



Unit 27: Industry-related Project in Hospitality

Delivery guidance

This unit aims to facilitate learners' development and use of skills, including their research and planning skills. It will enable them to execute and present a hospitality industry-related project to an audience.

In this unit, learners will investigate an aspect of a hospitality business that interests them personally or is relevant to their work or work experience. This will mean that they benefit greatly from completing the project. Your learners should be able to show and improve their generic skills, such as research, analysis, verbal and written communication and presentation skills. This will enable them to develop their skills in information technology. These transferable skills will be invaluable for further study, whether in hospitality or in another future area of study. Learners should be able to reflect on and evaluate their performance and progress, both during their project and afterwards. These skills will help learners understand the importance of planning, monitoring goals and skills that they develop while carrying out the project.

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books. Preferably, learners will have the requisite research skills before starting the project.

You could use a range of delivery methods in this unit, including:

- discussions – for example, class and small group discussions on the types of project that could be carried out
- individual or group presentations – for example, these could be used to present the results of learners' research
- case studies – use these to allow learners to review outcomes from different scenarios of mock projects
- video clips – for example, that explain how to write a research proposal.

Learners will benefit from visits to different hospitality businesses and the involvement of local hospitality businesses. This will ensure that learners' projects are realistic. You can involve local employers by asking them to:

- visit as guest speakers
- be in the audience for learner presentations
- contribute case study material
- supervise work experience for learners
- provide business materials as exemplars
- act as mentors for learners.

Approaching the unit

Learning aim A requires learners to show that they can identify opportunities for an industry-related project and can plan and research their chosen idea. This learning aim can be introduced by explaining different types of research projects and asking learners if they have alternative ideas. Learners should choose three possible titles for their project that are realistic and, if applicable, relate to an actual hospitality business.

Discuss and agree on learners' chosen projects (where necessary, they should also be discussed and agreed with the employer of the chosen business). The project should be appropriate to learners' needs and interests and, if applicable, should also benefit the business in some way. For example, the project should not just improve learners' own skills because the benefit to the business disappears when learners leave. It is important that learners understand the factors that should be considered when planning a research project, including the use of SMART targets. Give a presentation and use worksheets to introduce these factors.

Give learners a simulated case study. The theme for the case study could be derived from the list of possible research ideas in the unit content and should enable learners to practise their research skills, to set targets and to produce a proposal for the project. Simulated data could also be included in the case study to enable learners to practise data analysis. Give learners the opportunity to practise these skills before their actual assessment. As part of the case study, learners should have access to a list of objectives and, in pairs, should rewrite them into simple SMART targets. In small groups, learners could then produce a list of factors for each of their chosen project ideas. Learners could present their ideas to the class and they can offer feedback to each other. Use the case study to have a class discussion about what should be included in a project proposal. In small groups, learners should devise a project proposal based on the case study. Check these proposals to ensure that they are viable. Learners should then be shown examples of completed research logs and how to analyse any data collected.

Learning aim B requires learners to carry out their chosen project, following timescales and reaching conclusions about their project. The structure of the project should follow SMART principles, meaning that it should be:

- specific – for example, the project will develop new skills in a practical environment or extend knowledge and understanding of an area or process
- measurable – it can show new and/or extended learning that learners have achieved
- achievable – it should be within learners' capabilities
- realistic – it should be viable given the resources available
- timed – it should be achievable within the timeframe.

Show learners examples of monitoring logs and diaries. This will enable learners to devise their own way of monitoring their project. It is important that learners understand the different ways they could deliver their project, and a class discussion will help learners with this. Give learners the time to practise as many ways as possible of delivering their project, such as using presentation software, creating a podcast or writing a blogpost, so that they are aware of the different methods they could use to present their final project. Give a presentation to help learners understand what they should include in their final project and the methods of feedback that they could use. Individually, learners should then complete their project for their chosen idea and produce a format for feedback.

In learning aim C, learners then proceed to show that they can review their chosen project. Introduce this topic by delivering a presentation that demonstrates what should be covered in the review of



each learner's own project. Learners could complete a quiz to ensure that they understand what is required. Provide case studies with outcomes from mock projects.

In pairs, learners review the success of the outcomes in their given case study. Use a class discussion to allow learners to present their findings to the rest of the group. Learners should use feedback to review all areas of their project, including the aims and objectives and whether they were met, the success of monitoring, any limitations, the validity and quality of research and any areas for improvement.

Assessment model

Learning aim	Key content areas	Assessment approach
A Plan and research a hospitality project	A1 Identify opportunities for an industry-related project A2 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 of research project.
C Review the hospitality project	C1 Gather feedback C2 Review outcomes	Feedback and review of project.

Assessment guidance

This unit is internally assessed through two assignments: the first covers learning aim A and the second covers learning aims B and C. Although learning aims B and C are laid out separately, learners will be gathering feedback and reviewing the project they produce for learning aim C. All learners must independently generate evidence that is clearly the individual learner's own work.

For learning aim A, the main source of evidence is likely to be produced by means of either a research article, a report or presentation, where learners explain the factors that must be considered when planning a research project. Learners should produce a research proposal, including the research methods that they will use to collect information as well as the chosen activities. Learners should assess how their proposed plan and identified deadlines will meet the expected outcomes, justifying the relevance of any resources used to explain their choice.

For learning aims B and C, learners should be able to demonstrate appropriate, effective skills when completing their chosen project, using a wide range of resources and justifying the skills and resources used. Learners should monitor the research project by means of a log or diary. Learners should deliver the project in a clear manner to an audience (preferably you, an employer from the chosen hospitality business and other learners). Learners should evaluate the success of their project against the projects' aims and expected outcomes, recommending and justifying improvements.

BTEC assessors could complete observation records. However, observation records alone are not sufficient sources of learner evidence: they must also be supported by the original learner-generated evidence. Assessors should remember that they are assessing the content of any presentation against the learning aim and not the skill with which the presentation was delivered.

Getting started

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

Unit 20: Industry-related Project in Hospitality
<p>Introduction</p> <p>This unit enables learners to develop and use the skills needed to research, plan, carry out and present a hospitality industry-related project to an audience. Begin by giving an outline of the unit's learning aims and emphasising the importance of the skills that learners will develop, not only for this qualification but for their future careers, as the skills are transferable.</p>
Learning aim A: Plan and research a hospitality project
<ul style="list-style-type: none"> • This learning aim can be introduced by identifying different types of research projects and asking learners if they have alternative ideas. • Use a class discussion to ask learners to identify as many different research opportunities for a hospitality project as possible. Learners could categorise their ideas by topics that they have covered in other units to see what they might want to do eventually. Refer to the unit content for possible ideas. Add learners' ideas to the whiteboard. • Individually, learners should complete some research to gather ideas for their project, then produce three ideas that they are interested in. • Arrange visits to different hospitality businesses to enable learners to find out about opportunities for projects. While on visits, learners could check the viability of their project ideas with employers. • Have an individual one-to-one discussion about each learner's ideas. After this discussion, learners should select one final idea. • If possible, arrange for employers to discuss learners' chosen ideas with them to determine if the ideas are realistic. Learners decide whether the final idea is possible and, if not, they should revise their choice. • Give a presentation to introduce the factors that learners need to consider when planning a research project. This presentation should include relevant issues and the impact of the chosen project on the hospitality industry, any time constraints and what these could involve, the reasons for choice of project and the aims and expected outcomes of each chosen idea. Learners should look at their own idea and assess each of the factors against their chosen idea. Confirm this using individual one-to-one discussions with each learner. • Devise a worksheet to explain the purpose and use of SMART targets. Give learners a simple case study with a few objectives. Working in pairs, learners look at the objectives and identify whether the objectives are SMART, then rewrite them into SMART targets. Learners then feed their ideas back to the rest of the class. • Use a presentation to identify different research methods and the availability of resources. In pairs, learners list all the possible research ideas for a project and feed their ideas back to the rest of the class. • Use a class discussion to ask learners to identify potential problems with a project and the impact of any constraints such as resources, deadlines, availability of resources and time. • Give learners a simulated case study. The theme for the case study could be derived from the list of possible research ideas in the unit content and should enable learners to practise their



research skills, set SMART targets and produce a proposal for the project. Simulated data could also be included in the case study to enable learners to practise data analysis

- In small groups, learners could produce a list of the potential problems affecting each of their chosen project ideas. Learners could present their ideas to the rest of the group and offer feedback to each other. Check the factors listed for each project.
- As a class, discuss what learners should include in a project proposal. Show learners video clips to support this activity, along with examples of research proposals to show what information they contain and how they are presented.
- Using the simulated case study, have a class discussion about what should be included in a project proposal. In small groups, learners should devise a project proposal based on the case study. Check these proposals to ensure that they are viable. Individually, learners should devise their own project proposal, which you or an employer checks to ensure that it is practical.
- Show learners examples of research logs and how to analyse data collected.
- Using the simulated case study, allow the learners to analyse the data provided and assess whether the sources and data are reliable.
- Individually, learners create a research log that they can use in their own project. Learners then research their chosen title using relevant sources and keep all research collected.
- It is important that learners have at least one or two opportunities to practise prior to assessment. For assessment, ensure that learners have kept to their project proposal and retained all relevant research, along with a research log. Learners should be able to justify all the resources that they have chosen.

Learning aim B: Carry out and monitor the hospitality project

- You can begin delivery of this learning aim by checking that learners have all the information they require to complete their project, including the project proposal, research notes and research log. It is important that learners understand that they will complete their project in this learning aim.
- Use a class discussion to ask learners to identify how to devise a way of monitoring their project. Individually, learners then devise their own way of monitoring their project.
- Hold a class discussion on the different ways in which learners could deliver their projects. Allow learners to practise as many of these ways as possible, such as using presentation software, creating a podcast or making a video blog (vlog), so that they are aware of the different methods that they could use to present their final project. See unit content for different ways to deliver a presentation.
- Give a presentation to help learners understand what should be included in their final project and the methods of feedback that they could use. Ensure that your presentation covers:
 - 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, such as using an introduction and splitting each sub-topic into sections
 - coming to conclusions
 - methods of feedback (qualitative, quantitative, peer reviews and verbal).

- Individually, learners present their findings on their chosen idea and produce a suitable format for feedback.
- It is important that learners have at least one or two opportunities to practise all of these tasks prior to assessment.
- Check learners' understanding of the learning aim. For assessment, arrange for learners to make their presentations in front of a chosen audience and collect feedback immediately after their presentation. Learners should present their research findings to a chosen audience and gain feedback following their presentation.

Learning aim C: Review the hospitality project

- You can begin delivery of this learning aim by checking that learners have collected enough feedback after delivering their presentation.
- Give a presentation to explain what learners should cover when they review their own project.
- Give learners case studies with outcomes from mock projects. In pairs, learners review the success of the outcomes in their given case study. In a class discussion, learners present their findings to the rest of the group by means of a presentation or report. You should check their understanding of what they have learned.
- Allow learners to complete at least two different reviews on mock projects. This will enable them to practise the reviewing skills necessary to complete this learning aim. It is important that learners recommend and justify suggested improvements.
- Use a quiz to check learners' understanding of the learning aim.
- Learners complete their review of their own project's outcomes.
- For assessment purposes, learners will be required to evaluate the success of their project and judge the outcomes of their project against their aims. They should be able to recommend and justify improvements.



Details of links to other relevant units/qualifications

This unit links to all units within the specification, since it could be based on any of them.

Resources

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

Textbooks

Horine, G., *Absolute Beginner's Guide to Project Management* (Second Edition), Que Publishing, 2012, ISBN: 9780789738219

This book is helpful for all learners completing research projects for the first time. It is one of the quickest ways in which learners can master every project management skill and learn from others' experience.

Videos

Search YouTube for videos on research proposals.

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.