

Hospitality

**Level 1: Introduction to the hospitality industry
(M/502/4894)**

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Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of standalone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in PDF format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (ACs are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

Unit overview

This unit will give learners an introduction to the hospitality industry, including the commercial sector and the catering services sector. It will encourage learners to consider the different types of hospitality and catering outlet and the services these outlets offer.

Learners will investigate different job roles and working patterns within the sector and consider employment and career opportunities. They will also have an opportunity to explore different sources of information about the hospitality industry.

Learning and teaching activities in this unit

Resource sheet 1: What is a hospitality outlet?

Use the images on this resource sheet to prompt a discussion about the range of outlets within the hospitality industry. Before you begin, make sure that all learners understand the terms 'hospitality', 'outlet' and 'industry'.

As you look at each image, make sure you cover the full range of outlets. For example, the bed could represent a hotel (one star to five star, budget), a bed and breakfast, self-catering accommodation or a pub with rooms. The discussion could also be extended to cover other types of hospitality provision such as holiday centres, pubs and bars with different management styles (e.g. managed, tenanted or leased, free houses), outsourced catering for a school or hospital, or membership clubs.

Learners could split into small groups to consider one or all of the images, writing their ideas on a flip chart or feeding back to the rest of the group verbally.

Activity 1: Types of hospitality outlet

In this activity, learners should choose one type of outlet and fill in the first row of the table, outlining:

- its characteristics
- the types of service it provides
- the types of customer it attracts.

They should then give a short presentation, outlining their findings. If possible, record these presentations or provide photographs, observation records or witness statements as evidence for this assessment criterion. Alternatively, if learners are reluctant to present in front of a large group, you could ask them to create a poster or handout instead.

Each learner should complete the other three rows of their table by listening to other people's presentations, or reading the notes or handouts prepared by others in the group. This will ensure they have information about a range of outlet types.

Resource sheet 2: Jobs and services

The purpose of this sheet is to introduce learners to the different types of service within the hospitality industry. Use the job adverts on this sheet to stimulate a discussion about the range of services available at different types of hospitality outlet. If possible, find a range of additional job advertisements to illustrate other types of service within the hospitality industry. Learners could also conduct their own research using the internet and local newspapers.

Learners may work individually or in groups to find out about the services offered by different types of outlet. This can be linked with the previous activity. Learners could write up their notes on a flip chart or give a short presentation to the rest of the class.

Activity 2: Outlets and services

To complete this sheet, learners need to think about the outlets listed in the chart and work out which services are provided by each outlet. Three services have been listed already and it is expected that learners will fill in the remaining rows. They may choose services such as:

- room service
- accommodation (e.g. bedrooms, bar, restaurant, meeting rooms, conference facilities)
- travel services (e.g. foreign currency exchange services, travel agency, car parking)
- office services
- children's services (e.g. crèche, children's play area, babysitting service, highchairs, baby cots, baby listening devices, children's packs)
- events services (e.g. birthday/special events packages, drinks packages, group discounts, conference facilities)
- services for disabled customers
- 24-hour opening
- catering services on a contractual basis.

Answers will vary – for example, a bed and breakfast may or may not provide email or internet access, and some pubs will offer accommodation while others do not. Learners should consider various options and be able to justify the services they have linked with each outlet.



This activity could be repeated for different outlets or services. It would be helpful to consider as many different options as possible.

Resource sheet 3: Who works in a hotel?

This stimulus is designed to help learners consider a career in the hospitality industry by identifying different job roles, including operational and management roles. Choose roles from the completed organisation chart on the following page and ask learners to suggest where they may fit into the chart on their worksheet. Learners should then outline (briefly) the types of activity that a person in each role might undertake. You could also ask learners to suggest alternative job roles that could fit into the chart.

If possible, provide a range of other organisation charts from different outlets, so that learners can identify other roles within the hospitality industry. It would also be helpful to organise a visit from a hospitality employer who can talk about jobs and careers in their sector of the industry. This will help to contextualise the discussion.

Activity 3: What do they do?

In this activity, learners are asked to look at different job roles in the hospitality industry and explain what each role involves. You could put learners into pairs or groups and encourage them to complete their own research about the roles listed, looking at local newspapers or magazines or using the internet. If possible, provide a range of additional job adverts or job descriptions, to guide learners' research.

Learners should try to answer the following questions for each job role:

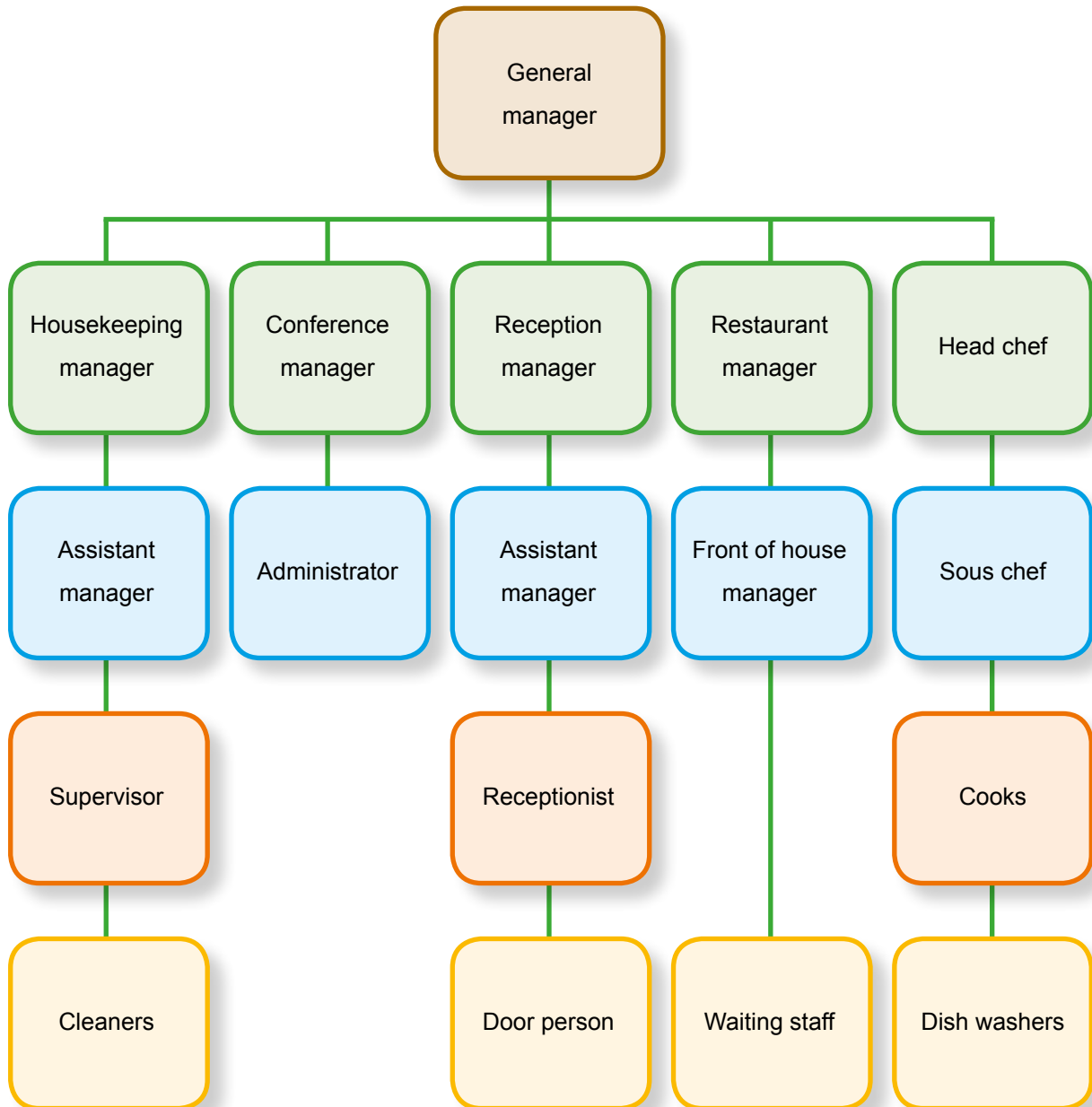
- What do they do?
- What are their hours of work?
- What skills or qualifications are needed for the role?

Encourage learners to contextualise their research by considering roles that are available in the local area. They should also consider the range of hospitality outlets where different roles might be available (for example, waiting staff could work in a hotel, a restaurant, a café, a coffee shop, etc.).

Learners should produce a poster about the job role they have chosen or feed back to the tutor on a one-to-one basis. Posters should be shared with the rest of the group so that all learners have information about a range of job roles.



Encourage learners to visit a hospitality outlet and speak to the employees there to find out what they actually do. If travelling is problematic, suggest a visit to the canteen at your centre (if there is one) so that learners can speak to the kitchen staff.



Completed organisation chart for Resource sheet 3

Resource sheet 4: When do they work?

This sheet will introduce learners to the different working patterns in the hospitality industry. Read the job advertisements and discuss the working hours for each role. Discuss various shift patterns and explain why they are necessary. Consider job sharing (for example, one person may fill a role during the week while another person takes over at the weekend), the length of shifts, the number of people working during each shift, etc.

Try to find alternative job advertisements so that learners can look at a range of different job roles and working patterns. Learners could also do their own research, or draw on their own experience. For example, if they know someone who works as a waiter, they could find out what hours they work and why.

Discuss the need for staff who are willing to work antisocial hours, for example, kitchen staff to prepare breakfast in a hotel or contract caterers to work over Christmas preparing food for hospitals. You could also talk about agency staff, who work unpredictable hours as and when the work is available.

Activity 4: Plan their shifts

Learners may work in pairs or groups to discuss the three job roles and consider how different organisations might plan a staff rota for each role. Learners could use different colours to represent different staff within each role – for example, if one receptionist works in the morning and another in the afternoon. Alternatively, learners could use different colours to represent weekday and weekend working patterns – for example, longer working hours on Friday and Saturday nights for a catering assistant in a restaurant.

There are no 'correct' answers, but learners should be able to explain their work and justify the shifts they have suggested.



Ask learners to create a shift plan for a restaurant. This should specify the working hours for three different roles.

Resource sheet 5: What can you do?

This stimulus activity will help learners to think about career opportunities and progression routes within the hospitality industry. Read the job advertisements and discuss the qualifications mentioned. Talk about how learners might achieve these qualifications and where they could go to get additional qualifications.

Talk about options such as apprenticeships and company training schemes. Depending on the facilities at your centre, it would be helpful to look at the websites of major hospitality employers. For example, the McDonald's website (see 'Useful resources' below) has a lot of information about recruitment, training and opportunities with the company, while the Radisson Blu website (also listed below) provides information about career progression routes within the hotel industry.

Try to find alternative job advertisements as well, so that learners can look at a range of different jobs and progression routes. Alternatively (or as well), ask learners to do their own research before the session. If each learner brings in two job advertisements, there should be a wide range of discussion material within the group. This activity can also be linked with assessment criterion 2.3, which relates to working patterns.

Activity 5: Find a job

This activity will encourage learners to think about hospitality outlets in their local area and consider jobs that might be available in each of these outlets. Suggest that learners look in local newspapers, or use the internet if possible, to find a range of job advertisements. You could also reuse some of the job adverts learners have brought in for other sessions in this unit.

Encourage learners to choose two jobs they would like to apply for now and two that will require them to achieve additional qualifications. This will help learners to think about career progression.

Learners should use the job advertisements to fill in the table on this activity sheet; this may also be linked with assessment criterion 2.3.



Ask learners to consider progression routes to or from each of the roles they have chosen, and training opportunities that would help to qualify them for each role.

Resource sheet 6: Where can you find out more?

Lead a discussion about the different sources of information learners could refer to in order to find out more about training and career opportunities. Using the picture on this sheet as inspiration, you could mention:

- the internet
- local and national newspapers
- industry journals and magazines
- school, college or public libraries
- school and college careers staff

- government bodies (e.g. the National Careers Service or Jobcentre Plus)
- industry lead bodies or professional associations
- individual companies which run in-house training programmes or apprenticeships.

Make sure you refer to both physical and electronic resources.

Activity 6: Find out more!

Following on from the starter stimulus discussion, learners should complete the spider diagram. Encourage them to be specific: for example, instead of simply writing 'library', they should write 'Milltown Public Library (open 9am–5pm, Mon–Sat)'.

Learners could work together to consider a range of information sources, but each learner should complete the spider diagram individually so that they can refer to it later on if they need to. Encourage learners to visit the websites listed in the 'Useful resources' section below if possible. These sites will provide useful information and recommendations of other places to look for ideas and inspiration.

Useful resources

Textbooks

Barrows, C., Powers, T. and Reynolds, D. (2011) *Introduction to the Hospitality Industry, 8th Edition*, John Wiley and Sons (ISBN: 978 0 470 39916 3)

Batten, S., Carysforth, C., Dale, G., Holmes, S., Ingle, S., Mead, T., Neild, M., Richer, W. and Wilson, P. (2011) *BTEC Level 2 First Hospitality*, Pearson Education Limited (ISBN: 978 0 435 02659 2)

Journals

Caterer and Hotelkeeper – Reed Business Information

Websites

www.catersource.com

Education, products and news for caterers

<http://nationalcareersservice.direct.gov.uk>

A government website providing careers advice, information and tools

www.education.gov.uk

The Department for Education

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

www.gov.uk

Government website containing public sector information and services.
Visit the 'Working, jobs and pensions' section

www.mcdonalds.co.uk

The official website for McDonald's, which provides information about careers and training opportunities within the company

www.radissonbluedwardiancareers.com

Information about careers with Radisson Blu hotels, including some useful charts showing progression routes

Answers to activities

Answers are provided only for tasks or activities that have a definitive answer or range of suggested answers. For other tasks, accept any suitable answer.