

# Specification

## BTEC Short Courses

Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)

Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF)

For first teaching September 2009

Issue 3

September 2010

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

*References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Authorised by Roger Beard  
Prepared by Ria Bhatta

Publications Code BA025492

All the material in this publication is copyright  
© Edexcel Limited 2010

# Contents

---

<b>Qualification titles covered by this specification</b>	<b>1</b>
<b>What are BTEC Short Courses?</b>	<b>2</b>
Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF) (1 credit)	2
Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF) (2 credits)	2
Key features of the BTEC Short Courses in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism and Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	3
National Occupational Standards (NOS)	3
<b>BTEC Short Courses at Levels 1-3</b>	<b>4</b>
<b>Rules of combination</b>	<b>5</b>
Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	6
Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	6
<b>Assessment and grading</b>	<b>7</b>
<b>Quality assurance of centres for 2009-2010</b>	<b>8</b>
Internal verification	8
External verification	8
Risk assessment	8
<b>Quality assurance arrangements from September 2010</b>	<b>9</b>
<b>Programme design and delivery</b>	<b>10</b>
Mode of delivery	10
Resources	11
Delivery approach	11
<b>Access and recruitment</b>	<b>11</b>
Restrictions on learner entry	12
Access arrangements and special considerations	12
Recognition of Prior Learning	12

<b>Unit format</b>	<b>13</b>
Unit title	13
QCF level	13
Credit value	13
Guided learning hours	13
Aim	13
Unit introduction	13
Learning outcomes	13
Assessment criteria	14
Unit content	14
Relationship between content and assessment criteria	14
Content structure and terminology	14
Essential guidance for tutors	15
<b>Level 2 unit</b>	<b>17</b>
Unit 1: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	19
<b>Level 3 unit</b>	<b>27</b>
Unit 1: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	29
<b>Further information</b>	<b>36</b>
<b>Useful publications</b>	<b>36</b>
How to obtain National Occupational Standards (NOS)	36
<b>Professional development and training</b>	<b>37</b>
<b>Annexe A</b>	<b>39</b>
The Edexcel/BTEC qualification framework for the hospitality, leisure, travel and tourism sector	39
<b>Annexe B</b>	<b>47</b>
Wider curriculum mapping	47

# Qualification titles covered by this specification

**Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)**

**Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF)**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)	500/6272/4
--	------------

Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF)	500/6271/2
--	------------

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

# What are BTEC Short Courses?

BTEC QCF Level 1-3 Short Course qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. They provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Short Courses also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

On successful completion of a BTEC Short Course qualification, learners can progress to or within employment and/or continue their study in the same, or a related, vocational area.

## **Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF) (1 credit)**

The 1-credit Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF) provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

## **Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF) (2 credits)**

The 2-credit Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF) provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

## **Key features of the BTEC Short Courses in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism and Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism**

These BTEC Short Courses have been developed to:

- encourage learners to reflect on how their own behaviour, communication and attitude affects the quality of customer service (as employees or potential employees of the hospitality, leisure, travel and tourism sector) and ultimately consider ways of improving customer service through changing their behaviour
- provide learners with a foundation of the knowledge and understanding necessary for customer service in the hospitality, leisure, travel and tourism sector
- provide education and training for employees within the hospitality, leisure, travel and tourism sector
- give opportunities for customer service employees to achieve a nationally recognised Level 2 or 3 vocationally specific qualification
- give full-time learners the opportunity to enter employment in the hospitality, leisure, travel and tourism sector or to progress to vocational qualifications such as the Edexcel Level 3 BTEC Nationals in Hospitality
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### **National Occupational Standards (NOS)**

Where relevant, Edexcel Level 2 and 3 BTEC (QCF) qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel Level 2 and 3 BTEC (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to learning outcomes and assessment criteria created by People 1st in collaboration with Awarding Organisations, rather than the NOS. These units are relevant to those working in the hospitality, leisure, travel and tourism sector within a customer service role.

## BTEC Short Courses at Levels 1-3

QCF level

3

Edexcel BTEC Level 3 Award...

Edexcel Level 3 BTEC Certificate...

Edexcel Level 3 BTEC Diploma...

2

Edexcel BTEC Level 2 Award...

Edexcel Level 2 BTEC Certificate...

Edexcel Level 2 BTEC Diploma...

1

Edexcel Level 1 BTEC Award...

Edexcel Level 1 BTEC Certificate...

Edexcel Level 1 BTEC Diploma...

Credit value

1 to 12

13 to 36

37 and above



# Rules of combination

The rules of combination specify the credits that need to be achieved. All accredited qualifications within the QCF have a set rule of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

When combining units for an Edexcel Level 2 and Level 3 BTEC (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

## Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

The Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism is a 1-credit and 10 guided learning hour (GLH) qualification consisting of one mandatory unit.

### Rule of combination

- 1 Qualification credit value: a minimum of 1 credit.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 1 credit.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism			
Unit	Mandatory units	Credit	Level
1	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	1	2

## Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

The Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism is a 2-credits and 20 guided learning hour qualification (GLH) that consists of one mandatory unit.

### Rule of combination

- 1 Qualification credit value: a minimum of 2 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 2 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism			
Unit	Mandatory units	Credit	Level
1	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3

# Assessment and grading

The assessment for the Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism and the Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism are criterion referenced, based on the achievement of specified assessment criteria.

In these Edexcel BTEC Short Courses all units are internally assessed. Centre assessment will be externally verified through the National Standards Sampling process.

The overall grading for the Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism and the Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism is a pass, based upon the successful completion of the minimum credit value, as determined by the specified rule of combination.

## Guidance

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assignments and assessment methods, including case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria grid* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

# Quality assurance of centres for 2009-2010

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

## Internal verification

Centres are required to have processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *QCF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

## External verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol as set out in the *QCF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the unit (or units) which will be subject to NSS. Centres will be required to make available work produced by four learners which provides evidence for the assessment (in whole or in part) of the identified unit (or units). The assignment brief (or briefs) on which the work is based must have been internally verified. The learner work **must** have been internally assessed, and at least 50 per cent of it **must** have been internally verified.

## Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

## Edexcel Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## **Quality assurance arrangements from September 2010**

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. From September 2010, the methods which it uses to do this for BTEC Short Course programmes accredited within the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

# Programme design and delivery

## Mode of delivery

BTEC Short Course qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities.

In BTEC Short Courses each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day to day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Edexcel does not define the mode of study for Edexcel Levels 2 and 3 BTEC (QCF) qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel Level 2 and 3 BTEC (QCF) qualifications are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of Edexcel Level 2 and 3 BTEC (QCF) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learners' experience.

## Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 or 3 qualification.

## Restrictions on learner entry

The Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism is accredited on the QCF for learners aged pre 16.

The Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism is accredited on the QCF for learners aged 16 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home or leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.



# Unit format

All units in Edexcel BTEC Short Course qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on learners' Notification of Performance (NOP).

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## Aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to 'know, understand or be able to do' as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

## Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, most of the content is covered in the assessment criteria grid.

## Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit. This section should be read in conjunction with the grading criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.



# Level 2 unit



# Unit 1: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

<b>Unit code:</b>	<b>T/600/1059</b>
<b>QCF Level 2:</b>	<b>BTEC Short Course</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

---

## Unit aim

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

## Unit introduction

Customer service is at the heart of a successful business. The hospitality, leisure, travel and tourism sector relies on excellent customer service to keep customers satisfied and returning to them. Workers in this sector need to provide excellent customer service and to do that they need to understand the needs and expectations of their customers and understand how these needs are anticipated and met.

Any members of staff working in customer service in the hospitality, leisure, travel and tourism sector will be expected to present themselves in a professional way, have good interpersonal skills and be able to communicate effectively with their customers. Learners will look at the importance of providing excellent customer service to the organisation and the characteristics of excellent customer service. They will look at how this can be achieved by meeting the needs and expectations of the customers.

Learners will also develop an understanding of the customers' needs and expectations as well as what factors influence their choice of products and services. Finally, learners will learn explore customer complaints and how they should be handled in a positive manner.

On completion of the unit, learners should be able to understand the principles of customer service in the hospitality, leisure, travel and tourism sector.

This unit underpins how employees deal with internal and external customers and has links to *Level 3 Unit 1: Principles of Supervising Customer Service Performance in the Hospitality, Leisure, Travel and Tourism*.

Through completion of this unit, learners will be able to appreciate the vital role they play, as employees or potential employees of the hospitality, leisure, travel and tourism sector, in contributing to the quality of customer service.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning outcomes</b>  <b>On completion of this unit a learner should:</b>	<b>Assessment criteria</b>  <b>On completion of this unit a learner should:</b>
<p>1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries</p>	<p>1.1 describe the role of the organisation in relation to customer service</p> <p>1.2 identify the characteristics and benefits of excellent customer service</p> <p>1.3 give examples of internal and external customers in the industries</p> <p>1.4 describe the importance of product knowledge and sales to organisational success</p> <p>1.5 describe the importance of organisational procedures for customer service.</p>
<p>2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries</p>	<p>2.1 identify the benefits of excellent customer service for the individual</p> <p>2.2 describe the importance of positive attitude, behaviour and motivation in providing excellent customer service</p> <p>2.3 describe the importance of personal presentation within the industries</p> <p>2.4 explain the importance of using appropriate types of communication</p> <p>2.5 describe the importance of effective listening skills.</p>



<p><b>Learning outcomes</b></p> <p><b>On completion of this unit a learner should:</b></p>	<p><b>Assessment criteria</b></p> <p><b>On completion of this unit a learner should:</b></p>
<p>3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries</p>	<p>3.1 identify what is meant by customer needs and expectations in the industries</p> <p>3.2 identify the importance of anticipating and responding to varying customers' needs and expectations</p> <p>3.3 describe the factors that influence the customers' choice of products and services</p> <p>3.4 describe the importance of meeting and exceeding customer expectations</p> <p>3.5 describe the importance of dealing with complaints in a positive manner</p> <p>3.6 explain the importance of complaint handling procedures.</p>

## Unit content

---

### 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

*Role of organisation:* develop products; set standards eg training, products, services; provide value for money; staffing

*Characteristics of excellent customer service:* staff attitude and behaviour; knowledge eg products, services, standards, training; quality of services and products; timing; cost; meeting the customers' needs; locating information; working under pressure; dealing with problems

*Benefits:* positive influence on organisation; increase spend; repeat business; word of mouth; customer loyalty

*Customers:* internal eg colleagues, supervisors, staff, staff teams; external eg existing, new, individuals, groups, suppliers, agents, business people, non-English speaking; different ages; gender; culture; families; special needs

*Product knowledge and sales:* know product; give advice; answer questions; suggest products; increase sales

*Organisational procedures:* checking availability; booking; delivering; cancellations; payment; complaints

### 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

*Benefits to the individual:* motivated staff; increase job satisfaction eg teamwork, staff loyalty

*Factors in excellent customer service:* role of individual's attitude, behaviour and motivation

*Personal presentation:* first impressions; personal hygiene; appearance eg uniform, dress, hair, makeup, jewellery

*Communication:* body language eg posture, expression, gestures, eye contact; voice eg tone, pitch, pace; language eg appropriate, slang, jargon

*Listening skills:* listening eg asking appropriate questions, repeating back to customer, looking attentive

**3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries**

*Customer needs and expectations:* type of service eg urgent, non-urgent; information; product knowledge; service knowledge; special needs eg non-English speakers, hearing or sight impaired, mobility impaired, cots, highchairs, children's food, business equipment, gender specific; cultural eg special diet, social customs, dress; factors that influence customers' choice or products/services eg price, specific needs of customer

*Meeting customers' needs and expectations:* anticipating customers' needs; responding to customers' needs; meeting customers' expectations; exceeding customers' expectations

*Complaints:* benefit of complaint to organisation; positive manner when dealing with a complaint; complaint-handling procedures

## Essential guidance for tutors

---

### Delivery

This unit introduces learners to the principles of customer service in the hospitality, leisure, travel and tourism sector and learners are expected to either be employed or planning to be employed in the sector.

The unit gives learners an introduction to customer service and it is important to emphasise the concept of excellent customer service and the employee's role in providing it.

Centres should build strong links with employers in the sector who might supply a guest speaker on the organisation's approach to customer service and their business policies on customers. Although learners may already be employed in the industry, it would be advantageous for them to visit another business to compare and contrast the different approaches to customer service and the first impressions it gives.

This unit gives learners the opportunity to consider their own experience as a customer, or employee that deals with customers in this sector, such as their own role within the organisation and how their behaviour and communication can impact on customer service, either negatively or positively.

As a result, learners may reflect on how they could improve their behaviour, communication and skills in order to improve the customer service experience, which is at the heart of hospitality, leisure, travel and tourism sector.

Learners will need to develop the research skills that will be used when investigating information to use in assignments.

### Assessment

A portfolio of evidence will be used to assess this unit. All learning outcomes offer the opportunity for examples from the workplace to be used towards providing appropriate evidence.

Assessment of this unit requires learners to provide evidence in the form of descriptions, identifications and explanations. This evidence is likely to be in a written format, but where any evidence can be produced from the workplace or discussions, witness observation sheets must be used.

### Learning outcome 1

Evidence for this could be produced in the form of a leaflet with evidence of the different assessment criteria. Evidence for parts of this learning outcome may also be taken from a group discussion where learners have contributed information, for example, 'giving examples of internal and external customers for the industries'. Oral evidence such as this must be documented by an observation sheet recording exactly what learners achieved and signed by an assessor. Alternatively, video evidence could be used.

### **Learning outcome 2**

Evidence for this learning outcome can be in written form, identifying, describing and explaining the assessment criteria. Observation sheets or video recording can be used as evidence from the workplace or discussions. Learners could also give a presentation to complete this learning outcome.

### **Learning outcome 3**

Evidence for this learning outcome could be in the form of written work or discussions where learners have contributed particular points. Evidence from discussions should be in the form of signed observation sheets or video recordings.

### **Essential resources**

It is essential that learners have the opportunity to become familiar with the hospitality, leisure, travel and tourism sector. This may be through work placement, employment, visits or interviews with industry spokespersons.

IT resources should be provided to allow for research and the production of written work and presentations. Video cameras would also help to record any evidence.

### **Indicative reading for learners**

#### **Textbooks**

Bradley S – *S/NVQ Level 3 Customer Service* (Heinemann, 2007) ISBN 9780435465292

King C and Kerr A et al – *BTEC First Travel and Tourism* (Heinemann, 2006)  
ISBN 978043502196

Ovenden F and Holmes S et al – *BTEC First Hospitality* (Heinemann, 2008)  
ISBN 9780435465285

#### **Websites**

[www.merlinentertainment.com](http://www.merlinentertainment.com)

Merlin Entertainment

[www.nmm.ac.uk](http://www.nmm.ac.uk)

National Maritime Museum



# Level 3 unit





# Unit 1: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Unit code:	L/600/1066
QCF Level 3:	BTEC Short Course
Credit value:	2
Guided learning hours:	20

---

## Unit aim

This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure travel and tourism sector. The unit will be appropriate for supervisors and managers whose responsibilities include managing staff.

## Unit introduction

Customer service is of vital importance to all organisations in the hospitality, leisure, travel and tourism sector. A reputation for excellent customer service performance will help organisations to attract and retain customers by differentiating them from their competitors. Supervisors are an important factor in ensuring the continuity of an effective and positive customer service culture within an organisation.

This unit looks at how a supervisor can help to develop customer service in their business, the relationship between customer service and selling and the impact that customer service can have on business performance.

Learners will also explore the role of the supervisor in providing customer service and their part in building teams who can deliver effective customer service. The importance of the part played by staff development, training, coaching and different methods of giving feedback in customer service are also explored. Finally, the unit allows learners to investigate how effective customer service has been by measuring it against customer service standards and suggesting improvements, which might be made.

The unit builds on *Level 2 Unit 1: Principles of Customer Service in Hospitality, Leisure, Travel and Tourism*.

Through completion of this unit, learners will be able to appreciate the vital role they play, as supervisors or potential supervisors in the hospitality, leisure, travel and tourism sector, in contributing to the quality of customer service.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning outcomes</b> <b>On completion of this unit a learner should:</b>	<b>Assessment criteria</b> <b>On completion of this unit a learner should:</b>
<p>1 Understand how to develop a customer service culture within their business</p>	<p>1.1 describe the role of the supervisor in leading by example when delivering excellent customer service</p> <p>1.2 explain the impact of customer service on the performance of the business</p> <p>1.3 explain the relationship between delivering customer service and selling services</p> <p>1.4 identify and apply good practice techniques to monitor the delivery of customer service against organisational standards.</p>
<p>2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching</p>	<p>2.1 analyse how effective teams can be developed to deliver excellent customer service</p> <p>2.2 explain the importance of staff development in ensuring that excellent customer service is delivered</p> <p>2.3 describe the role of the supervisor in developing teams</p> <p>2.4 describe how training and coaching sessions can be implemented to improve the delivery of customer service</p> <p>2.5 describe the importance of providing feedback to staff</p> <p>2.6 apply appropriate methods to deliver feedback to staff.</p>

<p><b>Learning outcomes</b></p> <p><b>On completion of this unit a learner should:</b></p>	<p><b>Assessment criteria</b></p> <p><b>On completion of this unit a learner should:</b></p>
<p>3 Understand how to effectively monitor and communicate levels of customer service performance</p>	<p>3.1 analyse the importance of developing and implementing clear customer service standards</p> <p>3.2 describe appropriate ways in which supervisors can monitor and measure the performance of team members</p> <p>3.3 describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service</p> <p>3.4 explain how performance against customer service standards can be recorded and communicated</p> <p>3.5 identify ways in which measurement of the effectiveness of customer service can be used to improve future performance.</p>

## Unit content

---

### 1 Understand how to develop a customer service culture within their business

*Role of the supervisor in customer service:* lead a team; demonstrating good customer service skills eg personal presentation, knowledge of products and services, communication and listening skills, team goals; positive attitude

*Customer service and business performance:* organisation objectives eg customer loyalty, repeat business, increased sales and usage, enhanced public image, new customers

*Customer service and selling:* product knowledge; providing information or advice; identifying, meeting and exceeding customers' needs

*Monitor delivery of customer service:* organisational standards; monitor customer loyalty eg repeat business, new customers; enhanced public image; customer satisfaction; techniques eg mystery shoppers, comment cards, observation

### 2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching

*Develop effective teams:* recruitment; induction; motivation; training; team goals; team knowledge; retention of team members; threats to team development eg high member turnover, weak or authoritarian leadership, poor definition of goals

*Importance of staff development:* planning; team knowledge eg awareness of team members' strengths, weaknesses and sensitivities; conduct of appraisal interviews

*Role of the supervisor:* ability to motivate and lead a team; ability to take initiative; ability to defuse and resolve conflict; fairness in decision making

*Implementation of training and coaching:* to improve customer service; group or individual training eg on-site or off-site; individual on-site coaching

*Importance of providing feedback:* to motivate; maintain team focus

*Methods of providing feedback:* meetings; staff appraisal; staff newsletter; email

### 3 Understand how to effectively monitor and communicate levels of customer service performance

*Importance of customer service standards:* develop customer service standards eg clear, measurable, written and accessible, appropriate to product or service; implement standards by training staff

*Monitor and measure team performance:* customer feedback eg surveys, informal comments, complaints; financial data eg turnover, repeat business; team objectives

*Corrective action:* support and development of under-performing team members; possibly revise team responsibilities; review and evaluate team-working arrangements

*Recording and communicating performance:* performance set at staff appraisal; self-evaluate; standards checklists; customer feedback; communicating performance eg appraisal interview; team meeting

*Improving future performance:* of the operation eg efficiency, staff training, staff levels, employee of the month; of the products and services offered eg quality, range, price, loyalty schemes' assessment criteria

## Essential guidance for tutors

---

### Delivery

It is expected that learners will already be employed or have recent experience of employment in the hospitality, leisure, travel or tourism sectors. Much of the delivery for the unit relies on these learners sharing their experience in classroom discussions and group work.

Investigating how some organisations prioritise customer culture in their business will put the unit into context for learners who may have different experiences of customer service. Company websites are an effective way of looking at how companies portray themselves.

A visit to the training department of a large organisation could give learners relevant and up-to-date information on training and staff development issues. Copies of customer service standards developed and used by companies would be useful when discussing organisational standards and how the delivery of customer service could be monitored.

Although the unit is largely theoretical, learners could be given the opportunity to develop presentation skills, or see themselves on video when giving feedback to colleagues/team members in a role-play situation. Feedback could be given at a team meeting or on an individual basis.

Learners could look at examples of how different organisations monitor and communicate customer service performance. While the experience of learners is relevant, a guest speaker from the sector would give an inside management perspective on the subject.

This unit gives learners the opportunity to consider their own experience as a customer, or supervisor that deals with customers in this sector, such as their own role within the organisation and how their behaviour, communication and leadership can impact on customer service performance, either negatively or positively.

As a result, learners may reflect on how they could improve their behaviour, communication and leadership skills in order to improve the overall customer service experience, which is at the heart of hospitality, leisure, travel and tourism sector.

### Assessment

Evidence may be either written or recorded, and there is scope for evidence to be accumulated in the workplace.

All learning outcomes offer the opportunity for learners to use appropriate evidence from the workplace.

Learners will need to build a portfolio of evidence of their achievement of the assessment criteria.

### Learning outcome 1

This learning outcome is about developing a customer culture within the business. While some of the evidence for this will be written descriptions and explanations, some evidence can come from within the workplace. Learners may have monitored the delivery of customer service against organisational standards while in the workplace. Appropriate paperwork, together with an observation sheet signed by a suitable assessor could be sufficient evidence for these criteria.

### Learning outcome 2

The grading criteria asks for an analysis, explanations and descriptions as evidence.

Evidence of applying appropriate methods to deliver feedback can be produced within the workplace. A video recording of feedback given to a team at a meeting or an observation sheet/witness statement could be used as evidence. If the feedback is to an individual and a video is intrusive then witness statements/observation sheets can be used.

### Learning outcome 3

The evidence for this learning outcome should cover all the assessment criteria. This can be done as analysis, a description and an explanation of the subject matter together with an identification of ways that measuring customer service can be used to improve it. Examples from the workplace can be useful.

### Essential resources

Learners need access to company information about customer services policies and how customer service delivery is measured. They also need access to IT facilities if they do not have their own.

### Indicative reading for learners

#### Textbook

Woods A and Hebron L et al – *S/NVQ Level 3 Customer Service: Candidate Handbook* (Heinemann, 2001) ISBN 9780435452274

#### Websites

<a href="http://www.customerservicemanager.com">www.customerservicemanager.com</a>	Customer Service Manager
<a href="http://www.customerservicezone.com">www.customerservicezone.com</a>	Customer Service Zone
<a href="http://www.merlinentertainment.com">www.merlinentertainment.com</a>	Merlin Entertainment
<a href="http://www.nmm.ac.uk">www.nmm.ac.uk</a>	National Maritime Museum

## Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: [publications@linney.com](mailto:publications@linney.com)

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards (NOS)

You can obtain the hospitality, leisure, travel and tourism NOS from: People 1st, please see the address and telephone number below.

2nd Floor

Armstrong House

38 Market Square

Uxbridge UB8 1LH

Telephone: 01895 817 000

Website: [www.people1st.co.uk](http://www.people1st.co.uk)



## Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.



## Annexe A

### The Edexcel qualification framework for the hospitality, leisure, travel and tourism sectors

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Higher National Diploma in Hospitality Management Higher National Diploma in Travel and Tourism Management Higher National Diploma in Sport and Exercise Sciences Higher National Diploma in Sport		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
4			Higher National Diploma in Hospitality Management Higher National Diploma in Travel and Tourism Management Higher National Diploma in Sport and Exercise Sciences Higher National Diploma in Sport		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3	<p>Advanced Subsidiary GCE in Leisure Studies (Single Award) (8761)</p> <p>Advanced GCE in Leisure Studies (Single Award) (9761)</p> <p>Advanced Subsidiary GCE in Travel and Tourism (Single Award: (8791) (Double Award: 8792)</p> <p>Advanced GCE in Travel and Tourism (Single Award: (9791) (Double Award: 9792)</p> <p>Advanced GCE with Advanced Subsidiary (Additional) in Travel and Tourism (9793)</p>	<p>Principal Learning in Hospitality</p> <p>Principal Learning in Travel and Tourism</p> <p>Principal Learning in Sport and Active Leisure</p>	<p>Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality</p> <p>Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Travel and Tourism</p> <p>Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Sport and Exercise Sciences</p>	<p>Certificate in Food and Beverage Service</p> <p>Certificate in Front Office Operations</p> <p>Certificate in Hospitality Customer Relations</p> <p>Certificate in Hospitality Small Business Operations</p> <p>Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism</p> <p>Award in Hospitality Supervision and Leadership (QCF)</p> <p>Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)</p> <p>Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF)</p>	<p>NVQ Diploma in Professional Cookery (QCF)</p> <p>NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)</p> <p>NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF)</p> <p>NVQ Diploma in Hospitality Supervision and Leadership Skills (QCF)</p> <p>NVQs in Road Passenger Transport Operations</p> <p>NVQ in Achieving Excellence in Sports Performance</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2	GCSE in Leisure and Tourism (2LT01) GCSE in Leisure and Tourism (Double Award) (2LT02) Advanced Subsidiary GCE in Design and Technology: Food Technology (8FT01) Advanced GCE in Design and Technology: Food Technology (9FT01)	Principal Learning in Hospitality Principal Learning in Travel and Tourism Principal Learning in Sport and Active Leisure	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Sport	Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Award in Hospitality and Catering Principles (Hospitality Services) (QCF) Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Award in Hospitality and Catering Principles (Front of House Reception) (QCF) Award in Hospitality and Catering Principles (Housekeeping) (QCF) Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF) Award in Hospitality and Catering Principles (Food and Beverage Service) (QCF)	NVQ Diploma in Food and Beverage Service (QCF) NVQ Diploma in Beverage Service (QCF) NVQ Diploma in Food Production and Cooking (QCF) NVQ Diploma in Front of House Reception (QCF) NVQ Diploma in Housekeeping (QCF) NVQ Diploma in Hospitality Services (QCF) NVQ Diploma in Kitchen Services (QCF) NVQ Diploma in Professional Cookery (QCF) NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) NVQ Diploma in Professional Cookery

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF)	(Bangladeshi Cuisine) (QCF) NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF) NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF) NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF) NVQs in Road Passenger Transport Operations NVQ in Sport, Recreation and Allied Occupations: Operational Services NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching and Instructing NVQ in Sport, Recreation and Allied Occupations: Activity Leadership NVQ in Spectator Safety

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1	GCSE in Leisure and Tourism (2LT01) GCSE in Leisure and Tourism (Double Award) (2LT02) Advanced Subsidiary GCE in Design and Technology: Food Technology (8FT01) Advanced GCE in Design and Technology: Food Technology (9FT01)	Principal Learning in Hospitality Principal Learning in Travel and Tourism Principal Learning in Sport and Active Leisure	BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF) BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF) BTEC Level 1 Award in General Front Office Operations (QCF) BTEC Level 1 Award in General Housekeeping Operations (QCF) BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF) BTEC Level 1 Certificate in General Food and Beverage Service (QCF) BTEC Level 1 Certificate in General Cookery (QCF) BTEC Award/Certificate/Diploma in Travel and Tourism (QCF)		NVQ Certificate in Hospitality Services (QCF) NVQ Certificate in Food Preparation and Cooking (QCF) NVQ Certificate in Food and Beverage Service (QCF) NVQ Certificate in Accommodation Services (QCF)



Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
			BTEC Award/Certificate/Diploma in Sport and Active Leisure		
<b>Entry</b>				BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	



# Annexe B

## Wider curriculum mapping

Study of the *Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism*, and the *Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism* gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### Spiritual, moral, ethical, social and cultural issues

Throughout these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict, such as those within teams. By working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### Citizenship issues

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### Environmental issues

An understanding of environmental issues can help inform learners' understanding of these units, such as factors which affect customer's choice of products and services.

### European developments

Much of the content of these qualifications applies throughout Europe even though delivery is in a UK context.

### Health and safety considerations

Health and safety is implicit within the units in these qualifications.

### Equal opportunities issues

There will be implicit opportunities throughout these qualifications to explore different kinds of rights and how they affect individuals and communities.

## Wider curriculum mapping

### Levels 2 and 3

	Level 2, Unit 1	Level 3, Unit 1
Spiritual	✓	✓
Moral and ethical	✓	✓
Social and cultural	✓	✓
Citizenship issues	✓	✓
Environmental issues	✓	✓
European developments	✓	✓
Health and safety considerations	N/A	N/A
Equal opportunities issues	✓	✓

Publications Code BA025492 September 2010

For more information on Edexcel and BTEC qualifications  
please visit our website: [www.edexcel.com](http://www.edexcel.com)

BTEC is a registered trademark of Edexcel Limited

Edexcel Limited. Registered in England and Wales No. 4496750  
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

**Ofqual**  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

