in scope or depth. The evidence may be limited or make superficial use of the supporting evidence. Some minor inaccuracies may exist.

Learning aims B and C

For Distinction standard, learners will need to evaluate the success of customer service using information gathered and make justified suggestions for improvement. They will benefit from the opportunity to demonstrate customer service skills in simulated or real situations to allow them to evaluate the skills. Where role play is used, learners are expected to respond as if their situation was real; they should demonstrate good personal presentation and dress code. Learners must show competence in three different situations, with different types of customer. One should be a complaint, whether verbal or written; this should also be appropriate to the level of the qualification. It is worth noting that in a real situation, junior members of staff are not normally expected to deal fully with a complaint situation but may ask for help or support from a supervisor. At least two of the situations should be verbal. Learners should demonstrate that they are competent in providing customer service without direct supervision and their body language and manner will indicate that they are confident in what they are doing.

Learners will evaluate the skills they have demonstrated when providing a customer service. The evaluation is a self-reflection of their ability to assess the application and development of customer service skills. This should be presented in a written format. The evaluation should include an assessment as to how these skills can be improved in the future.

The evidence presented will be structured, with good quality written communication and use of correct terminology.

For Merit standard, learners will need to demonstrate their customer service skills. Although these may be shown through role play in simulated environments, learners will benefit from the opportunity to demonstrate customer service skills in simulated or real situations. Where role play is used, learners are expected to respond as if their situation was real; they should demonstrate good personal presentation and dress code. Learners must show competence in three different situations with different types of customer. One should be a complaint, whether verbal or written; this should be appropriate to the level of the qualification. It is worth noting that in a real situation, junior members of staff are not normally expected to deal fully with a complaint situation but may ask for help or support from a supervisor. At least two of the situations should be verbal. Learners should demonstrate that they are competent in providing customer service without direct supervision. Their body language and manner will indicate that they are confident in what they are doing.

Learners will review the skills they have demonstrated when providing customer service. The review is a self-reflection of their ability to assess the application and development of appropriate food and beverage customer service skills. This should be presented in a written format. The review should include an assessment as to how these skills can be improved in the future.

The evidence presented will be structured, with good quality written communication and use of correct terminology.

For Pass standard, learners will need to show their customer service skills and use techniques to assess the success of customer service. Although these may be demonstrated through role playing in simulated environments, learners will benefit from the opportunity to demonstrate customer service skills in simulated or real situations. Where role play is used, learners are expected to respond as if their situation was real and should be encouraged to make an effort in terms of personal presentation and dress code. Learners must show competence in three different situations, with different types of customer. One should be a complaint, whether verbal or written; this should be appropriate to the level of the qualification. It is worth noting that in a real situation, junior members of staff are not normally expected to deal fully with a complaint situation but may ask for help or support from a supervisor. At least two of the situations should be verbal.

Learners will identify the skills that they have demonstrated when providing a customer service. This is a self-reflection of their ability to assess the application and development of customer service skills. This should be presented in a written format. The review should include points for skills to be improved in the future.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Introducing the Hospitality Industry
- Unit 2: Hospitality Workplace Skills
- Unit 6: Planning and Running a Hospitality Event
- Unit 10: Serving Food and Beverages
- Unit 11: Accommodation Services in Hospitality
- Unit 12: Hospitality Front Office Operations
- Unit 13: Merchandising and Product Promotion in Hospitality
- Unit 17: Barista Skills
- Unit 18: Work Experience in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 4: Sustainability in the Hospitality Industry

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

Learners will investigate the concept of sustainability and how it helps our environment. They will develop knowledge and understanding of the impact of the hospitality industry on the environment.

Unit introduction

You know that our world is changing. This has been attributed to the human action of burning fossil fuels which create carbon dioxide. This gas causes the sun's rays to warm up our atmosphere by trapping reflected heat, which leads to the term 'global warming'. In this unit you will learn how sustainability is used to reduce our reliance on fossil fuels and therefore the burning of them, which releases carbon dioxide. Sustainability can be applied in everyday life, from travelling to work, using energy to light the office, returning home and switching on the heating.

You will be given the opportunity to investigate how sustainability can be used to protect the future needs of our children and conserve the Earth's valuable resources. These resources are finite, so once they have all been used, they cannot be replaced.

You will explore why sustainability is important for the Earth and how it helps to protect our environment. You will be able to appreciate the efforts that are currently being made to reduce the adverse effect of human action on the world. You will also have the opportunity to investigate an area of sustainability of interest to you.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Understand the principles of sustainability
- B** Understand the measures taken by the hospitality industry to maintain a sustainable environment
- C** Investigate an area of sustainability which affects the hospitality industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the principles of sustainability	A1 Importance of sustainability to the environment A2 How sustainability meets the needs of the environment	This unit is assessed through a Pearson Set Assignment.
B Understand the measures taken by the hospitality industry to maintain a sustainable environment	B1 Impact of hospitality industry on the environment B2 Benefits of good environmental practice to hospitality industry	
C Investigate an area of sustainability which affects the hospitality industry	C1 Research and collect information on an area of sustainability C2 Present results of research to an audience C3 Presentation skills	

Content

Learning aim A: Understand the principles of sustainability

Sustainability and its importance to the environment

A1 Importance of sustainability to the environment

- Effects of global warming:
 - melting ice
 - rising sea levels
 - local flooding
 - climate change
 - loss of biodiversity
 - loss of agriculture
 - famine.
- Concept of sustainability:
 - energy reduction
 - low-energy light bulbs
 - solar heating
 - turning down thermostats
 - standby equipment
 - increasing insulation levels
 - transport
 - alternative energy sources (wave, wind, solar).
- Key terms:
 - carbon footprint
 - climate change
 - food miles
 - local food.

A2 How sustainability meets the needs of the environment

- Environmental needs including energy, climate; transport; land, sustainable communities, green spaces, low energy bills, cleaner air, reduction of pollution less waste, re-education, urban transport networks, renewable energy sources, recycling, waste, packaging.
- Building needs including housing, affordable homes; materials, renewable building materials, natural building materials, reduced costs, warmth, buildings that are cost effective, well ventilated, adequate lighting.

Learning aim B: Understand the measures taken by the hospitality industry to maintain a sustainable environment

The effect and value of good environmental practice to the hospitality industry.

B1 Impact of hospitality industry on the environment

- Pollution to air, land, water.
- Waste and waste disposal
- Destruction of habitats.
- Use of resources.
- Noise.
- Nuisance.

B2 Benefits of good environmental practice to hospitality industry

- Reduce costs and increase profit.
- Protect natural resources.
- Reduce waste to landfill.
- Improve reputation.
- Reduce risk of fine and prosecutions.
- Use of local products.
- Motivate staff.

Learning aim C: Investigate an area of sustainability which affects the hospitality industry

C1 Research and collect information on an area of sustainability

- Using relevant research skills and resources to include the following:
 - planning research: aims and planned outcome
 - undertaking research: primary, secondary, creating and using research resources such as surveys, observation sheets and interview questions, data collection
 - presenting research information in an appropriate format, such as a log that details sources of information and research methods used
 - monitoring, updating and recording changes.

C2 Present results of research to an audience

Research into area of sustainability which affects the hospitality industry.

- Areas of sustainability:
 - food and drink
 - energy and water
 - travel and traffic
 - purchasing and waste
 - buildings and grounds.
- Relevance of resources used in research:
 - using relevant research methods and resources
 - the use of a variety of sources, wherever appropriate or possible
 - analysis of data and information collected or used
 - judging the appropriateness and importance of selected information, discarding inappropriate or duplicate material.

C3 Presentation skills

Understanding of the chosen topic is shown by the presentation of the results of the chosen topic in a suitable format to a chosen audience.

- Formats:
 - written report
 - magazine article
 - podcast
 - web material
 - recorded presentation
 - computer-generated presentation.
- Requirements for the presentation of the results, including:
 - presenting accurate information
 - showing an understanding of the chosen topic
 - supporting any conclusions drawn through reference to the materials gathered
 - considering the structure of what is presented, e.g. introduction, sections of each sub-topic, conclusion
 - presenting chosen topic to an audience
 - gathering feedback from audience.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Understand the principles of sustainability			
A.P1 Describe the importance of sustainability to the environment.	A.M1 Assess the importance of sustainability to the environment.		
A.P2 Explain how sustainability meets the needs of the environment.			AB.D1 Evaluate the importance of sustainability and the advantages of good environmental practice to the hospitality industry.
Learning aim B: Understand the measures taken by the hospitality industry to maintain a sustainable environment			
B.P3 Describe the impact of the hospitality industry on the environment.	B.M2 Assess the advantages of good environmental practice to the hospitality industry.		
B.P4 Explain the benefits of good environmental practice to the hospitality industry.			
Learning aim C: Investigate an area of sustainability which affects the hospitality industry			C.D2 Present investigative findings to an audience independently and review results using feedback obtained during presentation.
C.P5 Demonstrate appropriate skills to investigate an area of sustainability.	C.M3 Present investigative findings to an audience with minimal guidance.		
C.P6 Present investigative findings to an audience, with some guidance.			

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

Access to the internet will enable learners to complete research.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will assess the importance of sustainability to the environment, producing a detailed explanation of how sustainability meets the needs of the environment. They will evaluate why good environmental practice is important to the hospitality industry and give a detailed description of the impact of the hospitality industry on the environment.

For Merit standard, learners will assess the importance of sustainability to the environment, producing in some detail an explanation of how sustainability meets the needs of the environment. They will assess the advantages of good environmental practice to the hospitality industry and describe, in some detail, the impact of the hospitality industry on the environment.

For Pass standard, learners will briefly describe why sustainability is important to the environment, with a limited explanation of how sustainability meets the needs of the environment. They will briefly describe the impact of the hospitality industry on the environment, with a limited explanation of the benefits of good environmental practice to the hospitality industry.

Learning aim C

For Distinction standard, learners must independently present the results of their investigation to an audience, reviewing their results using the feedback they obtained during their presentation. They should use appropriate skills to investigate an area of sustainability.

For Merit standard, learners must present the results of their investigation to an audience with minimal guidance. They should use appropriate skills to investigate an area of sustainability.

For Pass standard, learners must present the results of their investigation to an audience with guidance. They should use appropriate skills to investigate an area of sustainability.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Introducing the Hospitality Industry
- Unit 8: Preparing, Cooking and Presenting Food
- Unit 9: Contemporary World Food
- Unit 10: Serving Food and Beverages.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 5: Health, Safety and Hygiene in Hospitality

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge of the importance of following appropriate procedures to maintain food safety. They will also develop knowledge of the procedures necessary to maintain food safety when storing, preparing, cooking and serving food.

Unit introduction

An awareness of health and safety is essential for anyone working, or wishing to work, in the hospitality industry. These aspects are equally important within all catering environments and for both employers and employees.

In this unit you will look at the main responsibilities of employers and employees in terms of following individual and organisational health and safety rules, instructions and procedures. You will identify hazards found within the workplace and why they should be reported and will explore the risk assessment methods used to prevent accidents and injuries.

Employees in a hospitality business have many responsibilities to ensure food is handled and prepared to the highest standards. You will develop knowledge and understanding of food safety, the importance of food safety management systems and controls, and why these systems and controls must be followed. You will also understand hygiene practices and how important they are in reducing contamination.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Understand the importance of health and safety in hospitality
- B** Explore the importance of food safety in the hospitality industry
- C** Understand how to keep self and work area clean and hygienic.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the importance of health and safety in hospitality	A1 Responsibilities of employers and employees towards health and safety A2 Health and safety hazards A3 Risk assessments	This unit is assessed through a Pearson Set Assignment.
B Explore the importance of food safety in the hospitality industry	B1 Food hazards in a hospitality business B2 Controls and monitoring procedures for food safety hazards	
C Understand how to keep self and work area clean and hygienic	C1 Keep self clean and hygienic C2 Keep work area clean and hygienic	

Content

Learning aim A: Understand the importance of health and safety in hospitality

A1 Responsibilities of employers and employees towards health and safety

The duties of both employers and employees towards health and safety and food safety.

- Employer responsibilities:
 - register business
 - ensure appropriate health and safety practices and procedures are followed
 - protect employees from anything that may cause harm
 - complete risk assessments
 - provide clear safety information to employees on risks
 - train employees on dealing with risks
 - consult employees on all health and safety issues.
- Employee responsibilities:
 - follow organisational and legal health and safety rules, practices and procedures
 - cooperate with employers on health and safety requirements
 - demonstrate a duty of care for their own and others' health and safety
 - use equipment as trained
 - report illness
 - report anything they consider dangerous
 - good personal hygiene (clean tied-back hair, clean hands, clean correct uniform).

A2 Health and safety hazards

- Hazard – anything having potential to cause harm:
 - hospitality environment including knives, wet floors, slippery surfaces, obstacles, hot equipment, inappropriate behaviour, incorrect lifting and carrying, trailing wires, unacceptable behaviour, unsafe use of equipment, fire, manual handling, slips, trips and falls.
- Reporting hazards:
 - safety of self and others
 - legal requirement
 - risk to organisation.

A3 Risk assessments

The importance of risk assessments and how to complete them.

- Risk – likelihood of hazard causing actual harm:
 - risk assessment – recognition of the likelihood of a hazard occurring
 - evaluate level of risks
 - minimise future risks
 - identify plans of support
 - consult with employees and ensure their best interests
 - set dates for reviews.

- Importance of risk assessment:
 - reduce potential harm or injury to self, staff, visitors and customers
 - legal requirement to avoid legal action
 - maintain good reputation
 - avoid loss of business.
- The risk assessment process:
 - what is the hazard
 - who might be harmed and how
 - what is already being done to control the risk
 - what further action you need to take to control the risk
 - who needs to carry out the action
 - date when the action is needed
 - date completed.

Learning aim B: Explore the importance of food safety in the hospitality industry

B1 Food hazards in a hospitality business

- Definitions:
 - control measures – actions required to prevent or remove a food safety hazard, or reduce it to an acceptable level
 - food hygiene – ways to ensure the safety of the food we prepare and eat
 - contamination – an unwanted substance (hazard) in a product that may cause harm
 - food safety management system – policies, practices, controls and documentation that ensure food is safe to eat.
- Types of hazards, to include:
 - microbial
 - bacteria
 - moulds
 - viruses
 - parasites
 - chemical
 - pesticides used on fruit and vegetables
 - cleaning agents
 - pest-control chemicals
 - physical
 - insects
 - glass
 - nails
 - metal
 - hair
 - allergens
 - nuts
 - milk
 - eggs.

B2 Controls and monitoring procedures for food safety hazards

- Safe food handling:
 - keeping fresh and cooked meat products separate
 - keeping finished products separate from other materials
 - having separate storage areas and utensils for the major food allergens
 - keeping cleaning materials away from food
 - correct procedures for the disposal of waste, contaminated or damaged products
 - wash hands at appropriate times
 - maintain good personal hygiene
 - correct storage conditions
 - follow instructions
 - keep work areas clean
 - avoid contamination and cross-contamination at all stages
 - correct recording and documentation.
- Time/temperature controls:
 - measures necessary to keep food at a safe temperature following legal requirements
 - temperatures must be checked using a probe and recorded.
- Stock rotation:
 - effective stock rotation
 - saves money for organisation
 - reduce waste
 - legal requirement.

Learning aim C: Understand how to keep self and work area clean and hygienic

Methods of keeping self and work areas clean and hygienic including the use of cleaning schedules.

C1 Keep self clean and hygienic

- Reasons:
 - legal requirement
 - first impressions
 - reduces risk of contamination and cross-contamination
 - helps to ensure health and safety of self and others.
- Methods of maintaining personal hygiene:
 - clean and smart uniform
 - minimum jewellery, perfume and cosmetics
 - protective clothing including trousers, jackets, coats, shoes, headgear
 - hair tied back, clean and covered
 - hand washing including during handling, preparing and cooking foods, after touching raw foods, after visiting toilet, after cleaning and disposing of waste
 - personal illness and cuts and wounds – report immediately to supervisor, cover cuts with blue, waterproof plasters
 - avoid unsafe behaviour including chewing gum, eating, smoking, scratching, touching face.

C2 Keep work area clean and hygienic

- Work area:
 - delivery
 - food preparation
 - food handling
 - cooking
 - serving
 - washing up
 - low-risk and high-risk areas.
- Reasons:
 - keep free from bacteria
 - preventing pests
 - enables clean and safe food production
 - safe working environment
 - legal requirement
 - customer satisfaction.
- Keeping work area clean:
 - clean
 - rinse
 - disinfect/sterilise
 - clean as you go – prevent build-up of dirt/waste
 - daily
 - weekly
 - periodic
 - deep cleaning
 - products – detergent, cleanser, disinfectant, sanitiser.
- Cleaning schedule:
 - shows what, when and how to clean
 - who should clean which area
 - precautions to take
 - checking by supervisor.
- Waste:
 - hazardous including sharp objects, glass, chemicals
 - non-hazardous including food, paper, plastics
 - storage including use of bin bags
 - waste containers kept away from sunlight, covered and kept clean
 - disposal – promptly to avoid smells and pests
 - empty bins throughout day
 - external collection
 - incineration
 - recycling.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the importance of health and safety in hospitality		
A.P1 Describe the responsibilities of employers and employees towards health and safety. A.P2 Describe health and safety hazards. A.P3 Describe the process for conducting risk assessments.	A.M1 Assess the importance of conducting risk assessments in the workplace.	
Learning aim B: Explore the importance of food safety in the hospitality industry		
B.P4 Describe food hazards that may occur in a hospitality business. B.P5 Describe the controls and monitoring procedures to help eliminate food safety hazards.	B.M2 Assess the importance of the controls and monitoring procedures which will help eliminate food safety hazards.	BC.D1 Evaluate the importance of the controls and monitoring procedures which will help eliminate food safety hazards.
Learning aim C: Understand how to keep self and work area clean and hygienic		
C.P6 Describe how to keep self and work area clean and hygienic. C.P7 Devise a cleaning schedule for use in a hospitality business.	C.M3 Assess the reasons for keeping self and work area clean and hygienic.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have:

- access to sufficient library and other resources that provide information on hygiene and health and safety
- access to the internet to enable them to research many aspects of this unit
- visits to different hospitality organisations to review health and safety and hygiene procedures.

Essential information for assessment decisions

Learning aim A

For Merit standard, learners will produce a detailed description of the responsibilities employers and employees have towards health and safety in the hospitality industry. There should be a description, in some detail, of common health and safety hazards which may occur in a hospitality business. Learners should assess the importance of risk assessments in the workplace.

For Pass standard, learners should describe the responsibilities employers and employees have towards health and safety in the hospitality industry. They should describe common health and safety hazards which may occur in a hospitality business. Learners should consider the importance of risk assessments. They should describe the process for conducting risk assessments in a hospitality business.

Learning aims B and C

For Distinction standard, learners should evaluate the importance of the controls and monitoring procedures which will help eliminate food safety hazards in a hospitality business. They will produce a thorough description of common food hazards that may occur in a hospitality business. Learners will assess the reasons for keeping themselves and the work area clean and hygienic when working in the hospitality industry. They must produce a cleaning schedule for a hospitality business.

For Merit standard, learners should assess the importance of the controls and monitoring procedures which will help eliminate food safety hazards in a hospitality business. There should be a description, in some detail, of common food hazards which may occur in a hospitality business. Learners will assess the reasons for keeping themselves and the work area clean and hygienic when working in the hospitality industry. Learners must produce a cleaning schedule for a hospitality business.

For Pass standard, learners should describe the common food hazards which may occur in a hospitality business. Learners should produce a description of the importance of the controls and monitoring procedures which will help eliminate food safety hazards in a hospitality business. They will describe how to keep both themselves and the work area clean and hygienic when working in the hospitality industry. Learners must produce a cleaning schedule for a hospitality business.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: Sustainability in the Hospitality Industry
- Unit 8: Preparing, Cooking and Presenting Food
- Unit 10: Serving Food and Beverages.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- input by a local authority environmental health practitioner – this would add greatly to the realism of the content relating to kitchen and food safety
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have opportunities to develop their research and communication skills.

Unit 6: Planning and Running a Hospitality Event

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop knowledge and skills to contribute to the planning, organising, promotion, running and reviewing of a hospitality event.

Unit introduction

This is a practical unit enabling you to be involved in planning, organising, running and reviewing a hospitality event. You will investigate 'what is a hospitality event' and the requirements needed to plan it successfully. You will look at a variety of events before interpreting this knowledge to plan your own.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time, as you will need to meet specific customer or client requirements. The type of event may include a restaurant service for visitors or an open day, or it may be an event generated especially for this unit, such as the organisation of a religious festival/party, a summer barbecue or a charity dinner. You will consider the resources available to you, how you and others participate in running the event, health and safety, and possible contingencies you should have in place.

After learning about the purpose and types of promotional material, you will produce material to promote your event. You will have the opportunity to participate in the running of the actual event, enabling you to put planning into practice.

You will design methods to review the success of the event using information collected from all those involved, including the team, tutor and customers.

Throughout the unit you will be able to develop your individual role as well as being part of a team. You will need to keep records of meetings, consider problems that may arise and suggest how to respond to them.

Learning aims

In this unit you will:

- A** Know the planning process to complete a plan for a hospitality event
- B** Contribute to the promotion, organising and running of a hospitality event
- C** Review the success of a hospitality event.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the planning process to complete a plan for a hospitality event	A1 Planning process for a hospitality event A2 Plan a hospitality event to meet customer requirements	Written documentation or project investigating the key content areas. Producing a hospitality event plan.
B Contribute to the promotion, organising and running of a hospitality event	B1 Participation in a hospitality event B2 Promotion of a hospitality event B3 Running of a hospitality event	Practical observation of participating in running a hospitality event.
C Review the success of a hospitality event	C1 Review the success of a hospitality event	Written evidence covering the review, analysis and recommendations of the hospitality event.

Content

Learning aim A: Know the planning process to complete a plan for a hospitality event

A1 Planning process for a hospitality event

- Types of hospitality events, e.g. bespoke events, outdoor events, festivals, weddings, other religious ceremonies, receptions, celebrations, formal dinners and banquets, themed events, conferences, brand promotions, awards ceremonies, product launches, fundraising, exhibitions and fairs.
- Planning process:
 - nature of event (type, size)
 - location
 - venue, e.g. size, layout, decor, disabled access
 - target audience
 - timings
 - entertainment, e.g. music, speakers, entertainers
 - catering requirements, e.g. type of menu, style of service, quantities of food and drink
 - staffing requirements, e.g. numbers, roles
 - budget and costings
 - contingency planning
 - identifying roles and responsibilities
 - health and safety considerations
 - legal, e.g. health and safety, negligence, hazardous substances, insurance requirements, fire regulations, provision of first aid
 - marketing and publicity.
- Event planning records:
 - function planning, including event function sheet, event plan, venues usage planner
 - contracts, licences
 - health and safety, e.g. risk assessments, safe working practices, accident and incident reports, food safety charts, fire procedure, evacuation procedure.

A2 Plan a hospitality event to meet customer requirements

- Customer requirements:
 - event type
 - objectives, e.g. fundraising, information, guest satisfaction.
- Resources:
 - physical, e.g. venue, transport, equipment, food, drink
 - financial, e.g. budget, staffing costs
 - human, e.g. food and drink staff, information, entertainment.
- Contingencies: types, e.g. weather, accident, change in numbers, staff shortages, equipment not arriving.

Learning aim B: Contribute to the promotion, organising and running of a hospitality event

B1 Participation in a hospitality event

- Participation: roles, responsibilities, teamwork, meetings, communication, health and safety, legal requirements.

B2 Promotion of a hospitality event

- Purpose: informing customers, e.g. date, time, venue, cost, availability of food, drink, entertainment, theme; raising awareness, e.g. of a charity, fundraising.
- Promote: use of resources, e.g. time, cost, design, impact.
- Materials, e.g. advertisements, posters, scripts (television, radio).

B3 Running of a hospitality event

- Running an event:
 - setting up: signs, rooms (furniture), food and drink service areas, glasses, crockery, cutlery, equipment, e.g. entertainment, food service, drinks service
 - during event: contribution, e.g. food and drink service, meeting customer requests, responding to unexpected occurrences
 - clearing down: waste disposal, glasses, crockery, cutlery, surplus food and drink, rooms (furniture), signs, equipment, environmental considerations, e.g. waste disposal, energy usage.

Learning aim C: Review the success of a hospitality event

C1 Review the success of a hospitality event

- Review:
 - sources of feedback, e.g. self, team, tutor, customers
 - documentation, e.g. questionnaires, observation sheets, witness statements.
- Success:
 - against customer expectations
 - against objectives
 - against budget
 - deviation from plans.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the planning process to complete a plan for a hospitality event		AB.D1 Evaluate the strengths and weaknesses in the planning and organisation of the event, including own role, making recommendations on how these could be improved.
A.P1 Describe the planning process for a hospitality event.	A.M1 Produce a detailed record of the event planning process, explaining any deviations from the original plan.	
A.P2 Produce a plan for a chosen hospitality event to meet given customer requirements.		
Learning aim B: Contribute to the promotion, organising and running of a hospitality event		
B.P3 Contribute to the promotion and organisation of a chosen hospitality event.	B.M2 Produce a detailed record of the event promotion and organisation process, explaining any deviations from the original plan.	C.D2 Evaluate the success of the event, making recommendations for improvements based on feedback collected from a variety of sources, including the success of the promotional materials used.
B.P4 Contribute to the running of a chosen hospitality event.		
Learning aim C: Review the success of a hospitality event		
C.P5 Review the hospitality event by designing and collecting different methods of collecting feedback.	C.M3 Analyse the success of a hospitality event using feedback collected from a variety of sources.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will describe thoroughly how to plan an event, producing a detailed record of their plan. They must complete a detailed record of their contribution to promotion, organisation and planning of an event – this should be backed up with evidence such as an event plan, log or diary. They should continue to evaluate the strengths and weaknesses of the overall planning process used for their event and evaluate their role in contributing to the planning, promotion, organising and running of the event. They should make realistic recommendations as to how things could have been changed to improve the process.

For Merit standard, learners will describe in detail how to plan an event and will prepare a planning document. They will complete a diary or log which will give greater detail, i.e. complete particulars, and include copies of notes and/or minutes taken at progress meetings. Learners must show their contribution to the event and monitoring of the original plans, with an explanation of any changes, deviations or problems they encountered either before or during the event planning. They must analyse the impact of the promotional materials created and used for the event, relating their theoretical knowledge of the impact promotional materials have, such as increasing awareness, to the actual impact of the materials used for the event, e.g. did they get enough customers, were people aware that the event was happening?

For Pass standard, learners must describe how to plan a hospitality event and outline the areas that need to be considered during the planning process. They must develop the information gained to show evidence of their contribution to the planning of the event. This may be by means of a written plan or presentation to the client outlining the proposal. This plan must state how they intend to meet the objectives set by the customer requirements.

Learners must show evidence of their contribution to the organisation and promotion of the chosen event after the planning stage. This may be by means of a diary or log together with tangible evidence, for example a menu they created or a poster they designed, or may be evidenced by an observation sheet completed by the tutor.

Learners must demonstrate that they understand how promotional materials are used in planning an event by showing evidence of having prepared for their own event. They must produce evidence that they have contributed to and participated in the running of an event. The evidence should include records of meetings or task sheets produced before the event, together with witness statements and observation sheets showing that the learner was involved at all stages of the event: setting up, the event itself and clearing up.

Learning aim C

For Distinction standard, learners must create comprehensive ways of collecting quality feedback on the success of the event and the promotional items used. Using the feedback of the hospitality event from at least three different sources, including customers and their tutor, they should summarise it in a clearly structured and professional format and then evaluate it, making recommendations for improvements.

For Merit standard, learners must review and analyse the feedback designed and collected in a structured and detailed way against the objectives identified and agreed. At this level learners must also use feedback collected from at least three different sources. This could include feedback from their peers and event attendees, tutor feedback and their own thoughts.

For Pass standard, learners must decide how they are going to review and evaluate their event and its success. They will need to have evidence of designing various methods of feedback, for example customer comment cards and forms to collect feedback from guests, other team members and the tutor. These methods of feedback will then be used to collect evidence. Learners must also show evidence that they have collected the feedback following the event.

Links to other units and curriculum subjects

This unit links to:

- Unit 10: Serving Food and Beverages
- Unit 13: Merchandising and Product Promotion in Hospitality
- Unit 15: Enterprise in the Hospitality Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 7: Healthy Lifestyles, Foods and Menu Choices

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge of healthy lifestyles, diet and health and the nutritional needs of different groups of people. They will use this knowledge to develop an understanding of a healthy diet and the responsibility of hospitality providers to offer healthy food options.

Unit introduction

Healthy lifestyles are becoming increasingly important in society. In this unit you will be given the opportunity to investigate what a healthy lifestyle means and to explore the relationship between healthy lifestyles and the hospitality industry. You will examine food choices and eating patterns related to health throughout a person's life, and know the factors, positive and negative, that may influence them.

You will also investigate the factors that influence the extent of the hospitality industry's responsibility for healthy lifestyles, and how the awareness of healthy lifestyles in a business can improve the products it offers to customers.

You will investigate the different nutrients required for a healthy diet and the guidelines recommended for a healthy diet. You will learn how to adapt recipes to provide healthy choices for customers and plan a two-course meal for a given client group.

Learning aims

In this unit you will:

- A** Understand the definition of and factors influencing a healthy lifestyle
- B** Investigate the contribution that the hospitality industry makes to healthy lifestyles
- C** Plan and design healthy menus.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the definition of and factors influencing a healthy lifestyle	A1 Define a healthy lifestyle A2 Importance of a healthy lifestyle A3 Factors influencing a healthy lifestyle	A booklet explaining the importance of a healthy lifestyle and the factors which can influence a person's lifestyle.
B Investigate the contribution that the hospitality industry makes to healthy lifestyles	B1 Impact of hospitality industry on healthy lifestyles B2 Effect of promoting healthy lifestyles	A presentation explaining how hospitality businesses can contribute to healthy lifestyles with recommendations of how a given business can improve.
C Plan and design healthy menus	C1 Nutrients and sources C2 Recommendations for healthy eating C3 Plan a healthy menu	Plan and design a healthy eating menu for a given client group with an explanation of the factors considered and how the menu meets the needs of the client group.

Content

Learning aim A: Understand the definition of and factors influencing a healthy lifestyle

A1 Define a healthy lifestyle

The composition and significance of a healthy lifestyle.

Recognise the composition of a healthy lifestyle.

- Healthy lifestyle: diet, e.g. eating a variety of foods, eating the right amount to be a healthy weight; regular meals: eating a variety of fruit and vegetables; eating moderate amounts of foods that contain a lot of fat; eating moderate amounts of sugary foods and drinks; exercise and fitness, e.g. regular physical activity; lifestyle choices, e.g. not smoking, moderate food consumption; rest and relaxation.

A2 Importance of a healthy lifestyle

Understand the importance of a healthy lifestyle and risks to health of not having a healthy diet.

- Importance of healthy lifestyle: health; quality of life; lifespan; emotional wellbeing.
- Risks to health of not having a healthy diet: being overweight and obesity; coronary heart disease; high cholesterol; bowel disease; cancer; hypertension; diabetes; renal failure; deficiency diseases; allergies, e.g. growth of allergies, link to diet, foods that may trigger allergies; effects of inactivity.

A3 Factors influencing a healthy lifestyle

Understand the positive and negative factors influencing a healthy lifestyle.

- Positive factors, including balanced diet; mental and physical fitness, e.g. Body Mass Index (BMI), availability of fitness classes, taking exercise; image, e.g. self-esteem, body image, peer pressure, encouragement from media advertising, weight-watching clubs; social awareness; acceptability of healthy lifestyles; personal cleanliness; social integration; government initiatives.
- Negative factors, including smoking; drugs, e.g. slimming pills; sedentary lifestyle, e.g. lack of exercise; medical problems, e.g. obesity, eating disorders – anorexia/ bulimia; eating the wrong amounts or types of food, e.g. fad diets, intake of foods high in fats; social media; low self-esteem; time pressures, e.g. reliance on convenience and processed foods; peer pressure; negative impact of media advertising; isolation, e.g. solo activities, playing computer games; income; not getting enough rest and relaxation.

Learning aim B: Investigate the contribution that the hospitality industry makes to healthy lifestyles

How the hospitality industry impacts healthy lifestyles.

B1 Impact of hospitality industry on healthy lifestyles

Recognise the positive and negative impacts the hospitality industry may have on healthy lifestyles.

- Positive contribution: menu design, e.g. adaptation of recipes, menus and diets to comply with healthy eating guidelines, offering healthier alternatives, smaller portion sizes, restricting the use of additives, where these may cause an allergic reaction, use of organic and locally produced foods; cooking methods; providing for specialist diets; showing nutritional values; staff training; responsible pricing and promotions; development of new providers, e.g. vegetarian restaurants, health food restaurants; labelling and menu terminology.
- Negative contributions: drinks promotions which encourage irresponsible drinking; all-you-can-eat deals; meal deals that encourage customers to buy unhealthy food and drink; poor working conditions, e.g. no breaks, lack of training, under-staffing, unfair rotas, inadequate breaks between shifts, unhealthy staff food.

B2 Effect of promoting healthy lifestyles

Understand the limitations and benefits to hospitality businesses when promoting healthy lifestyles.

- Benefits of promoting healthy lifestyles: client base, e.g. new, expanded; motivated staff; new skills; cost reduction; recognition, e.g. awards; staff efficiency and effectiveness; reduced sickness.
- Constraints when promoting healthy lifestyles: financial, e.g. cost of production, influence of budget; customer trends and fashions; lifestyle of customers; staffing limitations.

Learning aim C: Plan and design healthy menus

Nutritional requirements of a healthy diet.

C1 Nutrients and sources

- Sources of nutrients: meats, fish and shellfish, eggs, dairy produce, fats and oils, fruit and vegetables, grains and seeds, nuts, pulses.
- Nutrients: macronutrients, to include protein, carbohydrates, fats; micronutrients, to include minerals, fat-soluble and water-soluble vitamins, fibre, water.

C2 Recommendations for healthy eating

- Guidelines for healthy eating: Five a Day; combining food from different food groups to obtain required nutrients; food pyramid; labelling; dietary reference intake.

C3 Plan a healthy menu

The design of menus to meet the dietary needs of individuals.

- Features of healthy menus: government guidelines; healthy cooking methods; water intake; fat intake; salt intake; wholefoods; fresh foods; retaining nutritional value.
- Factors to consider when designing healthy menus: customer age groups, e.g. children, teenagers, adults, the elderly; special dietary needs, e.g. diabetes, food allergies, special diets; cooking methods to be used; availability of ingredients; choice and variety; skills available; time available; costs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the definition of and factors influencing a healthy lifestyle		AB.D1 Review a hospitality business's food and beverage provision, identifying good practice in promoting healthy lifestyles and making suggestions for improvement.
A.P1 Explain the composition and importance of a healthy lifestyle.	A.M1 Assess the influences that contribute to both a healthy and an unhealthy lifestyle.	
A.P2 Explain the positive and negative factors that influence healthy lifestyles.		
Learning aim B: Investigate the contribution that the hospitality industry makes to healthy lifestyles		
B.P3 Explain the positive and negative impacts the hospitality industry has on healthy lifestyles.	B.M2 Analyse a positive and a negative contribution that a hospitality business is making to promote healthy lifestyles.	
B.P4 Describe the effects on a hospitality business when promoting healthy lifestyles to its customers.		
Learning aim C: Plan and design healthy menus		C.D2 Design a three-course healthy eating menu for a specific client group, justifying choices and assessing the extent to which it meets the needs of the client group.
C.P5 Describe how different customers' special dietary requirements can be met.	C.M3 Design a three-course healthy eating menu for a specific client group, justifying choices.	
C.P6 Design a three-course healthy eating menu for a specific client group.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to sufficient library and other resources that provide information on nutrition.

Access to the internet will enable learners to research many aspects of this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will produce a thorough review of the food and beverage provision in a hospitality business, identifying good practice in promoting healthy lifestyles and suggesting ways the business could improve. Learners should give a comprehensive review of the influences that contribute to both a healthy and an unhealthy lifestyle. They should offer a thorough explanation of a positive and a negative contribution being made by a specific hospitality organisation to promote healthy lifestyles. There should be a thorough explanation of the importance of and what makes a healthy lifestyle. Learners should explain thoroughly both the positive and negative factors that influence a healthy lifestyle and the positive and negative impacts the hospitality industry has on healthy lifestyles. They should give a thorough description of the effects on a hospitality business when promoting healthy lifestyles to its customers.

For Merit standard, learners should review the influences that contribute to both a healthy and an unhealthy lifestyle. They should give a detailed explanation of a positive and a negative contribution being made by a specific hospitality organisation to promote healthy lifestyles. There should be a detailed explanation of the importance of and what makes a healthy lifestyle. Learners should explain, in some detail, both the positive and negative factors that influence a healthy lifestyle and the positive and negative impacts the hospitality industry has on healthy lifestyles. They should give a detailed description of the effects on a hospitality business when promoting healthy lifestyles to its customers.

For Pass standard, learners should explain the importance of and what makes a healthy lifestyle. They should explain both the positive and negative factors that influence a healthy lifestyle and the positive and negative impacts the hospitality industry has on healthy lifestyles. Learners should describe the effects on a hospitality business when promoting healthy lifestyles to its customers.

Learning aim C

For Distinction standard, learners will explain thoroughly the factors that should be considered when designing a healthy menu. They will design a three-course healthy eating menu for a specific client group. They should give a thorough review of how their menu meets the needs of the client group, justifying their choices and showing they have considered the factors that can affect a healthy lifestyle for their chosen client group. Learners should give a thorough description of special requirements customers may have that relate to diet, and possible requests associated with them.

For Merit standard, learners will give a detailed explanation of the factors that should be considered when designing a healthy menu. They will design a three-course healthy eating menu for a specific client group. Learners should review how their menu meets the needs of the client group, justifying their choices. They should give a detailed description of special requirements customers may have that relate to diet, and possible requests associated with them.

For Pass standard, learners will explain the factors that should be considered when designing a healthy menu. They should describe the special requirements customers may have that relate to diet, and possible requests associated with them. Learners should design a three-course healthy eating menu for a specific client group.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: Sustainability in the Hospitality Industry
- Unit 8: Preparing, Cooking and Presenting Food
- Unit 10: Serving Food and Beverages.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in researching and explore wider hospitality issues related to a healthy lifestyle.

Unit 8: Preparing, Cooking and Presenting Food

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will be introduced to the concept of professional cookery. They will develop their knowledge of planning, preparing, cooking and presenting food. The unit should encourage learners' enjoyment and enthusiasm for preparing and cooking food, developing their awareness of ingredients, cooking methods and the importance of presentation.

Unit introduction

Food is a major part of the hospitality industry and comes in many different styles and variations. The hospitality industry relies on team members at all levels understanding the importance of quality food, and learning how to prepare, cook and present food is a valuable skill.

In this unit you will develop your knowledge of menu planning, preparation, cooking and presenting of various dishes using different equipment and ingredients. You will explore how to make the best use of ingredients and consider how this impacts on menu planning. Other factors that you will need to consider in menu planning are special dietary requirements, seasonal dishes and seasonal availability of ingredients.

You will develop your practical culinary skills using a range of food preparation and cooking methods and different ingredients. You will be expected to develop the skills needed for proficiency in planning, preparing, cooking and presenting a range of dishes that make up a two-course meal. You will also need to demonstrate an awareness of safe and hygienic working practices, introducing the processes involved in reviewing and evaluating the dishes you have prepared and your own skills.

Learning aims

In this unit you will:

- A** Know the equipment, ingredients and methods used to prepare, cook and present basic dishes
- B** Demonstrate food preparation, cooking and presenting skills of basic dishes
- C** Review the two-course meal and own performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the equipment, ingredients and methods used to prepare, cook and present basic dishes	A1 Equipment, ingredients and methods used to prepare, cook and present basic dishes A2 Menu planning	Producing a leaflet or presentation about how food is prepared, cooked and presented. Planning documents for a two-course meal.
B Demonstrate food preparation, cooking and presenting skills of basic dishes	B1 Food preparation cooking and presenting and skills B2 Clearing down and waste disposal	Observation of learners preparing, cooking and presenting a two-course meal for a given customer occasion.
C Review the two-course meal and own performance	C1 Review criteria C2 Quality criteria of the menu item C3 Apply feedback information	Written evidence covering the review, analysis and recommendations of the two-course meal and own performance.

Content

Learning aim A: Know the equipment, ingredients and methods used to prepare, cook and present basic dishes

A1 Equipment, ingredients and methods used to prepare, cook and present basic dishes

- Equipment: large equipment, stoves, ovens, steamers, combination ovens, microwave, deep fryers, bratt pans, small equipment, pans, pots, bowls, chopping boards, trays, knives, spoons.
- Categories of food:
 - fresh
 - chilled
 - frozen
 - pre-cooked.
- Ingredients:
 - meat
 - poultry
 - meat alternatives
 - fish/seafood
 - fruit
 - vegetables
 - dairy produce
 - dry goods
 - tinned and bottled goods
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Methods:
 - preparation methods, e.g. peeling, chopping, blending, boning, skinning, blanching, refreshing, coating and seasoning
 - cooking methods, e.g. stir frying, boiling, grilling, frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving, seasoning; tasting; timing; selecting and using appropriate equipment
 - storage methods, e.g. fresh, chilled, frozen, dried, tinned, vacuum packed.

A2 Menu planning

- Selection of courses and accompaniments:
 - starter, main course, dessert
 - style of food – traditional, contemporary, fusion
 - seasonality – time of year, availability
 - dietary requirements.
- Food courses – order of service:
 - canapés and other appetisers, soups, egg dishes, pasta and rice dishes, vegetarian dishes, meat alternatives, fish, meats, poultry, game, vegetables, salads, accompaniments, sauces and dressings, cold buffet, cheese, sweets, savoury, dessert, fruit.

- Planning:
 - assembling ingredients and equipment
 - timing
 - preparation methods
 - cookery methods
 - finishing
 - service.

Learning aim B: Demonstrate food preparation, cooking and presenting skills of basic dishes

B1 Food preparation, cooking and presenting food

- Preparing food:
 - weighing and measuring
 - methods, e.g. peeling, chopping, dicing, grating, creaming, rubbing, folding, beating, stirring, mixing, seasoning.
- Cooking food:
 - methods, e.g. boiling, grilling, frying, roasting, baking, stewing, poaching, simmering, steaming
 - seasoning
 - tasting
 - timing.
- Presenting food:
 - equipment, e.g. plate, serving dish
 - placing food attractively
 - garnish/decorate.
- Selecting and using appropriate equipment.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring products are at the correct temperature for holding and serving, preserving nutritional value.
- Safety and hygienic practices: uniform, hand washing, avoiding cross-contamination, HACCP, correct storage, allergens, temperatures, cooking, holding, serving, documentation, pest control.

B2 Clearing down and waste disposal

- Clearing down: clearing work areas, storing tools and equipment; cooperating positively with team members and other staff members during clear down; completing activity complying with current health and safety and food hygiene procedures; identifying food suitable for re-use or disposal.
- Food waste types, e.g. vegetable trimmings, raw and cooked food, meat and dairy products, spoiled food, leftovers, plate scrapings.

Learning aim C: Review the two-course meal and own performance**C1 Review criteria**

- Preparation, cooking and clearing down, e.g. planning, timing, working methods, organisation.

C2 Quality criteria of the menu item

- Timing.
- Appearance.
- Taste.
- Colour.
- Texture.
- Cost.
- Presentation.

C3 Apply feedback information

- Comment cards.
- Reviews.
- Supervisor/line manager/colleague feedback.
- Dish analysis sheets.
- Customer.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the equipment, ingredients and methods used to prepare, cook and present basic dishes		
A.P1 Describe equipment, ingredients and methods used to prepare, cook and present different dishes. A.P2 Describe the considerations of menu planning and create a two-course meal plan.	A.M1 Compare equipment, ingredients and methods used to prepare and cook different dishes.	
Learning aim B: Demonstrate food preparation, cooking and presenting skills of basic dishes		
B.P3 Prepare, cook and present items for a two-course meal using appropriate ingredients, skills and hygienic practices. B.P4 Describe the correct procedures for clearing down and dealing with food waste.	B.M2 Demonstrate appropriate use of techniques in the preparation, cooking and presentation of a two-course meal with minimal tutor support.	B.D1 Demonstrate professional, independent and creative working methods in the preparation, cooking and presenting of the two-course meal.
Learning aim C: Review the two-course meal and own performance		C.D2 Reflect on your own performance and the two-course meal, making recommendations for improvement.
C.P5 Gather feedback on the two-course meal to review own performance.	C.M3 Use quality criteria to review the two-course meal and own performance.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1)

Learning aims: B and C (B.P2, B.P3, C.P4, B.M2, C.M3, B.D1, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in preparing, cooking and presenting food.

Essential information for assessment decisions

Learning aim A

For Merit standard, learners should describe in detail the equipment, ingredients and methods used to prepare, cook and present at least four different dishes. Evidence could be in the format of a poster or presentation to peers describing the dishes. Learners should explain the differences they have noticed in equipment, ingredients and methods used in the four dishes. Learners will investigate how a menu is planned and then create a detailed two-course menu plan – this should include recipes and time plans.

For Pass standard, learners should describe the equipment, ingredients and methods used to prepare, cook and present at least four different dishes. Evidence could be in the format of a poster or presentation to peers describing the different dishes. Learners will investigate how a menu is planned and then create a suitable two-course menu plan with limited support – this should include recipes and time plans.

Learning aims B and C

Although laid out separately, learning aims B and C should be assessed together.

For Distinction standard, learners will prepare, cook and present food for a two-course meal using appropriate ingredients, skills and hygienic practices in a creative, professional and independent manner, with no tutor support. Learners must work and produce the meal to a realistic timescale, presenting the dish as though it would be served to a customer.

Learners will make an accurate evaluation of the preparation, cooking and presentation of the two-course meal and their own performance and make recommendations for improvement. This should be a personal reflection using available evidence that could include tutor assessment or peer/customer reviews of the finished dish and reference to the taste, texture and appearance of the dish. Evidence could take the form of a written review.

For Merit standard, learners will demonstrate competent preparation, cooking and presentation techniques for a two-course meal with minimal tutor support. This could be evidenced through a tutor-completed witness statement or observation sheet, or through the completion of a scoring sheet for all the stages of the dish production. Learners must ensure the effective clear down of the area carried out in accordance with food hygiene regulations. They will collect and use feedback to evaluate the dishes they have made and their own performance. Learners must comment on the majority of aspects of the quality criteria of the dishes included in the two-course meal.

For Pass standard, learners will prepare, cook and present food for a two-course meal using appropriate ingredients, skills and hygienic practices, with appropriate tutor support. They must work and produce the meal to a realistic timescale, presenting the dish as though it would be served to a customer.

The evidence should include a list of the ingredients, a description of the method of preparation and cooking, the equipment required to prepare and cook the dish, key hygiene and safety points (for example, avoiding cross-contamination, core cooking temperatures, safety with knives or hot liquids). A photograph of the finished dish with the recipe sheet (list of ingredients, method and equipment) is ideal evidence for this outcome. Learners could make a list of the clearing and cleaning tasks that need to be carried out in the service area of a selected hospitality business and describe the business's procedures for completing them. Learners should gather feedback on their meal. This could be in the form of peer assessment, a customer review and feedback from the tutor. They will use the feedback to complete a limited review of their own performance and the dishes they produced.

Links to other units and curriculum subjects

This unit links to:

- Unit 7: Healthy Lifestyles, Foods and Menu Choices
- Unit 9: Contemporary World Food
- Unit 14: Purchasing and Stock Control.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 9: Contemporary World Food

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge of the equipment, food items, methods and styles used to prepare and cook selected contemporary world foods. They will also develop the skills required to prepare, cook, present and review contemporary world dishes.

Unit introduction

With today's easy access to a wide range of foods, there are opportunities to create interesting, appetising and appealing dishes. In this unit you will develop an understanding of the types of contemporary food from around the world and the origins of foods and their use in different styles of dishes worldwide.

There are many reasons why regional or local foods have developed over time. You will investigate the origins of dishes from around the world and develop an understanding of the various types of dishes and the food products combined to create them. You will be given the opportunity to develop practical cooking skills through using a wide range of food products. You will prepare and cook selected contemporary world food dishes and review the dishes you have created. You will develop an understanding of the requirements of hygienic and safe working practices within a kitchen environment. You will gain an understanding of different types of kitchen equipment and how to select it appropriately for the dish you are preparing and cooking.

Learning aims

In this unit you will:

- A** Investigate the influences on different styles of dishes prepared and cooked around the world
- B** Demonstrate food preparation and cooking skills
- C** Review completed dishes.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the influences on different styles of dishes prepared and cooked around the world	A1 Influences on food from around the world A2 Styles of food and dishes that are prepared and cooked around the world	A presentation which evaluates the influences on the styles of food and drink from around the world and describes different styles of food and dishes that are prepared and cooked in three countries.
B Demonstrate food preparation and cooking skills	B1 Equipment and foods B2 Methods of preparing and cooking dishes B3 Finishing and presenting dishes	Preparation, cooking and finishing three chosen dishes from different countries.
C Review completed dishes	C1 Evaluation criteria C2 Apply feedback information	Evaluate the finished dishes by applying the range of evaluation criteria and feedback, making recommendations for improvement based on this data.

Content

Learning aim A: Investigate the influences on different styles of dishes prepared and cooked around the world

The influences on the dishes and styles of food from around the world

A1 Influences on food from around the world

- Contemporary world dishes: meaning, e.g. made from fresh regional ingredients, combining different cooking styles from around the world.
- Climate and environment.
- Religion and culture.
- Travel.
- Technology.
- Consumer behaviour.
- Sustainability.

A2 Styles of food and dishes that are prepared and cooked around the world

- Styles of food: regions of the world, e.g. Italian, Turkish, Indian, Thai, Mexican, Chinese, Greek, Japanese, French, Arab, Lebanese, Spanish, English, Moroccan, Caribbean, Vietnamese, German, North American, Middle Eastern, Malaysian, Polish, South American, African.
- Range of dishes: tapas, appetisers, salads, hors d'oeuvres, soups, fish, meat, vegetables, desserts, savouries.

Learning aim B: Demonstrate food preparation and cooking skills

B1 Equipment and foods

- Equipment: ovens; steamers; microwave ovens; Chinese burner wok cookers; rice cookers; flare grills; salamanders; bains-maries; griddles; tandoori ovens; deep fat fryers; hot smoking ovens; pasta machines; knives; chopping boards; mixers; bamboo steamers; blenders; processors; moulds.
- Food: meat; poultry; fish; vegetables; fruit; pasta; seafood; pastries; confectionery; breads.
- Methods: preparation methods, e.g. peeling, chopping, blending, boning, skinning, blanching, refreshing, coating and seasoning; cooking methods, e.g. roasting, braising, baking, poaching, frying, grilling, smoking, pot roasting, curing and stewing; storage methods, e.g. fresh, chilled, frozen, dried, tinned, vacuum packed.

B2 Methods of preparing and cooking dishes

- Preparation: weighing; measuring; methods, e.g. peeling; chopping; dicing; grating; creaming; rubbing; folding; beating; stirring; mixing; seasoning.
- Cooking: methods, e.g. stir frying, boiling, grilling, frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving, seasoning; tasting; timing; selecting and using appropriate equipment.

B3 Finishing and presenting dishes

- Presenting: equipment, e.g. plate, serving dish; placing food attractively; garnish.
- Safety and hygiene: food safety and correct storage and labelling; cross-contamination; temperature monitoring; critical control points.

Learning aim C: Review completed dishes

C1 Evaluation criteria

- Preparation and cooking: planning; timing; working methods.
- Quality of the menu item: appearance; taste; colour; texture; portion size.

C2 Apply feedback information

- Feedback received from other people: tutor, peers, customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the influences on different styles of dishes prepared and cooked around the world		A.D1 Evaluate how the influences have affected the styles of food and dishes prepared and cooked around the world.
A.P1 Describe influences on contemporary world food. A.P2 Describe styles of food and dishes prepared and cooked around the world.	A.M1 Analyse how the influences have affected the styles of food and dishes prepared and cooked around the world.	
Learning aim B: Demonstrate food preparation and cooking skills		B.D2 Demonstrate professional, independent and creative working methods in the preparation, cooking and finishing of contemporary world dishes.
B.P3 Demonstrate appropriate preparation methods of contemporary world dishes in a safe and hygienic manner with tutor support. B.P4 Demonstrate appropriate cooking and finishing methods of contemporary world dishes in a safe and hygienic manner with tutor support.	B.M2 Demonstrate appropriate preparation, cooking and finishing of contemporary world dishes with limited tutor support.	
Learning aim C: Review completed dishes		C.D3 Review how the dishes were prepared, cooked and presented and make recommendations for improvement.
C.P5 Review the finished dishes.	C.M3 Use evaluation criteria to review finished dishes.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in contemporary world food and its requirements.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners should evaluate how influences have affected styles of food and dishes prepared and cooked around the world. They should produce a detailed description of different styles of food and dishes that are prepared and cooked in three countries. Learners will be able to describe the style of food of countries within the same or a different region of the world and the dishes prepared and cooked in those countries.

For Merit standard, learners should assess how cultural influences have affected styles of food and dishes prepared and cooked around the world. They should produce a description, with some detail, of different styles of food and dishes that are prepared and cooked in three countries. Learners will be able to describe the style of food of countries within the same or a different region of the world and the dishes prepared and cooked in those countries.

For Pass standard, learners should describe the influences on contemporary world food. They should describe different styles of food and dishes that are prepared and cooked in three countries. Learners will be able to describe the style of food of countries within the same or a different region of the world and the dishes prepared and cooked in those countries.

Learning aims B and C

Although laid out separately, learning aims B and C should be assessed together.

For Distinction standard, learners will independently prepare, cook and present a minimum of three different contemporary world dishes from different styles of cooking, demonstrating high standards and creativity. They must produce a written report critically reviewing the dishes they have created. Learners will collect and use feedback to evaluate the dishes they have made, making recommendations for improvement. They must comment on all aspects of sensory qualities of the dish, including taste, texture, aroma and appearance.

For Merit standard, learners will prepare, cook and present a minimum of three different contemporary world dishes from different styles of food with minimal tutor input. They will collect and use feedback to evaluate the dishes they have made. Learners must comment on the majority of aspects of sensory qualities of the dishes.

For Pass standard, learners will prepare, cook and present a minimum of three different contemporary world dishes. They must ensure that the dishes are prepared and cooked in a safe and hygienic manner, with appropriate tutor support, and are suitable for paying customers. Learners will review their dishes and should be able to identify limited strengths and weaknesses of their performance and make simple sensory comments about the quality of the dishes they have created.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: Sustainability in the Hospitality Industry
- Unit 8: Preparing, Cooking and Presenting Food
- Unit 10: Serving Food and Beverages.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

On completing this unit, learners will have opportunities to develop their skills in preparing, cooking and finishing dishes.

Unit 10: Serving Food and Beverages

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge and understanding of the importance of the meal experience and the skills needed for the service of food and beverages. They will develop an understanding of the service skills required for an effective food and beverage service.

Unit introduction

The effective service of food and beverage is a skill and ensures customers have a good experience when dining. Hospitality settings are varied and offer opportunities to meet different customers' needs for a variety of meal occasions.

In this unit you will investigate different methods of food service styles and the occasions to which they are suited. You will develop knowledge, understanding and skills to serve food and beverages. You will be working practically, gaining hands-on experience of different food and beverage service styles in the hospitality industry.

You will develop skills such as personal preparation for food and beverage handlers, including personal hygiene practices. You will gain first-hand experience in the organisation and prepare the food service and reception areas and the bar's setup. You will also learn how to clear and close down service areas for food and beverage service.

You will serve food and beverages to customers using a range of service styles and operating in a professional, safe and hygienic manner. You will also learn the importance of professionalism and develop your knowledge of important personal and social skills, with attention to a high customer service level.

Working as a team, you will develop technical and organisational skills. Finally, this unit will introduce you to the processes involved in reviewing the success of food and beverage service occasions, allowing you to practise your skills.

Learning aims

In this unit you will:

- A** Know a range of different meal experiences and food service styles
- B** Prepare, serve and clear for a food and beverage service in a professional, safe and hygienic manner for two contrasting service styles
- C** Assess the success of own performance in food and beverage service.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know a range of different meal experiences and food service styles	A1 Different meal experiences and occasions A2 Food and beverage service styles A3 Suitability of service styles	Detailed written work that describes the meal occasions and considers different food and beverage service styles and methods.
B Prepare, serve and clear for a food and beverage service in a professional, safe and hygienic manner for two contrasting service styles	B1 Service area preparation B2 Food and beverage service B3 Clearing and closing the service area	A practical demonstration of working on a range of different food and beverage occasions. Written evaluation of the practical service.
C Assess the success of own performance in food and beverage service	C1 Monitor the service C2 Review the service	

Content

Learning aim A: Know a range of different meal experiences and food service styles

A1 Different meal experiences and occasions

- Customer needs: physiological, hunger, thirst, dietary requirements; diabetic, vegetarian, lactose intolerant; economic, value for money, quick service, convenient location; social: friends, work colleagues, functions; psychological, lifestyle needs, variety, recommendations; convenience, workers, shoppers, pre-event meal, unable to cater at home (events).
- Contributing factors: food and beverage available; quality of product; level of cleanliness; value for money; atmosphere, ambience; level of service, service staff skills, customer care, cleanliness.
- On the move:
 - convenience
 - business, meetings, conference
 - pleasure
 - special events, weddings, birthdays, anniversaries, celebrations, religious festival.

A2 Food and beverage service styles

- Outlets:
 - restaurant
 - cafe
 - cafe-bar
 - coffee shop
 - fast food
 - public house
 - travel operation (road, rail, air, sea).
- Service styles: plate, silver, counter, self-service, buffet, assisted, room service, family service.

A3 Suitability of service styles

- Category:
 - fine dining
 - gastropub
 - fast food.
- Cost implications.
- Customer demand.
- Speed of delivery.
- Staff skills.
- Availability of equipment.
- Size.
- Competition.
- Current trends:
 - demand for healthy food
 - green issues
 - informal setting.

- Type of food:
 - main meals
 - snacks
 - afternoon tea.

Learning aim B: Prepare, serve and clear for a food and beverage service in a professional, safe and hygienic manner for two contrasting service styles

Set up the service area, serve food and beverages and clear the area in line with requirements.

B1 Service area preparation

- Service areas:
 - sideboard
 - service counter
 - bar
 - restaurant
 - lounge.
- Customer areas:
 - reception
 - cloakroom
 - restroom.
- Prepare the service area:
 - clean, organise and lay tables
 - prepare sideboard or service counter
 - report any problems identified.
- Prepare equipment and service items:
 - service units, heated, refrigerated, plate warmers
 - tray, service utensils
 - table covering, linen, service cloths
 - menus
 - crockery, glasses, silverware
 - condiments, sugar, sweeteners, cruets, sauces, salt, pepper.
- Safety and hygiene:
 - general safety
 - opening and closing doors
 - carrying trays
 - dealing with spillages and breakages
 - professional:
 - behaviour and attitude, attention to detail
 - good hygienic practices, personal presentation
 - communication, teamwork.

B2 Food and beverage service

Provide a variety of service styles.

- Professional service:
 - product knowledge
 - appropriate technical skills.
- Customer service, greeting and welcoming customers, identifying customers' needs, providing information, taking orders, communicating with colleagues, advising of customer needs, timing, dealing with special requirements and requests.
- Using appropriate equipment.
- Offering the correct condiments and accompaniments:
 - mint, horseradish, tartare sauce, cranberry, parmesan cheese, caster sugar, red currant jelly.
- Maintaining stock levels.
- Attitude, communication with customers, staff.
- Compliance with legislation, compliance with organisation's standards.
- Types of food: starters, main course, vegetables, desserts, snack items, accompaniments.
- Types of beverage: hot drinks, cold drinks, soft drinks.
- Safety and hygiene:
 - general safety
 - opening and closing doors, carrying trays, dealing with spillages and breakages
 - safe handling of food and beverages
 - safe storage of items
 - equipment, crockery, cutlery, glassware.
- Clean work area.
- Professional:
 - behaviour and attitude
 - good hygienic practices
 - personal presentation
 - attention to detail
 - communication with team
 - teamwork
 - using codes of practice
 - maintaining standards of performance.

B3 Clearing and closing the service area.

Ensure the service area is clean and tidy after service in line with requirements.

- Service area:
 - clean and relay tables
 - dispose of waste
 - report any problems identified
 - replenish stock and equipment, condiments, damaged menus.
- Safety and hygiene.
- General safety:
 - opening and closing doors
 - carrying trays
 - dealing with spillages and breakages.
- Safe handling of food and beverage.
- Safe storage of items:
 - equipment
 - crockery
 - cutlery
 - glassware.
- Clean work area hygienic working practices.

Learning aim C: Assess the success of own performance in food and beverage service

C1 Monitor the service

- Review techniques:
 - comment cards
 - questionnaires
 - mystery customer
 - internet review sites.
- Sources of information:
 - customers
 - colleagues.

C2 Review the service

- Measure the success:
 - timings
 - appropriateness of service style
 - quality and appearance of food and beverages
 - working methods
 - service skills
 - professional attitude of staff
 - recommendations for improvement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know a range of different meal experiences and food service styles		
<p>A.P1 Describe the factors that make up the meal experience.</p> <p>A.P2 Describe the different food and beverage styles used in different hospitality businesses.</p>	<p>A.M1 Explain the importance of using an appropriate food and beverage service style to enhance the meal experience.</p>	<p>A.D1 Analyse the importance of using an appropriate food and beverage service style to enhance the meal experience.</p>
Learning aim B: Prepare, serve and clear for a food and beverage service in a professional, safe and hygienic manner for two contrasting service styles		
<p>B.P3 Prepare for the service of food and beverages in a professional, safe and hygienic manner, with support.</p> <p>B.P4 Provide a food and beverage service in a professional, safe and hygienic manner, with support.</p> <p>B.P5 Clear the food and beverage service area following service in a professional, safe and hygienic manner, with support.</p>	<p>B.M2 Provide a food and beverage service in a professional, safe and hygienic manner, independently.</p>	<p>B.D2 Provide a food and beverage service in a professional, safe and hygienic manner, independently, making no errors.</p>
Learning aim C: Assess the success of own performance in food and beverage service		
<p>C.P6 Describe the techniques which can be used to assess the success of a food and beverage service.</p>	<p>C.M3 Review feedback to make recommendations for improvement of own performance for food and beverage service.</p>	<p>C.D3 Evaluate feedback to make informed suggestions for improvements to own performance for food and beverage service.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, B.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a realistic working environment and restaurant equipment to allow them to demonstrate practical food and beverage service skills.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a comprehensive report or presentation analysing the factors that make up the meal experience. Learners will discuss how these factors are different according to the style of food and beverage occasion. The learners should explain how the service of food and beverages can enhance the meal experience.

The learner's written work will show an in-depth understanding of the topic and assess the importance of the meal experience for various foodservice occasions.

For Merit standard, learners will produce a detailed report or presentation which explains the importance of the service style to enhance the meal experience. Learners will discuss the different factors that make up the meal experience for various foodservice operations. The learner will produce written work that shows some detailed understanding of the topic and assess the meal experience for different food and beverage service occasions.

For Pass standard, learners will produce a report or presentation which describe the factors that make up the meal experience. Learners will describe the different food and beverage styles used in hospitality. Learners will produce written work that shows an understanding of the topic and the meal experience for various food and beverage occasions.

Learning aims B and C

For Distinction standard, learners will show that they can prepare the food and beverage service area before starting service to customers. Learners must work in an organised manner, competently carrying out tasks. They should demonstrate a high level of food and beverage service skills on at least two occasions, using appropriate customer service skills with minimal tutor support. Learners will clear the food and beverage service area after service and ensure they comply with all health and safety protocols. Learners will demonstrate a high level of personal presentation through the setup, service and clearing for the service areas.

Learners will evaluate feedback on their performance when setting up, serving and clearing the food and beverage service area. The evaluation is a self-reflection on their ability to assess the application and development of appropriate food and beverage service. This should be presented in a written format. The evaluation should include an assessment as to how these skills can be improved in the future.

For Merit standard, learners will show that they can prepare the food and beverage service area before starting service. They will work in an organised manner when carrying out tasks. Learners should demonstrate a good level of food service and beverage skills on at least two occasions, using appropriate customer service skills with some tutor support. They will clear the food and beverage service area after service and ensure they comply with all health and safety protocols. Learners will demonstrate a good level of personal presentation through the setup, service and clearing of the service areas.

Learners will review feedback on the skills they have demonstrated when setting up, serving and clearing the food and beverage service area to write a review on their performance. The review is a self-reflection on their ability to assess the application and development of appropriate food and beverage service skills. This should be presented in a written format. The review should include an assessment as to how these skills can be improved in the future.

For Pass standard, learners will show that they can prepare the food and beverage service area before starting service. They will work in an organised manner when carrying out tasks, with limited support. Learners should demonstrate a good level of food and beverage service skills on at least two occasions, using appropriate customer service skills with tutor support. They will clear the food and beverage service area after service and ensure they comply with all health and safety protocols. Learners will maintain a good level of personal presentation through the setup, service and clearing of the service areas.

Learners will describe the techniques which can be used to assess the success of a food and beverage service and obtain feedback on the skills they have demonstrated when setting up, serving and clearing the food and beverage service area. This should be presented in a written format.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Introducing the Hospitality Industry
- Unit 2: Hospitality Workplace Skills
- Unit 3: Customer Service Skills in the Hospitality Industry
- Unit 6: Planning and Running a Hospitality Event
- Unit 18: Work Experience in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 11: Accommodation Services in Hospitality

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will gain knowledge of the purpose of accommodation services and the job roles and responsibilities of employees, and gain skills in accommodation services.

Unit introduction

Accommodation services, commonly known as 'housekeeping', is central to the operation of many hospitality businesses. It is important for you to study the hospitality industry to understand that accommodation is an integral part of many businesses, often generating the most profit. The impressions guests receive from these areas can impact hugely on guest satisfaction and ultimately on the success of a business.

Accommodation does not relate just to hotels but also covers cruise ships, holiday centres, time-share resorts, halls of residence, residential care homes and the growing private service sector. The accommodation sets the standards of quality and service given to customers. It revolves around the provision of sleeping accommodation and the related activities of cleaning and servicing public areas and rooms.

In this unit you will investigate the roles and responsibilities of those people working in accommodation services, understanding practical cleaning and room-servicing skills, and the environmental issues relating to the conservation of resources. It is important that you understand how accommodation links with other departments in terms of meeting guests' needs and maintaining standards through communication and documentation. You will demonstrate the practical aspects of the job roles studied through either real or simulated activities, such as cleaning and setting up guest rooms or areas.

Learning aims

In this unit you will:

- A** Know the purpose, roles and responsibilities of accommodation services
- B** Know processes to maintain standards in accommodation services
- C** Demonstrate skills in accommodation services.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the purpose, roles and responsibilities of accommodation services	A1 Accommodation services A2 Job roles and responsibilities in accommodation services	Written documentation evidencing the purpose, roles and responsibilities of accommodation services.
B Know processes to maintain standards in accommodation services	B1 Maintaining standards	Written documentation evidencing the processes to maintain standards in accommodation services.
C Demonstrate skills in accommodation services	C1 Cleaning of accommodation service areas C2 Servicing methods of accommodation service areas	Role play or work placement supported by observation sheets. Written reflection of own performance.

Content

Learning aim A: Know the purpose, roles and responsibilities of accommodation services

A1 Accommodation services

- Types of accommodation:
 - residential
 - non-residential
 - housekeeping
 - hotels
 - self-catering apartments
 - other, e.g. halls of residence.
- Purpose:
 - housekeeping
 - hygiene
 - security
 - safety
 - lost property
 - laundry
 - types of bed linen, e.g. sheets, pillowcases, blankets
 - meeting customer needs.

A2 Job roles and responsibilities in accommodation services

- Job roles:
 - executive housekeeper
 - manager
 - housekeeper
 - floor supervisor
 - room attendant
 - linen porter
 - cleaner
 - florist
- Responsibilities:
 - Cleaning and cleaning routines
 - servicing of bedrooms
 - servicing of bathrooms
 - servicing of public areas
 - pest control
 - maintenance
 - handling linen
 - replenishing supplies.

Learning aim B: Know processes to maintain standards in accommodation services

B1 Maintaining standards

- Documentation types:
 - work procedures
 - checklists
 - work schedules
 - duty rota
 - maintenance schedules.
- Standards:
 - inspection
 - specifications, e.g. Standards of Performance manual
 - contract hire
 - specialist services, e.g. window cleaning, waste disposal
 - legal
 - audits.
- Environmental issues:
 - laundry
 - waste disposal
 - energy conservation
 - pollution
 - allergens.

Learning aim C: Demonstrate skills in accommodation services

C1 Cleaning of accommodation service areas

- Cleaning skills:
 - cleaning
 - bed making
 - using checklists
 - use and storage of cleaning materials, e.g. duster, mop, polish
 - relevant legislation, e.g. Control of Substances Hazardous to Health, health and safety.
- Use of cleaning equipment, e.g. vacuum cleaners.
- Resources, e.g. linen.

C2 Servicing and methods of accommodation service areas

- Servicing: dealing with waste, dealing with contractors, e.g. external window cleaning.
- Methods:
 - cleaning routines
 - task analysis
 - job procedure cards
 - work schedules.
- Communicating status of rooms to other departments, including reception, front office, concierge, e.g. room ready for occupation; room service, e.g. removal of trays; facilities, e.g. repairs/maintenance needed.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the purpose, roles and responsibilities of accommodation services		AB.D1 Evaluate the importance of accommodation services on the guest experience and the success of the business.
A.P1 Describe the purpose of accommodation services.	A.M1 Compare the roles and responsibilities of people working in different types of accommodation services.	
A.P2 Describe the job roles and responsibilities of people working in accommodation services.		
Learning aim B: Know processes to maintain standards in accommodation services		
B.P3 Describe processes and documentation used in accommodation services to maintain standards.	B.M2 Design a cleaning routine for the cleaning and servicing of an accommodation services area.	
Learning aim C: Demonstrate skills in accommodation services		C.D2 Evaluate your own cleaning and servicing skills in accommodation areas performance, making recommendations for improvements.
C.P4 Demonstrate appropriate skills in cleaning and servicing accommodation areas.	C.M3 Demonstrate professional and independent skills in cleaning and servicing accommodation areas.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must be given the opportunity of a work placement in an accommodation operation, in order to demonstrate cleaning and servicing skills.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will describe thoroughly the purpose of accommodation services and the roles and responsibilities in this hospitality area, describing and comparing in detail the roles and responsibilities in accommodation services. They must evaluate the importance of accommodation services for the guest experience and the success of the business. They should consider meeting guests' needs, the attention to detail required, the importance of guest loyalty and the contribution these departments make to the overall business. Processes and documentation used in accommodation services to maintain standards will be used in this evaluation.

For Merit standard, learners will describe in detail the purpose of accommodation services. They must develop these roles further by comparing the similarities and differences between the people working in at least two different accommodation services. They should consider the characteristics that each role brings in making the guests' stay more enjoyable and how each role supports each other. Developing the processes and documentation needed to maintain standards, learners will design a cleaning and servicing routine for an accommodation services area, for example a hotel bedroom. They will consider the variety of tasks involved, the time needed to carry out these tasks, and the materials and equipment required.

For Pass standard, learners must describe the purpose of accommodation services. They must identify the purpose of different-size accommodation services and how they meets customers' needs. Learners must describe the roles and responsibilities of people working in accommodation services. They should give information about documentation used to maintain standards for cleaning and room servicing within a particular type of accommodation. This may include copies of work schedules, a standards manual or checklists. This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel or university halls of residence.

Learning aim C

For Distinction standard, learners must be given the opportunity to demonstrate professional and independent cleaning and servicing skills. They should reflect accurately on and evaluate their performance and make recommendations for improvement. This should be a personal reflection using available evidence that could include tutor assessment or peer/customer review. Evidence should take the form of a written review.

For Merit standard, learners must be given the opportunity to demonstrate professional and independent cleaning and servicing skills for an accommodation services area. This criterion should be evidenced by an observation sheet completed by the assessor which states how and why the learner has achieved the Merit criterion.

For Pass standard, learners must have the opportunity to demonstrate appropriate cleaning and servicing skills, with limited tutor support. This is likely to be best met through a work placement where learners will work shadow the housekeeping department of a hotel, for example, and be observed carrying out tasks such as bed making, polishing surfaces, cleaning bathrooms and vacuuming floors. However, this may be achieved in a simulated environment, with tutors providing observation sheets and witness testimony. This criterion should be evidenced by an observation sheet completed by the assessor which states how and why the learner has achieved this criterion. If necessary, a witness statement from an employer may also be used to provide further evidence.

Links to other units and curriculum subjects

This unit links to:

- Unit 6: Planning and Running a Hospitality Event
- Unit 12: Hospitality Front Office Operations
- Unit 14: Purchasing and Stock Control.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 12: Hospitality Front Office Operations

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will gain knowledge of the responsibilities, purpose and roles of the front office operations in hospitality, also gaining skills used in this area.

Unit introduction

The front office, commonly known as 'reception', is central to the operation of many hospitality businesses. It is important if you are studying the hospitality industry to understand that the front office is an integral part of many businesses. The impressions guests receive from this area can impact hugely guest satisfaction and ultimately the success of a business.

The front office includes all the activities involved in administering the different stages of a guest's stay – before arrival, on arrival, during the stay and on departure – and responding to their individual needs. It involves taking bookings, checking guests in and out, and preparing their bills and processing payments while demonstrating good customer service skills.

In this unit you will investigate the roles and responsibilities of those people working in the front office environment, including reservations, reception, concierge and portering. You will also be involved in the practical aspects of the job roles studied through activities such as welcoming visitors, dealing with enquiries and allocating rooms.

Learning aims

In this unit you will:

- A** Know the purpose, roles and responsibilities of front office operations
- B** Know processes to maintain standards in front office operations
- C** Demonstrate skills used in front office operations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the purpose, roles and responsibilities of front office operations	A1 Purpose of front office operations A2 Roles and responsibilities	Written documentation evidencing the purpose, roles and responsibilities of front office operations.
B Know processes to maintain standards in front office operations	B1 Maintaining standards	Written documentation evidencing the processes to maintain standards in front office operations.
C Demonstrate skills used in front office operations	C1 Front office skills	Role play or work placement supported by observation sheets. Written reflection of own performance.

Content

Learning aim A: Know the purpose, roles and responsibilities of front office operations

A1 Purpose of front office operations

- Purpose:
 - welcome
 - first impressions
 - guest cycle
 - communication hub.
- Front office:
 - front desk
 - reception
 - back office.

A2 Roles and responsibilities

- Job roles:
 - manager
 - shift leader
 - receptionist
 - telephonist
 - concierge
 - hall porter.
- Standard dress code.
- Responsibilities:
 - reservations
 - check-in
 - registration
 - guest accounting
 - check-out
 - guest services
 - administration
 - customer service
 - answering communications, e.g. phone, email, social media
 - security
 - legal, e.g. data protection.
- Meeting customer needs:
 - type of room
 - disabled facilities
 - extra beds
 - special requests, e.g. ground floor, sea view, dietary requirements
 - guest history.

Learning aim B: Know processes to maintain standards in front office operations

B1 Maintaining standards

- Communication
 - reservation systems (manual, computerised)
 - forecasting
 - reports
 - liaison with other departments, e.g. housekeeping, maintenance, banqueting.
- Documentation:
 - arrival and departure lists
 - room status reports
 - work procedures
 - checklists
 - duty rota
 - maintenance
 - schedules.
- Standards:
 - inspection specifications, e.g. Standards of Performance manual, contract hire
 - specialist services, e.g. window cleaning, waste disposal
 - legal
 - audits
 - quality
 - use of checklists
 - checking areas.
- Statistics:
 - room occupancy
 - average room rates
 - forecasting.
- Security:
 - safe deposit
 - lost property
 - data protection
 - control of keys.

Learning aim C: Demonstrate skills used in front office operations

C1 Front office skills

- Meeting and greeting.
- Handling complaints.
- Dealing with enquiries (face to face, by telephone, email, online bookings, in writing).
- Receiving payments.
- Sales skills.
- Local knowledge.
- Search for information.
- Currency exchange.
- Booking travel services, e.g. taxi, train.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the purpose, roles and responsibilities of front office operations		AB.D1 Evaluate the importance of the front office on the guest experience and the success of the business.
A.P1 Describe the purpose of front office operations.	A.M1 Compare the roles and responsibilities of people working in different front office operations.	
A.P2 Describe the job roles and responsibilities of people working in front office operations.		
Learning aim B: Know processes to maintain standards in front office operations		
B.P3 Describe processes and documentation to maintain standards in front office operations.	B.M2 Explain what is meant by the guest cycle in relation to the activities of the front office.	
Learning aim C: Demonstrate skills used in front office operations.		C.D2 Evaluate your own performance, making recommendations for improvements to own front office operations service skills.
C.P4 Demonstrate appropriate skills when meeting and greeting guests and dealing with guest enquiries.	C.M3 Demonstrate professional and independent skills when meeting and greeting guests and dealing with guest enquiries.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to fully integrated computerised systems, whether in a real or simulated situation, to carry out role-play activities for guest reservations, check-in, check-out and accounting.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners should describe thoroughly the purpose of front office operations in hospitality. They must be able to describe in detail the roles and responsibilities of people working in the front office, comparing the roles and responsibilities and then evaluating the importance of the front office for the guest experience and the success of the business. Learners should consider meeting guests' needs, the attention to detail required, the importance of guest loyalty and the contribution the front office makes to the overall business. Learners should give in-depth information about documentation used to maintain standards in front office operations.

For Merit standard, learners will describe in detail the purpose of front office operations in hospitality. They must be able to describe in detail the roles and responsibilities of people working in the front office and then compare the similarities and differences in the roles and responsibilities of people working in the front office and those working in another department. They should consider the importance of first impressions, the interaction with guests, how customer expectations are met, how standards are maintained and why the hospitality business is successful. Learners will explain the guest cycle in detail and the documentation used. They will consider all the tasks involved at each stage (pre-arrival, on arrival, during the guest's stay, on their departure and as a follow-up to their stay).

For Pass standard, learners will describe the purpose of front office operations in hospitality. They must be able to describe the roles and responsibilities of people working in the front office. Learners will be expected to focus on the processes used to meet customer needs and maintain the standards set by the business. They should give information about documentation used to maintain standards in front office operations. This may include copies of work schedules, a standards manual or checklists.

This may be carried out following the investigation of, or visit to, a particular hospitality venue such as a large hotel.

Learning aim C

For Distinction standard, learners must be given the opportunity to demonstrate professional and independent guest service skills when meeting and greeting guests and dealing with guest enquiries. Learners should reflect on their performance, make an accurate evaluation and suggest recommendations for improvement. This should be a personal reflection using available evidence that could include tutor assessment or peer/customer review. Evidence should take the form of a written review.

For Merit standard, learners must be given the opportunity to demonstrate professional and independent guest service skills when meeting and greeting guests and dealing with guest enquiries. This criterion should be evidenced through an observation sheet completed by the assessor that states how and why the learner has achieved the Merit criterion.

For Pass standard, learners must be given the opportunity to demonstrate appropriate guest service skills when meeting and greeting guests and dealing with guest enquiries. They may need limited tutor support. This criterion could be achieved in a variety of ways, such as through a work placement on a hotel reception, by working on a school reception desk or at an event such as an open day, or through simulated activities such as role play. These may include checking in or out of a hotel and answering guest enquiries for information on local theatres, restaurants, cinemas or transport. This criterion should be evidenced through an observation sheet completed by the assessor which states how and why the learner has achieved this criterion. If necessary, a witness statement from an employer may also be used to provide further evidence.

Links to other units and curriculum subjects

This unit links to:

- Unit 11: Accommodation Services in Hospitality
- Unit 13: Merchandising and Product Promotion in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 13: Merchandising and Product Promotion in Hospitality

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will investigate the different merchandising tools and techniques to be able to plan, design and present a merchandising idea to meet the needs of a hospitality client brief.

Unit introduction

The use of merchandising to sell products is common in retail outlets and is an important element of the retail mix. Merchandising is equally important in the hospitality industry, whether in the physical environment or online, for building brand identity and selling products and associated services.

Merchandising in hospitality starts outside the outlet. The exterior design, signage and lighting attract you in. Once inside, is it the ambience that encourages you to linger, the décor or the mood lighting? What attracts you to particular products? Are you more likely to make a purchase if the products are attractively displayed or if you can smell and even taste the products before you buy? All these questions relating to the layout of a hospitality outlet, the décor and ambience, and the positioning of products within it are of interest to hospitality businesses.

A carefully considered layout, clever product positioning and point-of-sale materials can entice customers into making a purchase. It is so important that many hospitality outlets employ skilled visual merchandisers to create the design and layout of their outlet and the product displays within it.

In this unit you will investigate how merchandising is used in hospitality businesses, explore the techniques used for merchandising in hospitality and plan and present a design idea to meet a client brief.

Learning aims

In this unit you will:

- A** Investigate how merchandising is used in hospitality businesses
- B** Explore the techniques used for merchandising in hospitality
- C** Plan and present a design idea to meet a client brief.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate how merchandising is used in hospitality businesses	A1 Definition and purpose of merchandising A2 Types of merchandising A3 Hospitality businesses A4 Different types of products	A report or presentation to define and analyse the different types of merchandising used by a range of hospitality organisations to promote different products.
B Explore the techniques used for merchandising in hospitality	B1 Merchandising techniques B2 Visual merchandising tools	A report or presentation evaluating the success of the different merchandising and display techniques used by different hospitality outlets.
C Plan and present a design idea to meet a client brief	C1 Generating design ideas C2 Design and present a storyboard for a physical or digital design idea to meet a client brief C3 Evaluate the effectiveness of the design in meeting the client brief	Plan, design and presentation of a storyboard for a design idea to meet a client brief. The storyboard will reflect the merchandising techniques and tools used by hospitality organisations to promote their products and services.

Content

Learning aim A: Investigate how merchandising is used in hospitality businesses

A1 Definition and purpose of merchandising

- Definition.
- Purpose of merchandising:
 - attract and engage customers
 - motivate customers to purchase
 - impulse buys
 - increased sales.

A2 Types of merchandising

- Visual.
- Retail.
- Digital.
- Product.
- Omnichannel.

A3 Hospitality businesses

- Food and drink:
 - restaurants
 - coffee shops and tearooms
 - cafés
 - sandwich shops
 - bars.
- Accommodation and leisure:
 - hotels.

A4 Different types of products

- Demand.
- Impulse.
- Convenience.
- Search and compare.
- Speciality.
- Seasonal.
- Merchandising approach to different product types.

Learning aim B: Explore the techniques used for merchandising in hospitality

B1 Merchandising techniques

- Psychological techniques:
 - sight
 - touch
 - smell
 - taste
 - hearing.

- Display techniques:
 - point of sale (POS)
 - hot spots
 - landscaping
 - product positioning/placing
 - shelf layout
 - stock facings
 - horizontal and vertical blocking.
- Visual techniques:
 - demonstration areas
 - trial products
 - tasters
 - sampling
 - placement of add-ons.
- Digital techniques:
 - homepage design
 - site layout
 - site navigation
 - menus
 - search function
 - imagery and video
 - product detail pages
 - product recommendations
 - social proof
 - online checkout optimisation.

B2 Visual merchandising tools

- Display props:
 - display units and stands
 - chillers
 - complementary props.
- Using appropriate POS materials:
 - signage
 - posters
 - chalkboards
 - menus
 - shelf and table talkers.
- Creation of atmospherics and ambience:
 - targeted or specialised lighting
 - varied floor, wall and ceiling coverings
 - use of textures
 - use of mirrors.
- The importance and use of colour:
 - attracting attention
 - emotional impact
 - colour associations
 - background colours.

- Spatial considerations:
 - landscaping
 - use of symmetry
 - use of asymmetry.
- Other artistic elements:
 - line
 - shape
 - direction
 - texture
 - proportion
 - balance, e.g. rule of three.
- Brand:
 - colour schemes
 - logos.
- The effectiveness of the techniques and tools used in successful visual merchandising displays.
- Ethical and cultural considerations of target customers.
- Health and safety implications, e.g. risk assessment.

Learning aim C: Plan and present a design idea to meet a client brief

C1 Generating design ideas

- Supporting design ideas:
 - physical or digital approach
 - range of products/goods to be used in a display
 - type of props that will enhance products to be used in a display
 - use of appropriate support merchandise
 - themes, activities, events, seasons
 - use of signage, colour, styling and composition
 - direction of any lighting to be used
 - time constraints
 - estimated costs.

C2 Design and present a storyboard for a physical or digital design idea to meet a client brief

- Storyboard:
 - planogram
 - design drawings
 - computer aided
 - mood boards.
- Presentation, behaviour and conduct of presenter:
 - adopting positive attitude
 - being well prepared and planning
 - presenting a professional approach
 - considering the needs of the audience, e.g. class, teacher, local businessperson.

C3 Evaluate the effectiveness of the design in meeting the client brief

- Feedback:
 - client
 - audience
 - peers
 - teachers
 - informal
 - formal.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate how merchandising is used in hospitality businesses		
A.P1 Explain the definition, purpose and types of merchandising used in hospitality organisations.	A.M1 Analyse the use of merchandising in both physical and e-commerce situations for a range of hospitality organisations.	
A.P2 Explain how products are differentiated and the impact this has on the approach to merchandising these products.		
Learning aim B: Explore the techniques used for merchandising in hospitality		
B.P3 Explain the merchandising and display techniques and tools used in hospitality and how they influence customers to buy.	B.M2 Analyse the different merchandising and display techniques and tools used in hospitality and how they influence customers to buy.	
B.P4 Explain the merchandising and display techniques and tools used in hospitality and how they influence customers to buy.		
Learning aim C: Plan and present a design idea to meet a client brief		
C.P4 Generate design ideas to meet a client merchandising brief.	C.M3 Use feedback to analyse the effectiveness of the design ideas and storyboard in meeting the requirements of the client brief.	
C.P5 Create a storyboard using a variety of sketches, diagrams and images to meet a merchandising brief.		
C.P6 Present a design idea and storyboard to an audience.		
		ABC.D1 Evaluate the success of different merchandising and display techniques used in hospitality.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of one summative assignment for this unit.

The relationship of the learning aims, and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, C.P6, A.M1, B.M2, C.M3, ABC.D1)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A, B and C

For Distinction standard, learners will analyse the use of merchandising in both physical and e-commerce situations for a range of hospitality organisations. They will define merchandising in the different settings and explain its purpose and types used in a range of hospitality businesses in both physical and e-commerce settings. Learners will give examples of and explain how products are differentiated and how this differentiation impacts the approach taken when merchandising these products. In addition, learners will analyse a range of the merchandising techniques and tools used in various hospitality outlets and how they influence customers to buy.

Learners should be given a client merchandising brief to allow them to generate ideas to meet this brief. The brief should be sufficiently detailed to allow learners to consider a range of design ideas and create a storyboard of their ideas. Storyboards can be physical or digital but must meet the client brief. Learners will present their storyboards to an audience. They will use feedback from the audience to analyse the effectiveness of their design ideas and storyboard in meeting the requirements of the client brief.

Learners will build on their work for the Merit standard and will evaluate the success of the different merchandising and display techniques used in different hospitality organisations influencing customers to buy.

For Merit standard, learners will analyse the use of merchandising in both physical and e-commerce situations for a range of hospitality organisations. They will define merchandising in the different settings and explain its purpose and types used in a range of hospitality businesses in both physical and e-commerce settings. Learners will give examples of and explain how products are differentiated and how this differentiation impacts the approach taken when merchandising these products. In addition, learners will analyse a range of the merchandising techniques and tools used in various hospitality outlets and how they influence customers to buy.

Learners should be given a client merchandising brief to allow them to generate ideas to meet this brief. The brief should be sufficiently detailed to allow learners to consider a range of design ideas and create a storyboard of their ideas. Storyboards can be physical or digital but must meet the client brief. Learners will present their storyboards to an audience. They will use feedback from the audience to analyse the effectiveness of their design ideas and storyboard in meeting the requirements of the client brief.

For Pass standard, learners will investigate how merchandising is used in hospitality businesses. They will explain its definition and purpose, and the types of merchandising used in hospitality organisations. Learners will give examples of and explain how products are differentiated and how this differentiation impacts the approach taken when merchandising these products. In addition, learners will explain a limited range of the merchandising techniques and tools used in a selected hospitality outlet and how they influence customers to buy.

Learners should be given a client merchandising brief to allow them to generate ideas to meet this brief. The brief should be sufficiently detailed to allow learners to consider a range of design ideas and create a storyboard of their ideas. Storyboards can be physical or digital but must meet the client brief. Learners will present their storyboards to an audience.

Links to other units and curriculum subjects

This unit links to:

- Unit 3: Customer Service Skills in the Hospitality Industry
- Unit 6: Planning and Running a Hospitality Event
- Unit 10: Serving Food and Beverages
- Unit 11: Accommodation Services in Hospitality
- Unit 12: Hospitality Front Office Operations
- Unit 15: Enterprise in the Hospitality Industry
- Unit 17: Barista Skills.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop:

- research and planning skills
- design skills
- presentation skills
- evaluation skills.

Unit 14: Purchasing and Stock Control

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will investigate the ways that hospitality organisations source and select products and purchase services for use in their business and how they control the journey of the products through the business from delivery to usage.

Unit introduction

When you go for a meal or a drink in a hotel or restaurant, do you ever wonder where the food on your plate has come from? The sourcing of products and services in the hospitality industry is a complex process. A hospitality business needs to select the most appropriate supplier for products and services of the required quality and quantity in order to meet the needs of its customers. The hospitality business will then need to purchase the products. The process for doing this and the documentation that needs to be completed are complex. All goods have a monetary value and need to be controlled in ways that maintain their value; this includes the correct storage and issue. In addition, hospitality businesses need to ensure that all goods are used appropriately and not wasted.

In this unit you will investigate how products and services are sourced for the hospitality industry. You will know how goods and services are purchased in hospitality organisations. You will explore the principles of stock control.

Learning aims

In this unit you will:

- A** Investigate the sourcing of products and services for the hospitality industry
- B** Know how goods and services are purchased in hospitality organisations
- C** Explore the principles of stock control.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the sourcing of products and services for the hospitality industry	A1 Support industries A2 Types of supplier A3 Selection criteria	Investigate and evaluate how different hospitality industries source and select products and services and the support industries and suppliers they use. Findings as a presentation or report.
B Know how goods and services are purchased in hospitality organisations	B1 The stages in the purchasing process B2 Documents used in the purchasing process	Explore and evaluate the stages in the purchasing process and the documents used to support the process. Findings as a presentation or report.
C Explore the principles of stock control	C1 Controlling the receipt of goods C2 Controlling the storage of goods C3 Controlling the issue and stock control of goods C4 Controlling the use of goods or resources	Investigate how hospitality businesses control goods at various points in their journey from delivery to usage.

Content

Learning aim A: Investigate the sourcing of products and services for the hospitality industry

A1 Support industries

- Industries:
 - travel agents/tour operators
 - banks
 - phone companies
 - insurance companies
 - suppliers, e.g. food, drink, equipment, dry goods
 - staffing agencies
 - additional services, e.g. hairdressers, souvenir shops, ticket agencies
 - transport for customers, e.g. taxis, car hire.
- Support given:
 - financial services, e.g. loans, banking
 - providing communications systems (internal, external)
 - delivering goods
 - removing waste
 - maintenance and cleaning services
 - providing staff
 - personal services for customers, e.g. hairdressing, beauty treatments, transport
 - ticket booking.

A2 Types of supplier

- Wholesale.
- Retail.
- Specialised.
- Cash and carry.
- Company-nominated suppliers.
- Advantages and disadvantages of suppliers.

A3 Selection criteria

- Specification.
- Quality of goods.
- Price.
- Availability.
- Lead time.
- Suitability for purpose.
- New/second-hand.
- Financial constraints.
- Physical considerations (access, delivery, storage).
- Upkeep (maintenance, replacement, service agreements).
- Contracts.
- Terms and conditions.

Learning aim B: Know how goods and services are purchased in hospitality organisations

B1 The stages in the purchasing process

- Identification of needs.
- Producing specifications.
- Requesting and receiving quotations.
- Assessing suppliers' quotations.
- Making contract award recommendations.
- Order placement.
- Performance and delivery.
- Payment of suppliers.
- Reviewing outcomes and processes.

B2 Documents used in the purchasing process

- Purchase specification.
- Purchasing order.
- Delivery note.
- Returns note.
- Credit note.
- Invoice.
- Statement.
- Features and purpose of documents used in the purchasing cycle.

Learning aim C: Explore the principles of stock control

C1 Controlling the receipt of goods

- Objectives:
 - checking quantity against purchase order
 - checking quality against purchase specifications
 - checking correct prices charged.
- Procedures:
 - checking temperature of vehicles and goods
 - checking condition of packaging
 - checking shelf life of goods
 - labelling goods
 - decanting and storing goods
 - rejecting unsuitable goods.
- Completing and maintaining accurate records:
 - delivery check sheet
 - food storage records
 - goods in record.

C2 Controlling the storage of goods

- Objectives:
 - prevention of loss, e.g. theft, wastage
 - prevention of spoilage.
- Storage requirements:
 - chilled
 - frozen
 - ambient
 - specialist
 - temperature records.
- Stock rotation:
 - First In First Out (FIFO).
- Food dating.
- Security of storage.
- Completing and maintaining accurate records.

C3 Controlling the issue and stock control of goods

- Objectives:
 - prevent loss
 - prevent waste
 - determine the value of goods held in stock
 - be able to calculate profit
 - calculate stock turnover.
- Computerised/manual control systems:
 - bin cards
 - stock book.
- Minimum stock levels.
- Stock checks.
- Reporting issues.
- Completing and maintaining accurate records:
 - requisitions
 - costed issue sheets.

C4 Controlling the use of goods or resources

- Maximising yield:
 - using standard recipes
 - accurately costing recipes
 - using portion control
 - weighing ingredients or goods precisely
 - using standard measures.
- Completing and maintaining accurate records:
 - ullage
 - breakages
 - plate waste.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the sourcing of products and services for the hospitality industry		ABC.D1 Evaluate the effectiveness of the sourcing, selection, purchasing and stock control processes in a selected hospitality business, reviewing relevant documentation and making justified recommendations for improvement if required.
A.P1 Describe the support industries and the products and services they provide to the hospitality industry.	A.M1 Assess how different hospitality businesses source and select a range of goods and services.	
A.P2 Explain the types of supplier and the advantages and disadvantages of each.		
A.P3 Describe the selection criteria applied to goods and services.		
Learning aim B: Know how goods and services are purchased in hospitality organisations		
B.P4 Describe the stages of the purchasing process.	B.M2 Compare the purchasing process and the documentation used in different hospitality businesses.	
B.P5 Describe the documents used in the purchasing process.		
Learning aim C: Explore the principles of stock control		
C.P6 Describe the objectives and procedures for controlling the receipt of goods.	C.M3 Compare the control processes in different hospitality businesses, identifying good practice and making suggestions for improvement.	
C.P7 Explain the steps taken to control goods during storage.		
C.P8 Describe the objectives and procedures for the issue and stock control of goods.		
C.P9 Explain how yields can be maximised when using goods or resources.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of one summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, A.P3, B.P4, B.P5, C.P6, C.P7, C.P8, C.P9, A.M1, B.M2, C.M3, ABC.D1)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A, B and C

For Distinction standard, learners will build on their work for the Merit standard. They will select one hospitality business and evaluate the effectiveness of the purchasing and stock control processes in that business. They will review processes and documentation from investigating the industries that support the hospitality organisation through to maximising the use of goods and resources. Learners will be able to make justified recommendations for improvement if required.

For Merit standard, learners will assess how at least two different hospitality businesses source and select a range of goods and services. They will investigate the support given to the hospitality industry by other industries and will describe a range of these industries and the products and services they provide to the hospitality industry. Learners will be able to explain all the different types of supplier, and advantages and disadvantages of each. They will investigate the selection criteria that can be applied to different goods and services and will be able to describe a range of these, giving relevant examples of each.

Learners will be able to explain each of the stages in the purchasing process and all the associated documents. They will compare the use of documentation and processes in at least two different hospitality businesses.

Learners will carry out a review of at least two different hospitality businesses and the procedures they use to control stock. They will describe all the objectives of stock control, including receipt of goods, storage, issue and control of use, and the procedures followed by the hospitality businesses to meet these. In their review, learners will be able to identify areas of good practice and make suggestions for improvement.

For Pass standard, learners will investigate the support given to the hospitality industry by other industries and will describe a limited range of these industries and the products and services they provide to the hospitality industry. They will be able to explain all the different types of supplier and explain at least one advantage and one disadvantage of each. Learners will investigate the selection criteria that can be applied to different goods and services and will be able to describe a range of these, giving relevant examples of each.

Learners will be able to explain each of the stages in the purchasing process and all the associated documents.

Learners will explore the principles of stock control and will be able to describe all the objectives and procedures for controlling the receipt of goods. They will further be able to explain the objectives of the correct storage of goods and the storage requirements for different goods. Learners should be able to explain the steps that can be taken to ensure that stock is correctly rotated. They will be able to describe the objectives of stock control and the procedures for the issue and stock control of goods. Learners will be able to describe how different methods of stock control help to maximise yields when using goods or resources.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: Sustainability in the Hospitality Industry
- Unit 5: Health, Safety and Hygiene in Hospitality
- Unit 8: Preparing, Cooking and Presenting Food
- Unit 9: Contemporary World Food
- Unit 10: Serving Food and Beverages
- Unit 15: Enterprise in the Hospitality Industry
- Unit 16: Patisserie and Confectionery.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- visits to hospitality organisations to investigate purchasing and control systems and procedures
- work experience
- business documents as exemplars.

Unit 15: Enterprise in the Hospitality Industry

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will be introduced to the language and terminology used when setting up a hospitality business. They will explore what hospitality businesses do, trends that affect them, how they operate and the factors that influence their success.

Unit introduction

In this unit you will explore the current business environment and trends and how these impact business start-ups. You will learn about different types of business ownership and the impact of the type of business ownership on the responsibilities of the owners of a business. You will use your creative talents to identify new hospitality business ideas and will determine the feasibility of your business idea.

You will plan an idea for a realistic business start-up based on your research and will produce a realistic business plan to present to an audience.

Learning aims

In this unit you will:

- A** Understand how trends and the current business environment may impact a hospitality business start-up
- B** Explore the feasibility of a hospitality and catering business
- C** Prepare and present a business plan for a hospitality business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand how trends and the current business environment may impact a hospitality business start-up	A1 Finding information A2 Size and format of hospitality business and type A3 Factors and trends to consider in the current business environment that affect businesses in the hospitality industry	Investigate the current trends that impact on hospitality businesses. Findings in a written report.
B Explore the feasibility of a hospitality and catering business	B1 Generating ideas for a hospitality business B2 Assessing the suitability of an idea for a hospitality business start-up using a SWOT analysis	Research to assess the suitability of business idea. Findings in a report.
C Prepare and present a business plan for a hospitality business	C1 Producing an initial plan for a new hospitality business idea C2 Presenting the business idea to an audience	A business plan for business start-up idea. Pitch business plan to an audience.

Content

Learning aim A: Understand how trends and the current business environment may impact a hospitality business start-up

A1 Finding information

- Sources of information:
 - newspapers
 - professional and trade journals
 - websites
 - business networking organisations.
- Reliability of sources and bias and currency of information.

A2 Size and format of hospitality business and type

- Micro hospitality business – up to nine staff.
- SMEs (small and medium enterprises):
 - small enterprises – between 10 and 49 staff
 - medium enterprises – between 50 and 249 staff
 - large hospitality business – more than 250 staff.
- Start-ups and existing hospitality businesses.
- Format of business:
 - sole trader
 - partnership
 - incorporated company
 - social enterprise.
- Advantages and disadvantages of each format.

A3 Factors and trends to consider in the current business environment that affect businesses in the hospitality industry

- External factors and trends:
 - political
 - economic
 - social
 - technological
 - environmental
 - legal.
- National factors.
- Local factors.
- Impact of factors.

Learning aim B: Explore the feasibility of a hospitality and catering business

B1 Generating ideas for a hospitality business

- Researching the market and identifying gaps or opportunities.
 - provision of products/services in new contexts
 - provision of products/services to new markets
- Targeting customers, e.g. age, location, interests, eating styles.
- How a selected product or service will meet the need or demand of targeted customers.
- Difference between 'benefits' and 'features' of a product or service.

B2 Assessing the suitability of an idea for a hospitality business start-up using a SWOT analysis

- Components of a SWOT analysis:
 - strengths
 - weaknesses
 - opportunities
 - threats.
- Purpose of a SWOT analysis:
 - to assess internal strengths and weaknesses
 - to assess external opportunities and threats
 - to show how different factors can sit in different components.
- Factors considered in a SWOT analysis when examining strengths, weaknesses, opportunities or threats:
 - product and services offered
 - unique selling point
 - finance for start-up costs, e.g. accessibility to grants, own finance
 - level of skills required, e.g. basic, advanced
 - personal commitment
 - location, visibility, footfall, ease of access
 - number and type of competitors
 - potential customers, demographics, customer requirements
 - budgets
 - availability of resources
 - skilled labour
 - equipment
 - suppliers of stock
 - political/economic climate
 - potential for growth
 - use of technology
 - social media
 - online booking systems
 - apps.
- Selecting the most appropriate idea.
- Likelihood of success or failure.
- Identification of major barriers for a hospitality business start-up.

Learning aim C: Prepare and present a business plan for a hospitality business

C1 Producing an initial plan for a new hospitality business idea

- Overview of hospitality business idea.
- Aims of the new hospitality business:
 - financial aims
 - non-financial aims.
- Details of products and/or services:
 - meals
 - snacks
 - accommodation.

- Potential suppliers.
- Target market.
- Location.
- Resources:
 - financial
 - physical
 - human.
- Staff training:
 - job roles
 - training and development.
- Promotion and advertising.
- Costing and pricing.

C2 Presenting the business idea to an audience

- Presentation skills:
 - professional behaviour and conduct of presenter
 - positive attitude
 - well-rehearsed and prepared
 - considerate of the needs and interests of the audience
 - use of visual aids, e.g. computer projection/slide show with speaker notes
 - handouts for audience, clarity and legibility of text, impact of graphics and images.
- Communication skills:
 - body language, gestures and eye contact
 - language and tone, pace, volume and projection
 - use of business terminology
 - listening, handling questions and formulating appropriate responses.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand how trends and the current business environment may impact a hospitality business start-up		AB.D1 Assess the feasibility of a hospitality business idea by examining the current risks, opportunities and trends and preparing a detailed SWOT analysis to arrive at a justified conclusion.
A.P1 Outline how the business environment can impact a start-up business. A.P2 Explain the reasons for the choice of format selected for a business start-up.	A.M1 Explain how changes in the current business environment are likely to impact a start-up business.	
Learning aim B: Explore the feasibility of a hospitality and catering business		
B.P3 Prepare a basic SWOT analysis for a new hospitality business idea.	B.M2 Discuss the feasibility of a hospitality business idea by preparing a detailed SWOT analysis.	
Learning aim C: Prepare and present a business plan for a hospitality business		C.D2 Prepare and professionally present a comprehensive and realistic plan for a hospitality business idea, fully justifying reasons for choices.
C.P4 Prepare and present a realistic business plan for a hospitality business idea.	C.M3 Prepare and professionally present a detailed, well-structured, realistic business plan for a hospitality business idea, giving detailed reasons for choices.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will research the external business environment to identify current risks, opportunities and trends and will discuss the possible impacts of these on the proposed business idea. Learners will assess whether the size and format of the proposed hospitality business will have any relationship to the ability of a business start-up to take advantage of opportunities or whether it will be impacted by risks.

Learners will produce a detailed and comprehensive assessment of the feasibility of a hospitality business idea, including a detailed SWOT analysis that thoroughly assesses the strengths and weaknesses of the new business, the opportunities available and the threats the business may encounter. Learners will be able to give a justified conclusion to their research.

For Merit standard, learners will research the external business environment to identify current risks, opportunities and trends and will explain how these are likely to impact the start-up of a new hospitality business. Learners will consider the reasons why different hospitality businesses are of different sizes and formats and whether changes in the external business environment impact businesses due to their size and format.

Learners will produce a detailed assessment of the feasibility of a hospitality business idea, including a detailed SWOT analysis that discusses the strengths and weaknesses of the new business, the opportunities available and the threats the business may encounter.

For Pass standard, learners will research the external business environment to identify current risks, opportunities and trends and outline how these can impact the start-up of a business. Learners will explain the options and reasons for the choice of format selected when setting up a business.

They will carry out research to determine whether an idea for a hospitality business is feasible. They will produce a SWOT analysis that shows the strengths and weaknesses of the new business, the opportunities available and the threats the business may encounter.

Learning aim C

For Distinction standard, learners will prepare a comprehensive, detailed and realistic plan for a hospitality business idea. They will fully justify the reasons for their choices at all stages of the plan. Learners will present their business idea to an audience in a professional manner, using professionally prepared visual aids and handouts. They will be able to comprehensively answer questions about all aspects of their business idea and plan.

For Merit standard, learners will prepare a detailed, well-structured and realistic business plan and will be able to give reasons for their choices. They will present their business plan to an audience in a professional manner using visual aids. Learners will be able to answer questions from the audience about most aspects of their business idea and plan.

For Pass standard, learners will prepare a realistic business plan to present to an audience. They will present their business plan in an appropriate manner using visual aids. Learners will be able to answer questions from the audience about some aspects of their business idea and plan.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Introducing the Hospitality Industry
- Unit 4: Sustainability in the Hospitality Industry
- Unit 13: Merchandising and Product Promotion in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Unit 16: Patisserie and Confectionery

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will be introduced to the concept of professional patisserie and confectionery to gain knowledge of the equipment, ingredients, methods, skills and styles used to prepare, cook and finish patisserie and confectionery items.

Unit introduction

Patisserie and confectionery are enjoyed all around the world in many different forms. In this unit you will investigate the different types of patisserie and confectionery available.

Developing the necessary knowledge to prepare, cook and finish patisserie and confectionery items for service to customers in a hospitality business, you will gain an understanding of the equipment and ingredients involved.

You will develop your practical culinary skills using various preparation, cooking and finishing methods to produce a range of patisserie and confectionery items. You will understand the importance and requirements of hygienic and safe working practices within a kitchen environment.

The unit will introduce the processes involved in reviewing and evaluating the items that you have prepared and your own performance.

Learning aims

In this unit you will:

- A** Know the equipment, ingredients and methods used to prepare, cook and finish patisserie and confectionery
- B** Prepare, cook and finish patisserie and confectionery
- C** Review your own performance and the patisserie and confectionery items produced.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the equipment, ingredients and methods used to prepare, cook and finish patisserie and confectionery	A1 Equipment, ingredients and methods used in patisserie and confectionery A2 Types of patisserie and confectionery	Written documentation or project investigating the key content areas.
B Prepare, cook and finish patisserie and confectionery	B1 Preparing, cooking and finishing patisserie and confectionery products	Practical observation of preparing, cooking and finishing patisserie and confectionery products.
C Review your own performance and the patisserie and confectionery items produced	C1 Review of products and performance	Written evidence covering the review and recommendations of own performance and patisserie and confectionery products produced.

Content

Learning aim A: Know the equipment, ingredients and methods used to prepare, cook and finish patisserie and confectionery

A1 Equipment, ingredients and methods used in patisserie and confectionery

- Equipment, e.g. mixing bowls, spatulas, whisks, moulds, biscuit cutters, food mixers/processors, measuring jugs/spoons, rolling pins, sieves, knives, piping bags, nozzles.
- Ingredients:
 - Types, e.g. flour, fat, eggs
 - checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Methods:
 - weighing/measuring
 - creaming/beating
 - sieving
 - kneading
 - proving
 - knocking back
 - mixing
 - whisking
 - folding
 - rubbing in
 - greasing
 - glazing
 - portioning
 - piping
 - rolling
 - melting
 - filling
 - lining
 - spreading/smoothing.

A2 Types of patisserie and confectionery

- Patisserie and confectionery:
 - biscuit, e.g. sweet, savoury
 - pastry, e.g. short, sweet, suet, choux, puff, gluten-free, convenience
 - cakes, e.g. sweet, pound cake, layer cake
 - sponge, e.g. Genoese, creamed, whisked
 - hot desserts, e.g. egg-based, batter-based, sponge-based, fruit-based, pastry-based
 - cold desserts, e.g. egg-based, sponge-based, fruit-based, pastry-based
 - dough, e.g. enriched dough, bun dough, bread dough, naan dough, pitta dough, pizza dough, soda bread dough, par-cooked products, gluten-free products.

Learning aim B: Prepare, cook and finish patisserie and confectionery

B1 Preparing, cooking and finishing patisserie and confectionery products

- Prepare:
 - weighing and measuring food,
 - methods, e.g. weighing/measuring, creaming/beating, mixing, whisking, folding, rubbing in, greasing, glazing, portioning, piping, filling, lining, spreading/smoothing
 - selecting and using appropriate equipment.
- Cooking methods, e.g. boiling, grilling, frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving.
- Finishing, e.g. dusting/dredging/sprinkling, icing, presenting, meeting given requirements and specifications, assembling according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring products are at the correct temperature for holding and serving, preserving nutritional value.
- Safety and hygiene:
 - food safety and correct storage and labelling
 - cross-contamination
 - temperature monitoring
 - critical control points.

Learning aim C: Review your own performance and the patisserie and confectionery items produced

C1 Review of products and performance

- Preparation, cooking and finishing, e.g. planning, timing, working methods.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.
- Quality of the item (appearance, taste, colour, texture, portion size).
- Feedback received from other people, e.g. tutor, peers, customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the equipment, ingredients and methods used to prepare, cook and finish patisserie and confectionery		
<p>A.P1 Describe equipment, ingredients and methods used to prepare, cook and finish different patisserie and confectionery.</p> <p>A.P2 Describe different types of patisserie and confectionery.</p>	<p>A.M1 Compare equipment, ingredients and methods used to prepare, cook and finish different patisserie and confectionery.</p>	
Learning aim B: Prepare, cook and finish patisserie and confectionery		
<p>B.P3 Demonstrate appropriate use of methods in the preparation, cooking and finishing of four different patisserie and confectionery items in a safe and hygienic manner with tutor support.</p>	<p>B.M2 Demonstrate appropriate use of methods in the preparation, cooking and finishing of four different patisserie and confectionery items with limited tutor support.</p>	<p>B.D1 Demonstrate professional, independent and creative working methods in the preparation, cooking and finishing of four different patisserie and confectionery items.</p>
Learning aim C: Review your own performance and the patisserie and confectionery items produced		
<p>C.P4 Gather feedback on your own performance and the different patisserie and confectionery items.</p>	<p>C.M3 Use quality criteria to review your own performance and the different patisserie and confectionery items.</p>	<p>C.D2 Evaluate your own performance and the different patisserie and confectionery items, making recommendations for improvement.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1)

Learning aims: B and C (B.P3, C.P4, B.M2, C.M3, B.D1, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in preparing, cooking and presenting patisserie and confectionery.

Essential information for assessment decisions

Learning aim A

For Merit standard, learners must describe in detail the equipment, ingredients and methods used to prepare, cook and finish a range of patisserie and confectionery items. They will compare equipment, ingredients and methods used to prepare, cook and finish four different patisserie and confectionery items. Learners should explain the differences they have noticed between the four items. Evidence could be in the form of a poster or presentation to peers describing the types of and differences between patisserie and confectionery.

For Pass standard, learners must describe equipment, ingredients and methods used to prepare, cook and finish a range of patisserie and confectionery items. Evidence could be in the form of a poster or presentation to peers describing the types of patisserie and confectionery.

Learning aims B and C

For Distinction standard, learners will independently prepare, cook and present a minimum of four different patisserie and confectionery, all items demonstrating high standards and creativity. This criterion should be evidenced through an observation sheet completed by the assessor which states how and why the learner has achieved the Distinction criterion.

Learners must produce a written report critically reviewing their own performance and the patisserie and confectionery items they have created. This should contain feedback from at least two different sources. The report must suggest areas for improvement. Learners must comment on all aspects of sensory qualities of the items, including taste, texture, aroma and appearance.

For Merit standard, learners must prepare, cook and finish a minimum of four different patisserie and confectionery items to a high standard, with minimal tutor input. This criterion should be evidenced through an observation sheet completed by the assessor which states how and why the learner has achieved the Merit criterion.

Learners will collect and use feedback from at least two different sources to evaluate their own performance and the finished patisserie and confectionery items to determine how well they met the needs of the business and its customers. Learners must comment on the majority of aspects of sensory qualities of the dish.

For Pass standard, learners must prepare, cook and finish a minimum of four different patisserie and confectionery items, and ensure that they are prepared, cooked and finished in a safe and hygienic manner, with appropriate tutor support. Learners may need to seek advice and guidance from the tutor to prepare and cook the items. The items must be from different types of patisserie and confectionery and learners must prepare, cook and finish them to a standard and quality suitable for paying customers. If necessary, a witness statement from an employer may also be used to provide further evidence.

Learners must review their own performance and the patisserie and confectionery items using feedback obtained from at least one source. This could be achieved in the form of a presentation to their peers or through written review. They should be able to identify strengths and weaknesses of their performance and make simple sensory comments about the quality of the items they have created.

Links to other units and curriculum subjects

This unit links to:

- Unit 7: Healthy Lifestyles, Foods and Menu Choices
- Unit 9: Contemporary World Food
- Unit 14: Purchasing and Stock Control.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 17: Barista Skills

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge and understanding of the importance of the barista role and the skills needed for the preparation and service of beverages. They will develop an understanding of the service skills required for an effective barista service.

Unit introduction

In this unit you will gain knowledge and specialist skills in one of the hospitality industry's major growth areas, the beverage sector. You will investigate the range of products used by a barista when making beverages. You will learn beverage products and ingredients and the processes involved in preparing these ingredients. You will gain practical experience in setting up and preparing the beverage equipment, including checking it before use. You will also learn how to prepare a selection of drinks using specialist equipment to a consistently high standard.

You will serve a range of beverages to customers and operate in a professional, safe and hygienic manner. You will also learn the importance of professionalism and develop your knowledge of important personal and social skills, with attention to a high customer service level.

Working as a team with other learners, you will develop technical and organisational skills. Finally, this unit will introduce you to the processes involved in reviewing a barista service's success, allowing you to practise those processes.

Learning aims

In this unit you will:

- A** Know products, ingredients and equipment for a barista service
- B** Be able to clean and check beverage equipment
- C** Be able to produce a range of beverages
- D** Be able to identify faults within a range of beverages.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know products, ingredients and equipment for a barista service	A1 Barista equipment A2 Beverage products and ingredients A3 Processes for preparing beverage products	Detailed written work that describes the equipment and ingredients needed for an effective barista service.
B Be able to clean and check beverage equipment	B1 Prepare the area for a barista service B2 Clean and check equipment	A practical demonstration of the setup, preparation, service and clear down of a range of drinks used in a barista service. A written reflection of the improvements needed to be made, evaluating own performance.
C Be able to produce a range of beverages	C1 Make and present a range of beverages C2 Review the beverages made and presented	A written reflection of the improvements needed to be made, evaluating own performance.
D Be able to identify faults within a range of beverages	D1 Identify faults within beverages	A written piece of work that identifies the common faults found within a range of beverages.

Content

Learning aim A: Know products, ingredients and equipment for a barista service

A1 Barista equipment

The specialist equipment needed for a successful barista service to ensure a range of drinks can be made.

- Equipment available:
 - grinders
 - espresso machines
 - filter brewers, filters, filter holders
 - bean-to-cup machines
 - boilers
 - blenders
 - chocolate machines
 - juice machines, juicers.
- Barista kits:
 - digital scales
 - latte jugs, bell jugs
 - milk jug thermometers
 - shot glasses
 - tampers
 - shot timers
 - tamping mats
 - grinder brushes, group head brushes
 - backflush tablets, cleaning powder
 - blanking disks/blind filters
 - gas-charged whipped cream dispensers.

A2 Beverage products and ingredients

- Products and ingredients:
 - coffee
 - tea
 - infusions
 - chocolate
 - juices
 - smoothies
 - milk, cream
 - syrups, toppings
 - soya milk and other non-dairy milk.
- Characteristics of products:
 - flavour and visual characteristics
 - shelf life
 - packaged and after first opening
 - potential food allergies.

- Handling and storing products and ingredients correctly and safely:
 - cool and dry place
 - stock rotation
 - sell-by/use-by dates
 - storage procedures.

A3 Processes for preparing beverage products

- Processes involved in bringing the products and ingredients to the market:
 - decaffeination
 - roasting
 - packaging.
- Processes that may affect the quality of products and ingredients:
 - wet processing
 - dry processing
 - blending
 - roasting
 - brewing.
- Brewing/production process relevant to equipment:
 - filter coffee – making with filter papers and brew basket
 - cafetière coffee – type of grind, amount of coffee, brewing time
 - espresso coffee – temperature, grind, tamping and volume
 - tea – water temperature, brewing time
 - chocolate – product mixture requirements, whipping
 - juice – product temperature, dilution ratio, fresh versus ambient product
 - smoothies – product temperature, mixing of milk – product temperature.

Learning aim B: Be able to clean and check beverage equipment

B1 Prepare the area for a barista service

- Safe and hygienic practices:
 - washing hands before service and at regular and frequent intervals
 - personal hygiene (cleanliness, appearance)
 - staff uniform (correct and clean)
 - safe use of physical resources (equipment, crockery, cutlery, glassware, manual handling of furniture)
 - identifying hazards (sources of bacteria, chemical, physical)
 - preparation equipment (espresso machine, cream whipper, knock-out box, bean grinders, filter system, cafetière, blender, steamer, urn)
 - service equipment (cutlery, glassware, crockery, trays)
 - other equipment (dishwashers, fridge/freezers, thermometers, temperature records).
- Drinks, ingredients and accompaniments:
 - drinks (coffee, hot chocolate, tea, steamed milk drinks, iced drinks)
 - ingredients (freshly ground coffee beans, pre-ground coffee beans, syrups, chocolate powder, milk, ice cream, spray cream, tea, ice)
 - drink accompaniments (sugar, dusting/topping powder, cream).

B2 Clean and check equipment

- Cleaning and checking equipment before use:
 - calibration
 - follow manufacturers' instructions.
- Common faults which might occur with each piece of equipment:
 - blocked showers or steam wands
 - pressure problems
 - temperature/steam problems
 - leaks
 - filter
 - steamer arm
 - contamination/blockage.
- Actions to take for each common fault:
 - cleaning
 - recalibration
 - informing supervisor
 - informing maintenance.

Learning aim C: Be able to produce a range of beverages**C1 Make and present a range of beverages**

- Beverages:
 - coffee
 - tea
 - chocolate
 - milk
 - juices
 - smoothies.
- Equipment needed for producing beverages:
 - calibrating grinders
 - calibration of espresso machine (water quantity and temperature), foaming and texturing milk
 - producing filter and cafetière coffee.
- Operating pieces of equipment to produce the beverage required:
 - bar blenders and juicers
 - following manufacturers' instructions
 - complying with health and safety regulations
 - using measured quantities.

- Drinking vessels and ancillaries required for beverages:
 - cups and saucers
 - mugs, appropriate glasses for each drink
 - takeaway containers
 - spoons
 - jugs
 - thermometers
 - stirrers
 - tampers
 - knock-out boxes
 - brushes
 - cream whippers.
- Quality characteristics for beverages:
 - body
 - aroma
 - acidity
 - sweetness/bitterness
 - finish/aftertaste
 - temperature, appearance.
- Checking beverage meets quality standards:
 - flavour
 - temperature
 - appearance (such as crema on an espresso, foam on a cappuccino or a latte).
- Working professionally:
 - methodical
 - organised and clean working practices
 - appearance, hygiene
 - attitude, customer satisfaction
 - legislation compliance.

C2 Review the beverages made and presented

- Sources of information:
 - customers
 - colleagues.
- Correcting common presentation problems for beverages:
 - stopping the brew if a white ring forms on top of the crema
 - changing the tip or positioning the steam wand correctly
 - using appropriate vessels and accompaniments for each type of drink
 - using the correct ratio of coffee grounds to water
 - ensuring correct water temperatures.
- Measure success:
 - timings
 - appropriateness of service style
 - quality and appearance of food and beverage
 - working methods
 - service skills
 - professional attitude of staff
 - recommendations for improvement.

Learning aim D Be able to identify faults within a range of beverages**D1 Identify faults within beverages**

- Common faults for beverages:
 - poor crema on an espresso
 - poor milk texture on cappuccino and café latte
 - inappropriate vessel and accompaniments used
 - too weak
 - over boiled
 - layers
 - incorrect production time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know products, ingredients and equipment for a barista service		
<p>A.P1 Describe the equipment needed to make a range of drinks for a barista service.</p> <p>A.P2 Describe the ingredients necessary to make a range of drinks for a barista service.</p>	<p>A.M1 Explain the importance of using the correct equipment and ingredients to make a range of drinks during a barista service.</p>	<p>A.D1 Analyse the importance of using the correct equipment and ingredients to make a range of drinks during a barista service.</p>
Learning aim B: Be able to clean and check beverage equipment		
<p>B.P3 Demonstrate cleaning and checking equipment with guidance.</p> <p>B.P4 Identify common faults that may occur with equipment used to produce beverages.</p>	<p>B.M2 Demonstrate cleaning and checking equipment independently, describing common faults that may occur with equipment used to produce beverages.</p>	<p>B.D2 Evaluate the faults that may occur with equipment used to produce beverages, suggesting ways to reduce the faults.</p>
Learning aim C: Be able to produce a range of beverages		
<p>C.P5 Prepare different beverages using appropriate vessels and ancillaries, demonstrating a range of skills with guidance.</p>	<p>C.M3 Prepare different beverages using appropriate vessels and ancillaries independently, demonstrating a range of skills demonstrating limited professional skills.</p>	<p>C.D3 Prepare different beverages using appropriate vessels and ancillaries independently, demonstrating a range of professional skills.</p>
Learning aim D: Be able to identify faults within a range of beverages		
<p>D.P6 Describe common faults within a range of drinks made for barista service.</p>	<p>D.M4 Analyse the drinks made and identify common faults.</p>	<p>D.D4 Evaluate the drinks produced, making recommendations for improvements.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments, and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship between the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B, C and D (B.P3, B.P4, C.P5, D.P6, B.M2, C.M3, D.M4, B.D2, C.D3, D.D4)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a realistic working environment and equipment suitable for a barista service. This will allow them to demonstrate practical skills.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a detailed, comprehensive report or presentation describing the equipment and ingredients needed to provide a barista service for a range of drinks. They will analyse the importance of using the correct equipment to ensure a range of drinks can be made to a professional standard.

Learners' written work will show in-depth understanding of the topic, covering a variety of equipment, ingredients and resources used in a barista service.

For Merit standard, learners will produce a comprehensive report or presentation describing the equipment and ingredients needed to provide a barista service for a range of drinks. They will explain the importance of using the correct equipment to ensure a range of drinks can be made.

Learners' written work will show some detail of understanding of the topic, covering a variety of equipment, ingredients and resources used in a barista service.

For Pass standard, learners will produce a report or presentation describing the equipment and ingredients needed to provide a barista service for a range of drinks.

Learners' written work will show some understanding of the topic, covering a variety of equipment, ingredients and resources used in a barista service.

Learning aims B, C and D

For Distinction standard, learners will demonstrate cleaning and checking of beverage equipment safely with supervision. They must describe the common faults with different pieces of equipment used to produce beverages. They should discuss the actions to take for dealing with common faults with equipment, demonstrating effective cleaning and checking of beverage equipment.

Learners will demonstrate the operation of pieces of equipment to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries. They should be prepared to operate the pieces of equipment to make the required beverages. These could be an espresso, a loose-leaf tea, a hot chocolate and a smoothie. Learners will demonstrate the production of beverages independently. They will describe common faults in the drinks produced, making recommendations.

It is essential to have a detailed written observation record of each learner's performance, signed and dated by the assessor.

For Merit standard, learners will demonstrate cleaning and checking of beverage equipment safely with supervision. They will identify the common faults with different pieces of equipment used to produce beverages. They will discuss the actions to take in dealing with common faults with equipment, demonstrating effective cleaning and checking of beverage equipment.

Learners will demonstrate the operation of pieces of equipment to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries. They should be prepared to operate the pieces of equipment to produce the required beverages. These could be an espresso, a loose-leaf tea, a hot chocolate and a smoothie. Learners will demonstrate the production of beverages independently. They will review the drinks made and identify common faults.

It is essential to have a detailed written observation record of each learner's performance, signed and dated by the assessor.

For Pass standard, learners will demonstrate cleaning and checking of beverage equipment safely with supervision. They will identify the common faults with different pieces of equipment used to produce beverages.

Learners will demonstrate the operation of pieces of equipment to produce four different beverages to meet quality standards, using appropriate vessels and ancillaries. They should be prepared to operate the pieces of equipment to make the required beverages. These could be an espresso, a loose-leaf tea, a hot chocolate and a smoothie. Learners will demonstrate the production of beverages with safety supervision. They will identify common faults in the drinks produced.

It is essential to have a detailed written observation record of each learner's performance, signed and dated by the assessor.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Introducing the Hospitality Industry
- Unit 2: Hospitality Workplace Skills
- Unit 3: Customer Service Skills in the Hospitality Industry
- Unit 6: Planning and Running a Hospitality Event
- Unit 10: Serving Food and Beverages
- Unit 18: Work Experience in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 18: Work Experience in Hospitality

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop knowledge and understanding of the skills needed for undertaking a work experience placement. They will understand the skills required for employment and the importance of self-reflection, helping them progress in a hospitality industry career.

Unit introduction

Historically, hospitality has been a growth industry with an ever-increasing requirement to improve the workforce's skills. This unit will prepare you to work in the hospitality industry.

You will spend time with an employer to gain experience in the workplace and carry out varied tasks. Once you are in the work experience placement, you will need to know and follow the workplace rules to ensure you are safe when completing tasks. You must be enthusiastic, willing to take on any task and keen to learn new skills.

You will gain work experience and practise workplace skills to help you work towards personal and professional development goals. You will learn more about the knowledge, skills and behaviours required to help you progress in a career in the hospitality industry and consider the next steps that you will need to take to start a hospitality career.

You will also have the opportunity to view the personal contribution you can make to a hospitality business of your choice.

This unit will help you progress to a higher level of study or employment in a range of job roles across the hospitality industry.

Learning aims

In this unit you will:

- A** Prepare for work experience in the hospitality industry
- B** Work towards personal and professional development during work experience in hospitality
- C** Review the benefits of undertaking work experience in the hospitality industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Prepare for work experience in the hospitality industry	A1 Planning for work experience A2 Know what is expected during work experience A3 Set goals for work experience	Detailed written work that investigates and describes the opportunities available for work experience. Detail should include the work experience expectations, goals and targets.
B Work towards personal and professional development during work experience in hospitality	B1 Practical performance measures B2 Own performance in work experience B3 Professional and personal development	A practical demonstration of working on practical tasks completing work experience. A work placement diary/logbook, signed by employer, completed with evidence of two related activities, feedback and images/artefacts.
C Review the benefits of undertaking work experience in the hospitality industry	C1 Benefits of undertaking a work-related experience in hospitality C2 Review of future career development	Short report describing the benefits of the work experience and recommendations for future career development.

Content

Learning aim A: Prepare for work experience in the hospitality industry

A1 Planning for work experience

- Job opportunities:
 - bar person/manager, chef, cleaner, concierge, conference and banqueting assistant/manager, hotel porter, hotel receptionist, receptionist, waiter/waitress.
- Own expectations:
 - career aspirations.
- Sources of information:
 - company leaflets, brochures or website, Jobcentre
 - staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement.
- Information about the placement organisation:
 - type of company or organisation, ownership, public or private, sole trader, partnership
 - service provision
 - location
 - size: small, large, global
 - number of employees
 - career prospects within the organisation.
- Structure of the organisation:
 - organisation chart, number of departments, internal and external customers, learner's place in the structure.
- Key information:
 - how to get to the placement
 - details about terms and conditions of work, hours of work, absence procedures, dress code
 - line manager or supervisor, seeking advice relating to work and/or colleague relationships.

A2 Know what is expected during work experience

- Expectations of the employer:
 - maintaining workplace values, personal presentation and hygiene, attitudes and behaviours, skills needed, allocated job role and responsibilities.
- Importance:
 - to ensure arrival on time, arrive appropriately dressed, who to seek advice from about allocated job role and tasks and skills needed.
- Work placement tasks:
 - tasks specific to work placement, serving customers, kitchen work, cleaning, stock taking.
- Development of knowledge and skills:
 - self-management, team working, problem solving, communication skills, customer awareness.

- Appropriate behaviours:
 - behaviours for successful work placement, punctuality, reliability, tolerance, following safety rules, showing respect to colleagues, showing respect to customers.
- Appropriate attitudes:
 - attitudes for successful work placement, motivation, enthusiasm, willingness to learn, flexibility, accommodating, cheerful.

A3 Set goals for work experience

- Short-term goals appropriate for work placement:
 - personal targets, arrive on time, attend each day, dress appropriately
 - for work-related targets: learn a new skill, follow instructions.
- Long-term goals:
 - gaining qualification, seeking further training, apprenticeship.
- Ask for help if something is unclear.
- Learning:
 - skills and knowledge gained
 - personal experiences
 - what was enjoyable, what was difficult
 - how challenges/problems were solved.
- Appropriate person:
 - line manager, workplace supervisor, tutor, training provider.

Learning aim B: Work towards personal and professional development during work experience in hospitality

B1 Practical performance measures

- Setting appropriate targets for the work experience, for longer-term career goals.
- Maintain a personal diary or logbook:
 - keep a record of work-related experience, e.g. witness statements, observation records, customer feedback, digital images, audio and visual recordings, diaries, feedback from managers, from customers, from colleagues
 - reflect on personal and professional development
 - monitor the completion of goals and/or targets.

B2 Own performance in work experience

- Basic work-related skills including:
 - communicating with others, e.g. manager, supervisor, colleagues, customers/clients
 - teamworking, completing tasks within agreed timescales, following instructions, following health and safety practices, asking for help and guidance when necessary
 - administrative tasks, e.g. maintaining/updating records, using internal communication systems
 - providing customer service for internal/external customers, adapting communication methods and skills for different activities and people.

- Advanced work-related skills including:
 - demonstrating leadership skills (when working with others), problem solving, finding a new way to complete activities, using technology to complete activities more efficiently, organising resources.
- Competently demonstrating basic and advanced work-related skills:
 - applying the necessary skills and/or knowledge to effectively complete work-related activities/tasks in hospitality.
- Induction:
 - information about the organisation; work placement colleagues and roles; health and safety responsibilities, evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, confidentiality.
- Own role:
 - overview of role within organisation
 - provide support, help colleagues, knowing extent of own responsibilities
 - knowing the limitations of role and responsibilities
 - using appropriate sources of support and guidance in difficult or emotional stress situations.
- How the role will develop the key competencies needed for employability:
 - self-management, teamworking, problem solving, communication skills.
- Tasks:
 - daily routine tasks
 - taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment
 - liaising with line manager.
- Following instructions:
 - asking questions or requesting clarification if instructions or messages are unclear or confusing
 - consulting user guides or requesting further assistance when using a new piece of equipment.
- Self-management:
 - accepting responsibility for own tasks, being flexible, resilient, self-starting, managing time to complete tasks
 - solving problems by analysing situations and developing solutions.
- Interacting appropriately:
 - paying attention to effective working guidelines
 - codes of conduct and personal reviews/appraisals in the place of work
 - behaving appropriately towards colleagues and customers
 - interacting with customers in the workplace, communicating with colleagues
 - managing time and workload to complete allocated tasks.

B3 Professional and personal development

- Areas of workplace skills development:
 - communicating with others: manager, supervisor, colleagues, customers/clients
 - teamworking
 - completing tasks within agreed timescales
 - following instructions
 - asking for help and guidance when necessary
 - administrative tasks, e.g. maintaining/updating records, using internal communication systems
 - providing customer service for internal/external customers, adapting communication methods and skills for different activities and people
 - demonstrating initiative
 - adaptability, flexibility
 - problem solving, e.g. finding a new way to complete activities
 - maintaining personal and others' health and safety at work.
- Reviewing personal contribution to the business:
 - key achievements, work-related activities and tasks completed
 - impact on the business
 - feedback obtained from colleagues, supervisor, customers
 - areas for improvement, where outcomes do not meet planned goals, relating to specific skills and techniques, what was found to be challenging and why
 - the skills and knowledge needed to be successful in the role.

Learning aim C: Review the benefits of undertaking work experience in the hospitality industry

C1 Benefits of undertaking a work-related experience in hospitality

- Considering benefits of work-related experience:
 - skills gained and developed within a hospitality context, e.g. interpersonal skills, customer service, teamwork, administration, communication skills, work skills
 - personal development benefits, e.g. improved self-confidence, development of communication skills, development of interpersonal skills, better insight into working life, learning new skills and techniques, increasing own knowledge of the hospitality sector, transferability of skills developed, reference from employer
 - reviewing interest in the hospitality sector, e.g. strengthened or decreased by experience, created interest in another related industry/area.
- Short-term benefits, including reference from employer, improvement of CV, ability to highlight experiences and achievements in job interviews.
- Long-term benefits, including transferability of skills developed.

C2 Review of future career development

- Use evidence to make recommendations for skills and knowledge development:
 - review own targets
 - feedback
 - workplace diary/log.
- Reflect on work experience:
 - looking back on what has been done and learning lessons from what worked well and what did not.

- Evidence for reflections:
 - feedback from tutor, supervisor or line manager, colleagues
 - lists of tasks undertaken.
- Record keeping: methods of recording experiences, e.g. work diary or logbook, records on mobile phone, written memos, photos, oral recordings, videos.
- Future opportunities:
 - further education
 - relevant part-time or voluntary work
 - future work experience or shadowing opportunities
 - researching other industries, identifying potential job roles of interest
 - including qualifications required, e.g. mathematics, language skills, ICT, hospitality-related skills and training needed.
- Review:
 - appropriateness of work experience placement in matching interests
 - whether it met expectations
 - how the experience affected decisions about work and career choices.
- Planning short-term and long-term objectives for career development, e.g. within the next six months, a year, two years.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare for work experience in the hospitality industry		A.D1 Evaluate expectations and own plan and goals for work experience.
A.P1 Describe how to plan for own work experience, outlining what is expected during work experience. A.P2 List the goals for own work experience.	A.M1 Discuss how to plan for own work experience and what is expected, discussing own goals for work experience.	
Learning aim B: Work towards personal and professional development during work experience in hospitality		BC.D2 Demonstrate work-related skills independently to a professional standard during work experience. Review your own work experience, justifying your recommendations for own future career.
B.P3 Demonstrate work-related skills with support during work experience.	B.M2 Demonstrate work-related skills during work experience.	
Learning aim C: Review the benefits of undertaking work experience in the hospitality industry		
C.P4 Review your own performance in work experience in hospitality.	C.M3 Review your own work experience performance, making recommendations for improvement.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a hospitality work setting. They must be allowed to develop customer service skills in a variety of situations. This will allow them to develop their customer service skills.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must complete a full evaluation of their plan for work experience. They must set and evaluate their own goals for undertaking work experience. Learners will complete a full evaluation without error and demonstrate professional standards when justifying their goals.

For Merit standard, learners will discuss in detail their plan for work experience. They must set and discuss their own goals for undertaking work experience. Learners will complete the discussion with minimum error and demonstrate work-related standards when discussing their goals.

For Pass standard, learners will describe their plan for work experience. They must set and list their own goals for undertaking work experience. Learners will complete the discussion with minimum error when discussing their goals.

Learning aims B and C

For Distinction standard, learners will competently demonstrate work-related skills. They will need the opportunity to independently demonstrate work-based skills in simulated or real situations. Learners are expected to carry out work-based duties and should demonstrate good personal presentation and dress code. They will show competence, demonstrating different job skills. It is worth noting that in a real situation, junior members of staff are not normally expected to work fully independently and may ask for help or support from a supervisor. Learners should keep a reflective log or diary outlining their work experience. An observation record will need to be provided detailing the work undertaken by the learner.

Learners will review the skills they have demonstrated and their personal performance when completing tasks. The review is a self-reflection of their ability to assess the application and development of work-based skills. The review should justify how these skills can be improved in the future for career development.

The evidence presented will be structured, with good-quality written communication and the use of correct terminology.

For Merit standard, learners will competently apply work-related skills. They will need the opportunity to demonstrate work-based skills in simulated or real situations. Learners are expected to carry out work-based duties and should demonstrate good personal presentation and dress code. They will show some competence demonstrating different job skills. It is worth noting that in a real situation, junior members of staff are not normally expected to work fully independently and may ask for help or support from a supervisor. Learners should keep a reflective log or diary outlining their work experience. An observation record will need to be provided detailing the work undertaken by the learner.

Learners will review the skills they have demonstrated and their personal performance when completing tasks. The review is a self-reflection of their ability to assess the application and development of work-based skills. This should be presented in a written format. The review should include an assessment as to how these skills can be improved in the future for career development.

The evidence presented will be structured, with good-quality written communication and the use of correct terminology.

For Pass standard, learners will demonstrate basic work-related skills. They will need the opportunity to demonstrate basic work-based skills in simulated or real situations. Learners are expected to carry out work-based basic duties and should demonstrate good personal presentation and dress code. They will show some basic competence demonstrating different job skills. It is worth noting that in a real situation, junior members of staff are not normally expected to work fully independently and may ask for help or support from a supervisor. Learners should keep a reflective log or diary outlining their work experience. An observation record will need to be provided detailing the work undertaken by the learner.

Learners will review the skills they have demonstrated and their personal performance when completing tasks. The review is a self-reflection of their performance in work experience. This review should be presented in a written format. The review should include an assessment as to how these skills can be improved in the future development.

The evidence presented will be in a written format and should include points for skills to be improved in the future.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Introducing the Hospitality Industry
- Unit 2: Hospitality Workplace Skills
- Unit 6: Planning and Running a Hospitality Event
- Unit 10: Serving Food and Beverages
- Unit 11: Accommodation Services in Hospitality
- Unit 12: Hospitality Front Office Operations
- Unit 13: Merchandising and Product Promotion in Hospitality
- Unit 17: Barista Skills.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 19: Research Project

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop and use skills to research, plan, carry out and present a hospitality industry-related research project to an audience.

Unit introduction

In this unit you will have the opportunity to investigate one aspect of hospitality that interests you. You could work together with your tutor to devise a project that you can carry out.

You will need to identify several possible ideas for a project, from which one idea will be chosen. You will plan your work, set objectives and monitor the work you carry out, keeping a record of your activities in a diary or log. This will allow you to develop your planning and monitoring skills. You will also develop and show skills in research, analysis, verbal and written communication, information technology and presentation.

You will then review your project, analysing information and drawing conclusions and reviewing your performance.

Learning aims

In this unit you will:

- A** Plan and research a hospitality project
- B** Carry out and monitor the hospitality project
- C** Review the hospitality project.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Plan and research a hospitality project	A1 Identify ideas for an industry-related project A2 Select and plan the project A3 Research the project	A planned idea for a hospitality project with relevant research.
B Carry out and monitor the hospitality project	B1 Carry out the project B2 Monitor the project B3 Present findings of research	Production and presentation of research project.
C Review the hospitality project	C1 Gather feedback C2 Review project	Feedback and review of project.

Content

Learning aim A: Plan and research a hospitality project

A1 Identify ideas for an industry-related project

Identify different research opportunities and select a final idea.

- Types of hospitality research projects:
 - promotion of healthy lifestyles
 - planning a coffee shop
 - planning catering provision for a school
 - developing a new product
 - improving customer service in a restaurant.

A2 Select and plan the project

How to plan a research project and develop a proposal.

- Factors that need to be considered when planning the various stages of a research project:
 - selection of a suitable, realistic and appropriate research topic, including
 - reasons for choice of research project, such as area of interest
 - aims and expected outcomes of the research project, such as determining the success of a hospitality event
 - timescales, deadlines and clear goals
 - effective research methods including primary methods, e.g. questionnaires, interviews, and secondary methods, e.g. books, reports
 - availability of sufficient and reliable resources, such as access to the internet/ IT facilities, books, magazines, interviews
 - identification of problems or possible problems, such as lack of access to data (primary and secondary sources), lack of resources
 - outside influences on those undertaking the research, such as other subject deadlines, extracurricular activities.
- Project proposal:
 - choice of topic
 - research methods that will be used
 - where information will be found
 - deadlines
 - possible problems
 - expected outcomes
 - how the results will be presented.

A3 Research the project

Undertake research identified in the proposal, using relevant sources as a basis of the chosen project.

- Research skills to include following the outlined plan, such as:
 - using relevant research methods and resources
 - presenting research information in an appropriate format, such as a log that gives details of sources of information and research methods used
 - monitoring, updating and recording changes
 - group working skills, such as listening, working with others.

- Relevance of resources used in research:
 - reliability of the sources used
 - selection of the most relevant information
 - use of a variety of sources, wherever appropriate or possible
 - analysis of data and information collected or used
 - judging the appropriateness and importance of selected information, discarding inappropriate or duplicate material.

Learning aim B: Carry out and monitor the hospitality project

Carry out chosen project following timescales and reaching conclusions about the project.

B1 Carry out the project

- According to timescales.
- Gathering information.
- Interpreting information.
- Reaching conclusions.
- Deciding format of report.
- Producing report.

B2 Monitor the project

- Demonstrate the skills required to monitor the project: keep a log or diary as evidence.
- Monitor the project: activities undertaken against timescales, including skills and knowledge developed and yet to be achieved.
- Skills required: time management, gathering and interpreting information, written communication.

B3 Present findings of research

Understanding of the chosen topic is shown by the presentation of the results of the research project in a suitable format to a chosen audience.

- Formats:
 - written report
 - magazine article
 - podcast
 - web material
 - recorded presentation.
- Requirements for the presentation of the results of the research project, including:
 - presenting accurate information
 - showing an understanding of the chosen topic
 - supporting any conclusions drawn through reference to the materials gathered
 - considering the structure of what is presented, e.g. introduction, sections of each sub-topic, conclusion.

Learning aim C: Review the hospitality project

Every project needs to be reviewed once it has been completed.

C1 Gather feedback

- Feedback received from other people: tutor, peers, customers.

C2 Review project

- Areas of project performance to include:
 - aims and objectives achieved – targets met
 - project deadlines met and other aspects of time management
 - organisational skills and planning
 - topic successfully researched and information presented appropriately
 - limitations of research project and resources
 - areas for improvement
 - recommendations for future projects.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and research a hospitality project		A.D1 Evaluate the importance of the factors to be considered when planning a research project and justify the reasons for the choice of research project and activities.
A.P1 Explain the factors that should be considered when planning a research project.	A.M1 Assess the factors that should be considered when planning a research project.	
A.P2 Explain reasons for choice of project using research proposal. A.P3 Plan chosen project using research activities outlined in plan.	A.M2 Assess the relevance of research activities used in project.	
Learning aim B: Carry out and monitor the hospitality project		B.D2 Demonstrate appropriate, effective skills using a wide range of resources to complete and present chosen research project in a clear manner.
B.P4 Demonstrate appropriate skills and use limited resources to carry out research project. B.P5 Monitor chosen project and present research findings.	B.M3 Demonstrate appropriate, effective skills using a range of resources to complete and present chosen research project in a clear manner.	
Learning aim C: Review the hospitality project		C.D3 Review the success of the research project using appropriate methods of feedback, recommending and justifying improvements.
C.P6 Review the success of the research project using limited methods of feedback.	C.M4 Review the success of the research project using appropriate methods of feedback.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, B.M3, C.M4, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

Access to the internet will enable learners to complete research.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a thorough evaluation of the importance of the factors that must be considered when planning a research project in hospitality, justifying the reasons for their choice of project through a realistic and detailed research proposal. Learners will justify the relevance of any resources used. Methods used to collect information and the chosen activities must be included in any planning documentation.

For Merit standard, learners will produce a detailed assessment of the factors that must be considered when planning a research project in hospitality and the relevance of the research activities used in the project. They must produce a detailed proposal. Methods used to collect information and the chosen activities must be included in any planning documentation.

For Pass standard, learners will explain the factors that must be considered when planning a research project in hospitality and the reasons for their choice of project. They will produce a research proposal that lists the activities and research methods chosen.

Learning aims B and C

Although laid out separately, learning aims B and C should be assessed together.

For Distinction standard, learners will demonstrate appropriate, effective skills when completing a chosen research project. They will use a wide range of resources when carrying out and completing a research project, justifying the skills and resources used. Learners should monitor their chosen project by means of a log or diary and present research findings to a selected audience in a clear manner. Learners will review the success of their research project, recommending and justifying improvements. They will demonstrate appropriate use of feedback methods.

For Merit standard, learners will demonstrate appropriate, effective skills when completing a chosen research project. They will use a range of resources when carrying out and completing their project. Learners should monitor their chosen project by means of a log or diary and present research findings to a selected audience in a clear manner. Learners will review the success of their research project, using appropriate methods of feedback.

For Pass standard, learners will demonstrate appropriate skills when completing a chosen research project. They will use limited resources when carrying out and completing their project. Learners should monitor their chosen project by means of a log or diary and present findings to an audience. Learners will review the success of their project, using limited methods of feedback.

Links to other units and curriculum subjects

This unit links to all units within the specification since it could be based on any of them. Care should be taken to specify the area that is being researched and the relevance of the topic to the course.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, analytical and evaluative skills.

4 Planning your programme

How do I choose the right BTEC International Level 2 qualification for my learners?

BTEC International Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 2 Award or Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 2 Extended Certificate or Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 2 Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have sufficient learning to study at this level.

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 2 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 2 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 2 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, Authorised Assignment Briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

5 Assessment structure

Introduction

BTEC International Level 2 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. You must plan the assignments so that learners can demonstrate learning from across their programme.

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC International Quality Assurance Handbook*.

All members of the assessment team need to refer to this document.

For BTEC International Level 2 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet international standards.

All units in these qualifications are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered.

An assignment may take a variety of forms, including practical and written types.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

There may be specific observed practical components during the assignment period.

Assignments can be divided into tasks and may require several forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 2 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the standards verifier, ensuring our requirements are met. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation.

Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- to the best of their knowledge the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in Appendix 2: Glossary of terms used
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to one learning aim (for example A.D1) or to several learning aims (for example AB.D1). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV.

When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- internal verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- internal verification of assessment decisions
- assessment tracking for the unit.

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson Set Assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample Authorised Assignment Briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example, to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario – this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*.

These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example, through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example, where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example, evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example, if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see above). You can give special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration if they are in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments.

At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives comprehensive information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Learner malpractice refers to any act by a learner that compromises or which seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com, who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *BTEC International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 2 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

These qualifications are a Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Please refer to the *Calculation of qualification grade* table for the full list of grades. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Distinction* is not available at unit level. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold – see the *Calculation of qualification grade* table with the following allowable tolerances.

Qualification	Units required at Pass or above	Unit equivalence
Award (120 GLH)	All units must be achieved at Pass or above	0 units
Certificate (240 GLH)	All units must be achieved at Pass or above	0 units
Extended Certificate (360 GLH)	Mandatory units must be achieved at Pass or above, 60 GLH only at U grade permitted from optional units	e.g. 1 ´ 60 GLH unit
Diploma (480 GLH)	Mandatory units must be achieved at Pass or above, 120 GLH only at U grade permitted from optional units	e.g. 2 ´ 60 GLH units OR 1 ´ 120 GLH unit

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 Guided Learning Hours			
Unclassified	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
120 GLH		240 GLH		360 GLH		480 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 2 Structure*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	60	6	Level 2 Distinction	8	48
Unit 7	30	3	Level 2 Pass	4	12
Qualification grade totals	240	24	Level 2 MM		144

The learner has sufficient points for a Level 2 MM grade.

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Distinction	6	18
Unit 2	30	3	Level 2 Merit	6	18
Unit 3	30	3	Level 2 Merit	8	24
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	60	6	Level 2 Distinction	8	48
Unit 7	30	3	Level 2 Distinction	8	24
Qualification grade totals	240	24	Level 2 D*D		174

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	60	6	Level 2 Pass	4	24
Unit 7	30	3	Level 2 Distinction	8	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 10	30	3	Level 2 Pass	4	12
Unit 17	30	3	Level 2 Pass	4	12
Qualification grade totals	360	36	Level 2 MP		180

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of a Diploma with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Pass	4	12
Unit 6	60	6	Level 2 Merit	6	36
Unit 7	30	3	Level 2 Merit	6	18
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 11	30	3	Level 2 Distinction	8	24
Unit 14	30	3	Level 2 Distinction	8	24
Unit 15	30	3	Level 2 Distinction	8	24
Unit 16	30	3	Level 2 Pass	4	12
Unit 17	30	3	Level 2 Pass	4	12
Unit 18	30	3	Level 2 Pass	4	12
Qualification grade totals	480	48	Level 2 MM		276

The learner has sufficient points for a Level 2 MM grade.

Example 5

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	60	6	Level 2 Distinction	8	48
Unit 7	30	3	Level 2 Distinction	8	24
Unit 8	30	3	Level 2 Distinction	8	24
Unit 9	30	3	Level 2 Distinction	8	24
Unit 11	30	3	Level 2 Distinction	8	24
Unit 12	30	3	Level 2 Distinction	8	24
Unit 13	30	3	Level 2 Distinction	8	24
Unit 14	30	3	Level 2 Distinction	8	24
Unit 15	30	3	Level 2 Distinction	8	24
Unit 16	30	3	Level 2 Merit	6	18
Qualification grade totals	480	48	Level 2 DD		360

The learner has sufficient points for a Level 2 DD grade.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 2 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2022) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 2 Hospitality qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 2 qualifications. These may include the following free materials:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 2 Hospitality qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance.
- sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These are available in Word™ format for ease of customisation
- slide presentations for use in your teaching to outline the key concepts of a unit
- delivery plans that help you structure delivery of a qualification.

We also provide paid for resources and courseware which may include:

- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units
- student books, designed to support the teaching and learning journey. These include case studies, discussion prompts, key content and supporting images to help learners develop their understanding. Items from the student books will link with other resources, which will support teaching and learning.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 2 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 2 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 2 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Pearson BTEC International Level 2 Qualifications in Hospitality, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: <http://qualifications.pearson.com>.

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function
	Creativity	Creativity Innovation
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation
	Leadership	Responsibility Assertive communication Self-presentation

Developing the ability to make a persuasive case in the field of hospitality supporting one or more arguments, including the ability to create a balanced and evaluated argument.

Taking responsibility for supervising staff during food service operations, food and beverage, accommodation service or when conducting health and safety audits.

Advocating the position of another in an oral presentation.

Appendix 2: Glossary of terms used

This is a summary of the key terms used to define the requirements in the units.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Development log	A record kept by the learner to show the process of development. Used to show method, self-management and skill development.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.

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