



Unit 1: The Hospitality Industry

Delivery guidance

The hospitality industry is a fast-paced, multi-faceted, exciting industry. It provides a range of employment opportunities in vastly different roles and gives people the opportunity to build rewarding careers.

This unit provides the foundation for the delivery of the programme. It introduces learners to the structure, scope and scale of the hospitality industry, as well as the supply chain that supports it. The unit also allows learners to investigate how hospitality businesses not only respond to trends but become trendsetters in their own right by influencing consumer lifestyle trends.

To complete this unit, learners will need access to a range of research materials, which could include the internet, journals, magazines and books. You could use a range of delivery methods in this unit, including the following:

- discussions, such as class and small group discussions on the hospitality business environment
- individual or group presentations; for example, on different types of businesses and how they operate
- case studies to illustrate how business analytical tools are applied to hospitality businesses
- videos; for example, to illustrate trends and issues.

Learners will benefit from visits to different hospitality businesses and an insight into how local hospitality businesses work. You could involve local employers by:

- inviting them to be guest speakers
- inviting them to be present for learner presentations
- asking them to contribute case study material
- asking them to give work experience to learners
- asking them to give learners business materials as exemplars
- asking them to mentor the learners.

Approaching the unit

Learning aim A gives an important introduction to the hospitality sector. Encourage learners to carry out investigative tasks to help them gain an understanding of the many different types of business in the industry, as well as the range of products and services they offer their customers. Where possible, try to visit different hospitality businesses to allow learners to experience the products and services they are learning about. Visits will also allow learners to gain a better understanding of how businesses are owned and operated, especially as hospitality brands are growing globally.

Learning aim B allows learners to investigate the hospitality supply chain and the types of business that support and supply goods and services to the hospitality industry. While it is

not a study of supply chain logistics, this learning aim allows learners to recognise the extent to which the hospitality industry is intrinsically linked to many other industries. Visits and talks from representatives from areas of the supply chain will assist learning.

The real focus of the unit is learning aim C. It teaches learners to use various analytical tools which ensure that any hospitality business type is informed of both the external and internal trading environment. This allows businesses to anticipate and recognise trends, then take appropriate action to respond to and take advantage of these trends. Case studies and investigation tasks are the best methods of delivering this learning aim, as learners will be able to gain and practise skills in analysing trends and developments, and assessing likely impacts of change.



Assessment model

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief. An assignment is set by Pearson and marked by the centre. Learners must complete it under supervised conditions. The suggested supervised assessment period for this unit is 20 hours.

Learning aim	Key content areas	Recommended assessment approach
A Explore the current structure of the hospitality industry	A1 The hospitality industry A2 Scope and scale of the hospitality industry A3 Business organisation and ownership in the hospitality industry A4 Employment opportunities	Using a case study, learners will assess the impacts of trends and developments on a range of businesses in the hospitality sector. Learners will analyse how trends and developments necessitate changes to business operation, including the selection of suppliers, workforce implications, structure of businesses and the products and services offered. Given a number of scenarios, learners will assess the steps hospitality businesses need to take to respond to change.
B Investigate the hospitality supply chain	B1 Industries in the hospitality supply chain and the goods and services they provide B2 Sourcing considerations	
C Use data and information to develop a business response to trends and developments in the hospitality industry	C1 Business analysis tools C2 Researching and collecting data and information on trends and developments C3 Use data and information to develop responses to trends and developments	

Assessment guidance

This unit is internally assessed using a Pearson set assignment. The brief is most likely to be issued in two parts – one task will require the research and collection of information and the other will be a case study task.

Part A of the set assignment requires learners to carry out their research independently under monitored conditions. Monitored sessions are those during which learners are directly observed while they produce materials that are to be used in any formal supervised session.

At the end of the monitored preparation, centres should retain the notes and give them to learners during the supervised Part B of the set assignment.

It is important that learners collate their class notes and the outcomes of any class activity to assist them with their preparation for assessment.

Part B of the set assignment is a supervised session and will include an extended writing activity. To prepare learners for this writing activity, you should give them plenty of time to practise in class. Learners could complete any practice activities individually, in pairs or in small groups, and formative feedback should be given. During the supervised sessions, learners are permitted to bring in notes from their investigations to use to complete the tasks. Learners can have access to the internet and use of appropriate resources during the monitored sessions. Please note that the supervised hours can be split into one or more sessions.



Getting started

This gives you a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.

Unit 1: The Hospitality Industry
<p>Introduction</p> <p>Begin by providing an overview of the unit, what your learners will study and how the unit is assessed. Ask your learners if they have any experience working in the hospitality industry.</p>
<p>Learning aim A: Explore the current structure of the hospitality industry</p> <ul style="list-style-type: none">• Begin delivery of this learning aim by having a class discussion on how learners would define 'the hospitality industry'. This will help you to determine the existing knowledge of your learners.• Make a presentation to give an overview of the sectors that make up the hospitality industry. There is a list in the unit content, but content will vary depending on your geographical location.• Ask learners to investigate the different types of accommodation that are available in their local area. If the local area does not support this activity, select a city or region that has a range of accommodation providers. This will allow learners to explore the different types of accommodation available. Design a worksheet to allow learners to record their findings. Ask learners to share their information with the class for discussion.• Record learners' responses on a flip chart or whiteboard and then use a presentation to compare the range of different accommodation providers. Note that 'alternative provision' is listed in the specification as an overarching point to cover all local terminology for providers other than hotels and resorts; for example, guest houses, bed and breakfasts.• Select a range of accommodation providers in your area and ask learners (either individually or in pairs) to investigate their products and services, and find out if they are local, national or international. Design a worksheet to allow learners to record their findings. Learners can then share their findings to the class. As an extension, ask learners to find out the star rating of each accommodation provider (if applicable) and the value of this system.• Have a class discussion to explore the different products and services offered by the different accommodation providers.• Use a presentation to show how larger accommodation providers can offer a wider range of products and services. Discuss the differences in cost and quality of products, and the levels of service between different providers. Design a worksheet to allow learners to capture this information.• Ask learners, in pairs, to investigate the different types of food and beverage outlets that are available in the local area, including the different products and services they offer and if they are local, national or international.• Learners write a short report or design a magazine article about food and beverage outlets in the local area. Use a presentation to show how larger food and beverage providers can offer a wider range of products and services. Discuss the differences in cost and quality of products, and the levels of service between different providers. Sum up learning.• Use a presentation to introduce learners to contract food service providers. Provide examples of national operators and international operators such as Compass Group and Sodexo. Discuss the overlap with hospitality services providers, the typical environments in which they operate and the range of services they offer.

- Have a class discussion to define 'membership clubs'. Provide examples of membership clubs in your country, or worldwide if there are no good examples. Discuss products and services offered by a range of membership clubs. Include prestigious private membership clubs and sporting clubs, to ensure coverage of the range of clubs.
- Ask learners to investigate the events industry and to give examples of different types of event. Ask learners to produce a short report of their findings. Use a presentation to introduce the range of different events, from private parties to weddings and conferences to large music and sporting events. Check learning.
- Use a presentation to introduce the learners to general business ownership types. Give generic descriptions of the different types of ownership using a selection of the businesses the learners have investigated as examples of each different type of ownership.
- Franchising and licensing agreements need to be presented in more detail, as these are an increasingly important method of business ownership and operation in both developed and developing nations. Set learners an investigative task to discover how franchising and licensing works, and the benefits and drawbacks of each. Learners can share their knowledge to the class and discuss their findings as a group. Use a presentation to confirm learners' understanding.
- Use a presentation to summarise learning on types of hospitality businesses, products and services, and to check understanding.
- Use a discussion to introduce learners to the scope and scale of the hospitality industry. Ask learners to investigate how the hospitality industry relates to the tourism industry and how the two are inseparable. Use a presentation to introduce learners to the economic value of the hospitality and tourism industries to the country; include the number of businesses in the sector and the number of people employed by the industry. (It may not be possible to find figures for the hospitality industry alone. If it is not, then reinforce the point that the travel and hospitality industries are joined.)
- Have a class discussion on the direct and indirect impact of the hospitality and tourism industries on the local and national economies. Cover both positive and negative effects and then ask learners to produce a short report to summarise their learning.
- Ask learners to consider their career options and investigate their ideal job. Using the internet, ask learners to search for and print a selection of job adverts and job descriptions with information on starting salaries, working patterns and general conditions. Learners can then share their job information with the class. Discuss learners' findings and ensure all roles are covered.
- Split the class according to their ideal jobs. Ask the groups to produce two or three questions about the roles in their organisation to put to a guest speaker who will speak about the different roles within their organisation. If you can't organise a guest speaker, you may need to amend the previous activity to ask learners to research a range of job roles in the hospitality industry.
- Arrange a visit to a large hotel to help learners explore how staff are organised into operational departments and support departments. A representative from the company can describe the responsibilities and functions of each department. The representative can talk about the career opportunities and career paths within the organisation. If you are unable to organise a visit to a large hotel, produce a case study or set a research task that will allow learners to discover the responsibilities and functions of each department.
- Check learning for this learning aim and revisit topics in an assignment preparation session.



Learning aim B: Investigate the hospitality supply chain

- Begin delivery of this learning aim by asking learners what they understand by the term 'supply chain' and how it applies to the hospitality industry. Use a presentation to give an overview.
- Have a class discussion on the different types of supplier and the products and services they supply. Remember that this is a general introduction to suppliers in the hospitality industry. You could refer to specialist supply chain management for large national and international operators but this is not the point of this learning aim. Use a presentation to confirm a range of suppliers.
- Discuss the suitability of different suppliers for different types of outlet and how the supplier is often determined by organisational policy and procedures. This could be the most appropriate time to discuss sourcing considerations, as this can link directly to organisational policy. Ask learners to write down their thoughts on the types of sourcing considerations.
- Set an investigative task asking learners to investigate the traceability and provenance of food and drink and the importance this has in selecting a supplier. Design a worksheet to allow learners to record their findings. Learners can then share their findings with the class. Discuss the importance of traceability and provenance for customers.
- Arrange a visit to a wholesale supplier/market to allow learners to gain a better understanding of suppliers. If this is not possible, you may wish to design a case study that allows learners to select the most appropriate supplier for a certain scenario.
- Use a discussion to introduce learners to recruitment and staffing agencies. Ask learners to consider how they think recruitment and staffing agencies help hospitality businesses. Discuss learners' responses and refer them back to their job searches. Discuss how they found the job advert and job descriptions. Ask how many job vacancies were advertised via a recruitment agency as opposed to by the employer directly. Discuss why hospitality organisations use recruitment or staffing agencies. Ask learners to investigate the benefits to hospitality organisations of using recruitment or staffing agencies. Summarise and check learning.
- Arrange for a guest speaker to talk about the support and services tour operators and travel agents provide for hospitality organisations and to guests of hospitality providers. The guest speaker can discuss the importance of tour operators' and travel agents' contribution to the wider hospitality industry. If it is not possible to arrange a guest speaker, set an investigative task to allow learners to investigate the support/services tour operators and travel agents offer for hospitality organisations and to guests of hospitality providers.
- Discuss the benefits and drawbacks of hotel comparison websites. Use the internet to explore a number of these sites and discuss their growth and impact on the hospitality industry.
- Introduce learners to the transport industry, including flights, trains, and taxi and car services. Discuss how hotels and airline and train operators form partnerships to create packages. Discuss the importance of offering transport services to guests and the support transport services offer to the hospitality industry.
- To complete this learning aim, ask learners to investigate the services offered by banks to the hospitality industry. Design a worksheet to allow learners to record their findings. Learners share findings with the class and discuss.
- Check learning for this learning aim and revisit topics in an assignment preparation session.

Learning aim C: Use data and information to develop a business response to trends and developments in the hospitality industry

- Begin delivery of this learning aim by explaining the importance of keeping up with trends and developments in the hospitality industry, and the tools a business can use to identify and manage the impact of them.
- Introduce learners to the basic analytical tools PESTLE and SWOT. Explain how PESTLE analyses the external business environment and SWOT the internal business environment.
- Expand the mnemonic of PESTLE into its component parts (political, economic, social, technological, legal, environmental).
- Use a class discussion to investigate how the individual PESTLE factors can affect the external business environment. Use a presentation and a wide range of newspaper, magazine and internet reports to illustrate the discussion. Ask learners to sort these into the relevant PESTLE categories.
- Ask learners to investigate local, national and international factors that can have either a positive or negative impact on a business, and produce a short report on their findings.
- Explain how PESTLE factors in other countries can impact hospitality businesses in your country; for example, terrorism in one country can divert tourists to another. This particular discussion is likely to be generic rather than applied.
- Expand the mnemonic of SWOT into its component parts (strengths, weaknesses, opportunities, threats). Use a class discussion to investigate the individual SWOT elements. Discuss how a strength for one business might be classed as a weakness for another.
- Give learners a case study of the local area to allow learners to further their understanding by carrying out a PESTLE analysis. You will need to give a business profile so that learners can carry out an applied SWOT analysis.
- Introduce learners to competitor analysis. Explain that it is an assessment of the strengths and weaknesses of current and potential competitors.
- Set an investigative task for learners. Working in pairs, learners select a local hospitality business; each pair should choose a different type of hospitality business. Ask learners to profile the business and carry out a competitor analysis. Learners can then formally present their findings and discuss them with the class.
- Explain how PESTLE, SWOT and competitor analysis can help to identify market trends, new products and services and new concepts. They can also help identify gaps and opportunities in the market.
- Discuss the concept of researching and collecting data and information on trends and developments. Tie this into the use of PESTLE, SWOT and competitor analysis to show how it can help to identify:
 - market trends and market position of both hospitality organisations and competitors
 - new products and services
 - new concepts
 - gaps and opportunities in the market.
- Introduce learners to how marketing and media (trade press, magazines, TV, films, social media) influence trends. Ask learners to give examples of the latest trends driven by marketing and the media. Use a presentation to illustrate some of the latest trends driven by marketing and the media. This can include global influences on the hospitality industry, as well as nationwide ones.



- When discussing social media, widen the discussion to include the impact of the digital revolution on production and consumption. This should include the impact of platforms like Instagram, the increasing demand for personalised solutions that answer individual needs, and how easy technology has made it for hospitality businesses to communicate with their customers.
- Discuss how the target market of a hospitality business affects its customers' needs and wants. Also discuss how customers can influence trends, especially when consumer lifestyle trends are constantly changing. Use a presentation to introduce learners to current lifestyle trends and discuss their ideas about them. Set an investigative task: learners investigate current consumer lifestyle trends. They then produce a presentation of their findings and deliver this to the class for discussion.
- Discuss how hospitality businesses can respond to the trends and issues discussed. The specification lists a number of options; these might be best explored in conjunction with the specific trends and issues so that they are better contextualised. Reference needs to be made to all of the ways in which a hospitality business can react to a given situation, even if these are not or cannot be used within a case study or as a realistic option.
- The scheme of work shows how a range of these can be contextualised within individual case studies so that learners can explore the positive and negative impacts of each of the responses. Consider that, while responding to a trend or issue in a certain way, there must be a balance between the needs of the customer and the organisation.
- Check learning for this learning aim and revisit topics in an assignment preparation session.
- Ensure that all learners are prepared for assessment before giving them the assignment brief. Ensure that time is allowed for the supervision of the assignment tasks.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to all units within the specification.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Barrows, C, Powers, T and Reynolds, D – *Introduction to Management in the Hospitality Industry*, 10th edition (John Wiley & Sons, 2011) ISBN 9780470399743.

An introductory textbook that gives an overview of all aspects of the hospitality industry. Suitable for readers 16+.

Davis, B, Lockwood, A, Alcott, P and Pantelidis, I – *Food and Beverage Management*, 6th edition (Routledge, 2018) ISBN 9781138679313.

An introductory textbook that gives a guide to the management of food and beverage outlets and discusses concerns within the hospitality industry. Suitable for readers 16+.

Videos

Search YouTube for the following:

- Sodexo: Delivering the difference. (This video introduces contract catering/hospitality services.)
- How Does Franchising Work? (This video explains franchising.)
- Hilton Worldwide: Hospitality Careers
- Industry Insight: Careers in Hospitality
 - Radisson Blu Hotel. (This video interviews employees from Radisson Blu, giving an insight into working for the brand.)
 - Jersey tourism. (This video interviews employees from Jersey Tourism and gives an insight into working for the organisation.)
 - Catering. (This video interviews employees working in catering to give an insight into working in the sector.)

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