



**BTEC  
FIRST**



**BTEC**

# Delivery Guide

## HOSPITALITY

**From January 2013**

Pearson BTEC Level 1/Level 2 First Award in Hospitality

Pearson BTEC Level 1/Level 2 First Certificate in Hospitality

Pearson BTEC Level 1/Level 2 First Extended Certificate in Hospitality

Pearson BTEC Level 1/Level 2 First Diploma in Hospitality

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ISBN 9 781 4469 0673 6

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# Welcome to your BTEC First delivery guide

This delivery guide is a companion to your BTEC First specifications. It contains a wealth of ideas for practical activities, realistic scenarios and independent learning, helping to bring the content of the units to life. The aim of this guide is to show how the content of the specification might work in practice and to inspire you to start thinking about different ways to deliver your course. The guidance has been put together by teachers who understand the challenges of finding new and engaging ways to deliver a BTEC programme, which means you can be sure the guidance is relevant and achievable.

Unit-by-unit guidance is given and includes suggestions on how to approach the learning aims and unit content, as well as providing ideas for interesting and varied activities. You will also find a list of carefully selected resources for each unit, including suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

Guidance about the new features of the BTEC Firsts is also included, providing an explanation of how these work and what you will need to consider as you plan the course. You will also find comprehensive coverage of assessment, including useful advice about external assessment, as well as extensive guidance about how to plan, design and deliver your assignments. Information about the Quality Assurance process will help you understand the different roles and responsibilities of individuals within your centre, and how you can work closely with Pearson to enable the successful running of your programme.

This delivery guide is intended to be read in conjunction with the qualification specifications.

- The specifications tell you what must be taught and give guidance about how they should be assessed.
- This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the suggested assignment outlines in the specification but they are not compulsory; they are designed to get you started and to spark your imagination.

**Remember that all assignments must go through internal verification before being delivered to learners.**

**When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the qualification structure(s) in the specification are adhered to.**



# Contents

|   |            |
|---|------------|
| <b>1 BTEC First Qualifications</b>  | <b>1</b>   |
| <b>2 Introducing the new BTEC Firsts in Hospitality</b>                   | <b>2</b>   |
| <b>3 Key features of the BTEC Firsts explained</b>                        | <b>4</b>   |
| Employability skills within BTEC  | 4          |
| Contextualised English and mathematics                                    | 6          |
| Supporting learners who are unable to achieve their level 2 qualification | 8          |
| <b>4 Assessment guidance</b>  | <b>11</b>  |
| Assessment for the new BTEC Firsts  | 11         |
| Quality assurance   | 20         |
| <b>Units</b>  | <b>25</b>  |
| Unit 1: Introducing the Hospitality Industry                              | 27         |
| Unit 2: Working in the Hospitality Industry                               | 33         |
| Unit 3: Food Safety and Health and Safety in Hospitality                  | 39         |
| Unit 4: Costing and Controlling Finances in the Hospitality Industry      | 45         |
| Unit 5: Enterprise in the Hospitality Industry                            | 51         |
| Unit 6: Planning, Preparing, Cooking and Finishing Food                   | 57         |
| Unit 7: Food and Beverage Service in the Hospitality Industry             | 63         |
| Unit 8: Front Office Services in the Hospitality Industry                 | 69         |
| Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles    | 75         |
| Unit 10: Marketing and Promotion in Hospitality                           | 83         |
| Unit 11: Accommodation Services in the Hospitality Industry               | 89         |
| Unit 12: Planning and Running a Hospitality Event                         | 95         |
| Unit 13: Contemporary World Food Cooking Skills                           | 103        |
| Unit 14: Teamwork in Hospitality  | 109        |
| Unit 15: Menu Planning  | 117        |
| Unit 16: Managing Finance in Hospitality                                  | 123        |
| Unit 17: Alcohol Awareness in Hospitality                                 | 127        |
| Unit 18: Delivering the Hospitality Customer Experience                   | 131        |
| Unit 19: Hospitality Research Project                                     | 137        |
| Unit 20: Work Experience in Hospitality                                   | 143        |
| Unit 21: Hospitality Community Volunteering                               | 149        |
| Unit 22: Sales and Merchandising in Hospitality                           | 155        |
| Unit 23: Barista Skills in Hospitality                                    | 163        |
| <b>Annexe</b>   | <b>169</b> |
| Definitions of terms used in assessment criteria grids                    | 169        |



# 1 BTEC First Qualifications

BTEC Firsts are vocationally-related qualifications designed to develop learners' knowledge and understanding through the application of learning and skills in a work-related context. BTEC Firsts are designed to allow learners to progress to other level 2 qualifications or apprenticeships, to junior roles in the industry they are learning about or to level 3 qualifications.

Around 100 BTEC First qualifications are available for level 2 learners, each linked to an industry sector. Learners may take BTEC Firsts alongside core GCSE subjects such as English, maths and science giving them the balanced curriculum recommended by the majority of schools.

There are four sizes of qualification available in the BTEC Level 2 Next Generation suite:

| <b>Qualification</b>        | <b>Size – Guided Learning Hours</b> | <b>Equivalent in size to</b> | <b>Age group</b> | <b>Delivered predominantly in</b> |
|-----------------------------|-------------------------------------|------------------------------|------------------|-----------------------------------|
| <b>Award</b>                | 120                                 | 1 GCSE                       | 14–19            | School                            |
| <b>Certificate</b>          | 240                                 | 2 GCSEs                      | 14–19            | School                            |
| <b>Extended Certificate</b> | 360                                 | 3 GCSEs                      | 14–19            | School/FE College                 |
| <b>Diploma</b>              | 480                                 | 4 GCSEs                      | 14–19            | FE College                        |

## 2 Introducing the new BTEC Firsts in Hospitality

The Pearson BTEC Level 1/Level 2 Firsts in Hospitality provide an engaging, robust, broad-based introduction to hospitality. They provide underpinning knowledge, understanding and practical skills that reflect the needs of employers and higher and further education professionals. They present knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application.

### Developing the qualification in response to change

The new suite of BTEC Firsts is now available on the National Qualifications Framework (NQF). The NQF fully supports both academic and vocationally-related progression pathways.

The BTEC Firsts have been designed to reflect recommendations as set out in independent reviews, consultations and government guidance on vocational education. As part of the development of all of the new BTEC Firsts, we have also taken into account many consultations with schools, further education, higher education institutions and employers.

### The Wolf Review

Professor Alison Wolf's *Review of Vocational Education* was published in March 2011. The Government has since accepted her proposals in full and the Department for Education (DfE) has produced a list of seven characteristics that all high-value vocational qualifications for learners aged 14+ should demonstrate. Specifically, they should:

1. be at least as big as a GCSE in terms of guided learning hours (GLH), i.e. 120 GLH
2. contain an element of external assessment, e.g. an externally set and marked test taken under specific conditions
3. contain some synoptic assessment so that learners appreciate the breadth of their course and the links between its different elements, rather than just taking units in isolation from each other
4. be graded, e.g. Pass, Merit, Distinction and Distinction\*
5. contain content appropriate for learners aged 14+
6. enable progression to further study in the same subject at the next level, and also support progression to broader study at the next level
7. have a proven track record, measured by an uptake of at least 100 learners in five centres.

### The Extended Certificate and Diploma within Study Programmes for 16–19 year olds

The BTEC Level 1/Level 2 First Extended Certificate and Diploma in Hospitality have been designed to meet the requirements of the Government's *Study Programmes for 16–19 year olds*. The Department for Education, as part of its *Study Programmes for 16–19 year olds*, requires learners aged 16+ to be offered a high-quality study programme giving them the best opportunity to progress to higher education or to secure skilled employment.



As part of this requirement learners should be able to study a qualification of substantial size that provides them with the opportunity to progress to the next stage of learning. The BTEC Level 1/Level 2 First Extended Certificate and Diploma in Hospitality have been designed to meet this requirement and provide learners who wish to progress their learning and development in hospitality with the opportunity to study topics and aspects of the hospitality sector appropriate for post-16 learners.

The qualification meets the requirements of the *Study Programmes for 16–19 year olds* by:

1. providing learning appropriate for learners aged 16+ who have chosen to focus their learning in the sector
2. providing learners with an opportunity to extend learning from pre-16 to post-16
3. encouraging learners to explore relevant specialisation in their learning, through new optional units designed specifically for learners aged 16+
4. supporting learners who may also be working towards achieving level 2 English and/or mathematics qualifications in a post-16 setting and wish to complement their study programme with a qualification that supports preparation for work or progression
5. supporting work experience requirements through a specific optional unit, *Unit 20: Work Experience in Hospitality*.

### 3 Key features of the BTEC Firsts explained

We are always working to ensure our qualifications are relevant, and that they support opportunities and progression for young people. We have updated the current BTECs to meet the needs of today's learners, teachers, educators, employers and universities, and also to reflect the policy decisions being introduced following *The Wolf Report* (March 2011) on vocational education. Our new BTECs contain a number of new features and it is important that you understand these and how they relate to your delivery of the course.

#### Employability skills within BTEC

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of each qualification. When developing our qualifications, we work closely with employers to understand the skills they are looking for in new entrants to their industries. The vast majority of employers not only require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for what are termed **employability skills**. These are the skills that underpin the different tasks and duties that a person can be expected to undertake in their role, and are applicable across sectors.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

The Confederation of British Industry (CBI) definition of employability skills is based on a positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve) that underpins the seven characteristics listed below.

1. **Self-management:** readiness to accept responsibility, flexibility, time management, readiness to improve own performance.
2. **Teamworking:** respecting others, cooperating, negotiating/persuading, contributing to discussions.
3. **Business and customer awareness:** basic understanding of the key drivers for business success and the need to provide customer satisfaction.
4. **Problem solving:** analysing facts and circumstances, and applying creative thinking (including aesthetic appeal) to develop appropriate solutions.
5. **Communication and literacy:** application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning).
6. **Application of numeracy:** manipulation of numbers, and general mathematical awareness and its application in practical contexts.
7. **Application of information technology:** basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

In a recent CBI/Pearson education and skills survey, *Learning to Grow: What employers need from education and skills 2012*, it was noted that employers (71 per cent) believe schools and colleges should prioritise developing employability skills. They also want to see more being done to develop literacy (50 per cent), numeracy (45 per cent) and technology skills (30 per cent).

## How employability skills are promoted and developed in BTEC courses

All internally assessed BTEC units are based on set assignments that require learners to produce evidence of learning applied to a work-related scenario. Within the scenario, learners will typically be put into a junior role in the sector, asked to do some research or investigation, and then asked to provide evidence in the form of a presentation, information leaflet, basic technical product or basic technical system, depending on the assignment. Suggestions for high-quality assignments are provided in the specifications and in the authorised assignment briefs. For example, in *Unit 6: Planning, Preparing, Cooking and Finishing Food* the following scenario is given:

Assignment: Planning a Two-course Meal

You are working in the hospitality industry as a trainee chef. You have been given the task by the head chef to prepare a plan for a nutritious two-course meal. To do this, you will need to investigate the nutritional value of different ingredients, recipes for different courses, timings, tools and equipment required.

You will then use your research to create the plan that staff can use to demonstrate preparation, cooking and finishing food methods.

As assessment evidence learners are asked to plan for kitchen staff in a hospitality business, to include courses to be prepared, cooked and finished, the ingredients needed, timings for assembling, preparing, cooking and finishing the meal. The plan needs to include a justification of the choice of ingredients used in the plan, and an assessment of the importance to health of balanced nutritional content of meals.

**Problem solving** is developed through the research and/or practical part of the assignment, where the learners should create their own solution to the problem being outlined in the assignment. All assignments require **self-management** in that it is the responsibility of the learners to plan their work (within a framework provided by the teacher) and to ensure they report their progress back to the teacher as required, raising any issues/problems and submitting evidence to the set deadline.

BTECs are vocational qualifications. This means that learners are preparing to work in a particular sector and so must have good **business and customer awareness**: an understanding of how the sector works, what makes it 'tick' and the business and/or customer drivers for the sector. This will vary depending on the sector. For example, in Business or I&CT the 'customer' is the person or organisation that buys or uses the products or services, so in order to make good products the learner has to understand customer needs primarily by doing research or surveys. In a sector like Health and Social Care, the customer is the client or a parent; again, the learner will need to learn by doing practical work and undertaking assignments that help develop their understanding and respect of clients' needs and wishes.

In most BTEC specifications there is a unit that introduces the industry to learners. In Hospitality this is *Unit 1: Introducing the Hospitality Industry*. This is a mandatory, core unit that underpins the other units in the qualification. Through this unit learners will gain an understanding of different aspects of the industry and the products and services that are offered.

## Knowledge and skills signposting for English and mathematics

Mastery of the essential skills of **communication and literacy** and **application of numeracy** are at the heart of a young person's ability to progress, as identified in the Wolf Report. These skills are woven throughout BTECs and tackled in two specific ways.

1. **Embedded maths and English throughout the units, mapped to GCSE and functional skills.** Opportunities to practise these essential skills in naturally occurring and meaningful contexts are provided throughout the units, where appropriate to the sector. In the specifications, *Annexe B* and *Annexe C* show where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria.
2. **Sector-specific mathematics and English units, where appropriate.** For some sectors, there are units specifically devoted to developing mathematical and communication skills in context, for example 'Maths for IT'.

Throughout the course, learners are encouraged to **apply information technology** by producing their assignment work to the highest standard with forward-looking use of IT at the heart of their work, whether it be using the internet to do research, producing word-processed documents as evidence, or using sophisticated packages to record results aurally or visually. The assessment guidance for each unit provides suggestions for how evidence can be presented, and use of electronic portfolios is highly recommended.

## Personal, learning and thinking skills

In addition to those qualities outlined by the CBI/Pearson, the qualifications were also developed with **personal, learning and thinking skills (PLTS)** in mind. The PLTS closely map to the CBI definition of employability skills in that they develop:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

A mapping grid showing coverage of these skills in each unit appears in *Annexe A* of the specifications.

## Contextualised English and mathematics

The new BTEC First qualifications provide opportunities for learners to develop and apply their knowledge, understanding and skills within vocational contexts. This provides opportunities for them to develop their essential skills in English and mathematics related to GCSE study.

You are encouraged to deliver these BTEC First qualifications in vocational contexts as these will allow learners to develop and apply their skills in English, mathematics and use ICT. Within units we have identified opportunities for linking assessment to GCSE study in English and mathematics. These GCSEs are relevant to all learners at ages 14–16 and many learners post-16 who will be continuing to work towards attaining a GCSE at grade C or above in one or both of these subjects. We have also provided a more general mapping of how learning aims in units can be related to functional skills for post-16 learners in the Extended Certificate/Diploma specification.

It is recognised that good literacy and numeracy skills are highly valued by employers and by wider society and that achievement of English and mathematics at GCSE level is key to progression through the education system and into employment. The current Government has refocused attention on this need with a number of education policy announcements, and development of English and mathematics was a key recommendation in *The Wolf Report*.

Research has shown that for many learners the most effective way of developing their mathematical skills and of improving their functional skills in English is to learn them within the context of a specific area of vocational interest. Therefore, in the new suite of BTEC Firsts we have provided opportunities for contextualised maths and English so that learners can practise these essential skills in a meaningful way within naturally occurring contexts.

GCSEs in mathematics and English are the current benchmark of achievement, so we have signposted the assessment criteria of the BTEC Firsts to content from these GCSE qualifications, specifically to the more functional parts of their content. This signposting, which is indicated by a \* sign for maths and a # sign for English, shows where learners should be able to practise and develop their skills. These instances occur naturally within the BTEC Firsts, for example when communicating or compiling reports, but can be emphasised and drawn out during teaching and learning. More detail on how this can be done is given on a unit-by-unit basis in the qualification specification.

Where signposting does occur in the unit specification, it indicates that English and mathematics knowledge and skills are a constituent part of the assessment requirements of the units. This does not mean that the BTEC assessment criteria cover the whole of the GCSE or Key Stage 4 requirements but that learners can practise specific areas of English and mathematics. You may want to highlight this opportunity to learners during delivery.

*Annexe B* and *Annexe C* in the specification show the exact relationship between the BTEC assessment criteria and the GCSE subject content. The mathematics content listed is a consolidation of the full requirements in GCSE Mathematics. Note that GCSE English and GCSE Mathematics already cover functional skills.

The following example demonstrates when learners will be able to develop their English skills within the context of a specific vocational area.

*Unit 3: Food Safety and Health and Safety in Hospitality* – 2B.P4, 2B.M2, 2B.D2 – when learners show understanding of safety legislation and regulations that control safe working practices in the hospitality industry, they will analyse spoken and written language, exploring impact and how this is achieved. They will understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language and variation (English 1, 13).

## **Delivery tips: examples of good practice**

There are a number of different ways that centres can effectively manage the delivery of units to strengthen the provision of English and mathematics, as well as ICT for learners on the Extended Certificate/Diploma course. Below are two examples.

### **Collaboration between the vocational teacher and mathematics/English teachers**

- In this example the actual mathematics and English concepts are taught by subject teachers for English, mathematics and ICT but they use contextualised examples from the vocational sector to make the learning meaningful. The learners have timetabled slots for specific lessons.
- This approach works well in larger centres where there are many learners taking the same vocational route. It works less well when there is a range of vocational sectors in the same mathematics or English class, although it can still be effective if the respective teachers work closely together to plan the learning programme.

### **Mathematics and English are taught in specific lessons by the vocational teacher**

- In this example, the learners have timetabled slots, as part of their vocational contact time, in which their vocational teachers focus on presenting and practising mathematics, English or ICT. This model is particularly motivating for learners because they see the direct link between skills and application, but it relies on vocational teachers being comfortable with teaching mathematics, English and ICT.

Whichever model is chosen, we recommend that timetables include specific slots to focus on the teaching of mathematics, English and ICT in the context of the vocational course.

## **Supporting learners who are unable to achieve their level 2 qualification**

The new suite of BTEC Firsts is for learners aiming to achieve a level 2 qualification. Most will achieve this, but some will not. These learners may have struggled to provide sufficient evidence in their assignments or they may have failed their external assessment.

The new BTEC First qualifications give you the opportunity to assess your learners at level 1 if they are not able to reach level 2 standards, recognising their learning and achievements.

All the assessments you create must be written against the level 2 criteria and be reliable and fit for purpose. You should not create a separate level 1 assignment. If a learner does not provide sufficient evidence to meet the level 2 criteria, only then should you assess their work against the level 1 criteria. The grade given will be Unclassified if the learner does not meet the level 1 criteria.

You should expect that learners will be able to achieve a Level 2 Pass or above in at least some of their units. Units where learners have achieved a Level 2 Pass will be shown in their certification even if the qualification overall is achieved at Level 1.

If a learner is identified as having difficulty achieving at level 2 then you may want to consider switching the learner to a smaller size of qualification, such as an Award or Certificate, so that they can focus on achieving in a smaller range of units.

## An example of a learner being assessed against a level 1 criterion

Below is an example of an assessment grid, taken from *Unit 8: Front Office Services in the Hospitality Industry*. Each assessment grid includes level 1 assessment criteria.

| Level 1  | Level 2 Pass  | Level 2 Merit  | Level 2 Distinction  |
|--|---|--|--|
| <b>Learning aim A: Understand the purpose of front office services within the hospitality industry</b> |   |  |  |
| 1A.1 Identify front office areas in hospitality businesses.  | 2A.P1 Describe, using examples, front office services provided in two contrasting hospitality businesses. | 2A.M1 Explain the purpose of front office services provided in two contrasting hospitality businesses. | 2A.D1 Analyse differences in front office services provided in two contrasting hospitality businesses. |

In the scenario below learners are given the following assignment:

**Assignment title:** What is the Purpose of Front Office?

**Scenario:** You are working in the hospitality industry as a front office receptionist in a hotel. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate the purpose of front office within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about demonstrating front office skills in the hospitality industry.

**Assessment evidence:** Training handbook or leaflet for new staff in a hospitality business.

To achieve a level 2 Pass, the evidence produced must show that the learner is able to collect and record information from two hospitality businesses that are sufficiently contrasting to demonstrate a depth and breadth of knowledge of the industry. The evidence for this will be through a training handbook or leaflet for new staff in a hospitality business.

In the scenario below, the learner has been given the same assignment as everyone else in the group; however, they are clearly not working at a level 2 standard:

Salome cannot decide which businesses she would like to investigate. Her teacher has spent a lot of time with her helping her to decide which businesses she might be interested in. (This indicates that Salome is not working independently; she needs a lot of support.) After a lot of discussion, Salome agrees that she may want to look at some hotels in the local area. Her teacher has suggested that she looks at the websites of a local small hotel and the restaurant in a local big hotel to begin her investigations. (The teacher has had to give Salome source URLs and point out the relevant sections in websites.) Salome does find some information about the concierge service at the small hotel and the reception service in the restaurant at the big hotel, but she struggled and it took her a long time. The teacher recognises that Salome will not be able to find and describe examples of front office services provided in two contrasting hospitality businesses. (Salome has provided sufficient evidence for 1A.1 but not for 2A.P1.)

Learners who achieve at level 1 can consider the following progression routes.

- Use the skills, knowledge and experience they have gained to retake their level 2 qualification.
- Choose to study a different subject at level 2.
- Work towards an apprenticeship at level 2.

**Learners moving on to a larger qualification: Recruitment with integrity**

After completing a next generation BTEC a learner may wish to continue their studies on a BTEC First in order to top up to a larger qualification, for example from an Award to a Diploma. This could be at the same centre or at a new one.

It is often appropriate to recruit learners onto further study at level 2 following a BTEC First certification. In these cases you should ascertain that the learner is demonstrating that they are still engaged and challenged at level 2, rather than demonstrating that they are capable of progressing to study at level 3. This can usually be judged from a learner's BTEC, GCSE and other grades and the quality of their application. It is also important that further qualification at level 2 will benefit the learner by furthering their progression into their chosen career.

*Remember:* Your groups may contain a mix of learners studying the qualification for the first time as well as learners who are topping up. Care should be taken to ensure that all members of these groups are equally engaged and challenged, for example by ensuring all team members in group activities have an opportunity to perform the leadership roles.

**Learners moving on to a larger qualification: Top-up registration**

After you have made a top-up registration for your learner, the achievement of the certificated units will be imported into your records on Edexcel Online. There is no opportunity to retake the assessments in the internally assessed units via a top-up registration so the imported grades are final. It is possible for a learner to retake externally assessed units.

**Learners moving on to a larger qualification: Re-registration**

If your learner did not realise their full potential in a NQF BTEC that they have been certificated for, and wishes to study a larger-sized BTEC at a new centre, then an entirely new registration may be more appropriate than a top-up registration to enable a fresh start. In this case the learner must produce entirely new evidence for assessment generated by the new centre's assignment briefs.



## 4 Assessment guidance

### Assessment for the new BTEC Firsts

BTEC assessment has always been about:

- ensuring that learners are assessed for their skills as well as their knowledge
- ensuring that learners are given the chance to show what they have learned in vocational and applied contexts
- allowing learners to be assessed when they are ready and when a centre is able to fully support them.

While updating the BTEC Firsts, we have not changed these fundamentals – BTEC assessment will remain a positive statement of achievement.

The introduction of external assessment will reinforce learner engagement, giving them clear goals and targets in a way that helps them to understand the challenges of working life.

Experienced BTEC teachers should think about whether or not they need to change their delivery pattern to make sure they can provide access to external assessment at the best time. At the same time, there are some important developments in internal assessment that you should also be aware of as you plan your assessment for the year.

### External assessment

After careful discussion with centres and other stakeholders, we have tailored the type of external assessment to meet the needs of the sector. All the assessments will be distinctively vocational, enabling learners to apply their learning in vocational or applied contexts.

For your sector you need to check:

- which unit(s) are to be externally tested
- the assessment method
- the availability of assessment for the first time
- the availability of retake opportunities (allowing for results)
- the delivery pattern we are recommending for these units and for other units as given in the specifications.

Remember that you have plenty of time to prepare for assessments because you will be delivering over a one- or two-year period. For some sectors, completion of the externally assessed unit at or very near the end of the programme will be the recommended pattern. In others, it may be suggested that learners take the assessment earlier in the programme, but you should always make sure that learners are fully prepared.

The externally assessed unit will often be one that provides a core of knowledge that will be enhanced, developed and applied through other units. Learners' depth of understanding of the content of externally assessed units is likely to be enhanced by applying knowledge through other units. Therefore, when you are planning and delivering your units, think about how you can bring out examples that would be useful illustrations of issues covered in the external unit(s).

Each specification has details about when assessment is available. To gain access to the assessments, learners have to be registered for a programme – the arrangements for this will be the same as for all BTECs. Please refer to the *Information Manual* on the website.

We will do everything we can to make external assessments relevant, engaging and suited to learner needs so that they support the overall development of the learner rather than being a hurdle or distraction. You should not enter learners for external assessment to check how they are doing or to give them practice – we provide sample materials for use in preparation.

The table below shows the type of external assessment and assessment availability for this qualification.

| <b>Unit 1: Introducing the Hospitality Industry</b> |  |
|---|--|
| Type of external assessment                         | This unit is assessed externally using a paper-based exam. Pearson sets and marks the test.<br>The assessment must be taken by the learner under examination conditions. |
| Length of assessment                                | The external assessment will be 1 hour and 15 minutes.   |
| No. of marks  | 50   |
| Assessment availability                             | January and June   |
| First assessment availability                       | June 2014  |

| <b>Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles</b> |  |
|---|--|
| Type of external assessment   | This unit is assessed externally using a paper-based exam. Pearson sets and marks the test.<br>The assessment must be taken by the learner under examination conditions. |
| Length of assessment  | The external assessment will be 1 hour and 15 minutes.   |
| No. of marks  | 50   |
| Assessment availability   | January and June   |
| First assessment availability   | June 2014  |

## Assessment and grading for internally assessed units

Internal assessment remains the main assessment method for BTEC qualifications because we believe that assignments set and marked within the centre provide the most relevant vocational learning experience for your learners.

You should guide both the teaching and the learning to then ensure that learners are assessed validly and reliably in a way that is relevant for a vocational qualification. Your teaching of the knowledge, skills and vocational applications will underpin a learner being able to demonstrate achievement through assessed assignments. Learners should be given formative feedback on their learning and skills development during the teaching and learning phase. You should consider carefully when your learners are ready to undertake an assessment. An assessed assignment must have a clear structure and timescale, and encourage the learner to work independently to show relevant evidence. You should make sure that the assessment is a clear, discrete activity. You can then make a qualitative judgement on the evidence using the assessment criteria.

Those who are used to teaching BTEC will find that not much has changed, but we are putting more emphasis on some requirements and helping to build good practice.

- You should make sure that the assessment is a clear, discrete activity. Evidence from the guided learning phase is not admissible because evidence for assessment must be produced independently.
- You should use the new presentation of units, where learning aims are placed with associated assessment criteria, to provide building blocks for assessment – these are clear and simple to use and we recommend that you work through them with your learners.
- Your assessment plan for each unit and for the programme must be clear at the outset of the programme and signed off by the Lead Internal Verifier.
- Your Lead Internal Verifier must authorise your assignments. If you don't have a Lead Internal Verifier who has been through standardisation, you should use support from us to ensure that your assignments are fully fit for purpose. You can use the endorsed assignments or you can access the assignment checking service through our website.
- You need to be explicit about the timescales and the evidence for assignments – there is nothing new about this but we will be expecting centres to follow best practice and to be very clear with their learners.
- You need to set out expectations through tasks and evidence – remember that the criteria are used to judge evidence and are not tasks in their own right.
- **Summative** assessment takes place after the final submission date. A learner may be given **one** opportunity to resubmit a completed assessment after a grade has been given, where this has been correctly authorised.
- You should ensure that all work has been produced authentically and that you have checks in place to ensure that learners are submitting their own work.

## How assignments are used

Assignments are used to assess learner achievement. You should work with the other people in your programme team to design a plan of activity for the year, or the programme as a whole so that assignments have a clear schedule of start, finish and internal verification dates.

Ask yourself how many assignments you will need. Your assessed assignments should cover a minimum of one complete learning aim. You may choose to set an assignment for a whole unit or even bring units together for assessment. Remember

that this means your **assessed** assignments. Of course you may set activities before assessed assignments to provide opportunities for learning from formative feedback and through skills building. These preparatory activities may often use group work and research as a preparation for undertaking the assessment itself but cannot contribute evidence towards an assessment.

In making a decision about how many assignments to use, you can think about what resources you have in your centre, what is available in the locality, how you could use links with local employers, and what opportunities there are for relating assessment to realistic vocational themes.

### Top tips

- If a unit builds up – for example by ‘plan’ and then ‘do’ and then ‘review’ – then one large assignment may work best.
- If a unit requires several forms of evidence then several assignments may be best.
- It is good to emphasise the links between units but it is harder to manage assessment across units – if you feel this is a good approach then be clear on how you will reach one decision for a unit.

You need to think about how the evidence that the learner will produce can be verified and about how you will know that what each learner has done is authentic. You can only accept for assessment learner work that you know has been produced in a way that demonstrates the learner’s own achievement.

### Assignment ‘warm-up’ – active teaching and learning

Your learners will do their best if they are motivated through engaging and realistic activities. All units involve ‘teaching the basics’ but learners need to get involved in order to understand where what they are learning fits in.

You can use your resources and your imagination to really bring learning alive. You can encourage learners to try things out in groups, role plays, presentations and practical demonstrations. You can use visits and talks for research. Remember that you will need to structure what you do so that learners get the information they need, such as by providing a question sheet for them to use during a talk or visit.

You can encourage learners to ‘get their hands dirty’ by trying something out. You can build up their skills so that they will be able to show them off confidently in the assessed assignment.

You can use this ‘warm-up’ time to emphasise practical links between units, so that when learners are carrying out tasks they appreciate that they are often simultaneously drawing on skills/understanding from different units. It is important that learners appreciate the holistic way that their learning prepares them for further study or employment.

### Introducing the assignment

Your teaching and learning phase is going to lead directly into the assessed assignment. You may be setting this up in a very specific way – such as everyone completing a practical activity in a timed slot – or this may be independent work spread over a number of weeks.

It is important to remind learners preparing work for assessment that they have to produce it themselves and that they have to meet the deadlines you give them. Once learners begin work on an assignment no specific assessment feedback can be given.

Remember: you should be sure that your learners understand all the requirements for an assessed assignment before the assessment begins. Look at each unit carefully for how the evidence generated will be judged using the assessment criteria.

### **Evidence for assignments**

You can use different types of evidence for assignments. A description does not have to be written and a presentation could be given in a number of styles – for example PowerPoint®, verbal or a digital/video recording. You need to think about what is fit for purpose. So, if learners need to explain a plan, why not have them present it to an audience with a question and answer session?

You should check that the type of evidence you are planning is feasible – for example, if you ask learners to 'write a memo', the coverage of one or two sides of A4 must be capable of generating sufficient evidence. Likewise a poster may not be a suitable evidence format for a detailed evaluation. Remember that whatever evidence your learners produce must be capable of being verified as well as assessed. So, if they are actually producing a model, a performance, a meal, a coaching session, a demonstration, etc. you need to think about how it will be observed or recorded so that it can be checked during verification.

Remember: No activity can be evidenced solely by an assessor's observation log or by a witness testimony. All observed evidence must be able to be authenticated to the learner. This means that observation logs must always be supported by learner-generated evidence such as preparation notes or reflective logs, or by photographic or video evidence in which the learner can be identified. The totality of this evidence must be available to the assessor at the point of the assessment decision, which must follow hand-in of an assignment. An assessor should not award criteria during an activity, e.g. at the point of completing an observation log.

### **Learning aims and assessment criteria**

A learning aim sets out what you should be covering in order to prepare the learners for assessment. It may define knowledge, understanding, skills and contexts, and the wording of the aim will suggest appropriate learning experiences. You may set an assessed assignment on more than one learning aim but you should not normally split a learning aim over assignments. The evidence the learner produces in response to the assignment brief is judged using the assessment criteria, so you must make sure that what you have stated in the task fully covers those criteria.

### **What about the final grade for a unit?**

The final grade for a unit is at Level 2 (Distinction, Merit or Pass), Level 1 or Unclassified. The assessment criteria are detailed in each unit so that you can clearly see what is required. You need to be aware that a unit grade can only be given once all the activities and assignments for that unit are complete. In giving assessment decisions to learners, you need to be clear about when you are giving a formal decision and how this relates to the assessment for the unit as a whole.

If you choose to include a learning aim in more than one assignment, you should be very clear with learners how a judgement will be reached through looking at the evidence **across** the assignments. For example, the learner may be being asked to show the same skills in two different contexts. If so, they need to know if their performance in either is sufficient for assessment, or if they must perform to the same standard in both.

### **Keeping clear assessment records**

You can only use assignments as assessment instruments effectively if you work closely with other members of the assessment team and keep accurate records of what you are doing. Your records help you and the team to plan, review, monitor and support learners and ensure that assessment is authentic and accurate.

The Lead Internal Verifier has a very important role in ensuring that each teacher, assessor and internal verifier on the programme understands the standards and the processes for keeping assessment documents.

Your records are there to help you get it right for your learners. The main documents that you use, which can be used electronically, are:

- an assessment and verification plan for the programme, showing when each assignment starts and finishes, when it is verified, and which unit(s) or learning aims it covers
- an assignment brief template ensuring that all the key requirements of an assignment are covered
- a record of internal verification for the assignment brief
- a record that the learner completes when submitting an assignment, which should include the date and a declaration of authenticity
- a record of internal verification for an individual sample of learner work
- a record of progress for each learner showing the assignments that have been completed and the assessment decisions given.

## Giving grades

At the end of an assignment you will need to reach a decision on assessment. If an assignment covers a whole unit then this will be a final grade; if it covers part of a unit then it will be a component of a final grade. In either case, it counts as an assessment decision and should be subject to internal verification and then finalised.

Your decisions must be checked according to the internal verification plan signed off by the Lead Internal Verifier. For each assignment, a sample of learner work must be reassessed fully by the Lead Internal Verifier or another person acting as an Internal Verifier who has been directed by the Lead Internal Verifier. Once your decisions have been checked you can give these to the learners as 'final'. **Remember:** you will then be able to accept only **one** further attempt from the learner to provide further or better evidence for the learning aim(s) covered in that assignment.

An assessment decision must be given to the learner on an appropriate assessment record document which contains the assessment decision, the assessor's declaration of authentication of the learner work, space for the Lead Internal Verifier to authorise a resubmission and specify the conditions where applicable, and the assessment feedback comments. Feedback to the learner for each learning aim must be constructive and criterion-based. The learner should understand why they have been awarded each criterion, and why they have not been awarded any others. It is also helpful to annotate the learner work to show exactly where evidence for each criterion can be found.

The assessment feedback must **not** offer any further guidance to the learner. Further guidance means guidance that is beyond that available to them at the start of the assignment; they must not be told individually or specifically what they can do to be awarded further criteria. Care must be taken to maintain the independence of the learner to enable a resubmission opportunity to be authorised.

You can only award higher grades if a learner has demonstrated the requirements of lower grades. This does not mean that the criteria represent different tasks or stages – you should be able to apply the criteria to the same evidence if the assignment is structured carefully.

A summative unit grade is awarded after all opportunities for achievement are given. A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction, a learner must have satisfied all the Distinction criteria in a way that encompasses the Level 2 Pass, Merit and Distinction criteria, providing evidence of outstanding depth, quality or application
- to achieve a Level 2 Merit, a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing evidence of enhanced depth or quality
- to achieve a Level 2 Pass, a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the level 1 criteria are fully met. The award of Level 1 is not achieved through a failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

### Enabling higher achievement

Your assignments should provide opportunities for learners to achieve at the highest level and should promote stretch and challenge. Not all learners will finally achieve a Distinction or a Merit, but it is important that they are provided with the opportunity to do so.

You must look to structure assignments so that learners produce evidence that can be used across the grade levels –learners should not have to ‘get Pass out of the way first’. To ‘aim high’ learners must be well prepared before they start the assignment and be encouraged to attempt to reach the highest standards. All assessed activities must ask the learner to produce evidence that can be assessed against the full range of grades available.

### Assignment design

Your assignments are a tool for encouraging learners to provide evidence for you to make assessment judgements. Good assignments are interesting and motivate learners well.

The components of an assignment are:

- **scope** – outlines which unit(s) or learning aims are being covered and which criteria are being addressed
- **a scenario** – provides a setting and rationale for the assessment
- **tasks** – set out what a learner needs to do to provide the evidence
- **evidence requirements** – set out exactly what the learner is expected to produce and how the assessment will take place
- **a timescale** – sets out start and hand-in dates.

## Assignment briefs

Your assignments must be given to a learner formally as an assignment brief so that the learner knows they are being assessed and what is required of them.

The assignment brief includes:

- the qualification
- the title and number of the unit(s)
- an assignment title and number (if more than one per unit)
- the learning aims
- the assessment criteria
- the evidence requirements
- the start date
- the hand-in deadline.

You should include a record that it has been given to the learner, normally by inserting the learner's name into a copy of the assignment brief, but this could be recorded electronically.

Your learners should be provided with a form or other record for declaring that their work is their own and for confirming the date of submission.

## Using an authorised assignment brief

We are preparing a bank of authorised assignment briefs that you will be able to access at [www.btec.co.uk/authorisedassignments](http://www.btec.co.uk/authorisedassignments). It will include at least one authorised assignment brief for every internally assessed unit. For mandatory units, there will be enough authorised assignment briefs to cover all assessment criteria.

We ask you to verify every assignment every year, regardless of whether it is your own, an authorised assignment or one sourced from elsewhere. Once your assignment is verified, you can put it in your timetable and check that you have planned delivery of the appropriate unit content. This can be as simple as making sure you have planned an event, visit or performance as suggested.

- The Lead Internal Verifier should fit these assignments into the overall plan and know when they will be assessed.
- You may want to adjust the assignment to make it fit your learners' needs and your centre's resources.
- You should think about exactly how the evidence is going to be produced and whether or not your learners need guiding to relevant activities that they have already completed.
- You may need to plan for practical activities to be carried out and recorded.

It is important that you are as familiar with the authorised assignment brief as you would be if you had created the assignment yourself. Understanding the assignment will ensure that you plan activities that properly reflect the scenario given in the assignment and that you are prepared for the evidence learners submit.



## The scenario

The assignment should be set in a vocational context that helps your learners to show what they have learned in a relevant way. This can often be achieved by asking learners to imagine they are in an appropriate job setting with a job role and job tasks. It could involve providing them with a brief of an activity that would be of value to a local employer, or without using a job context directly. It could draw on a real case study in order to allow application and analysis. You can draw on understanding of your sector to develop appropriate assessment contexts.

## Evidence

You can choose suitable forms of evidence – and it is possible to use a wide range of forms, from reports to presentations, from performances to diaries, from record sheets to digital/video recordings.

Of course you should match the evidence type(s) selected to the requirements of the unit(s) or learning aims(s). For example, if a learning aim requires a practical demonstration then you should think about how that is going to be set up and recorded.

Be careful not to suggest a type of evidence that may be too short – for example, a 'leaflet for new buyers' may be a realistic form of assessment for business learners to produce but may not provide for sufficient breadth in itself, depending on the assessment requirements.

For some evidence, the period for its production must be time-constrained and in some cases you may want to ensure authenticity by having some evidence produced in supervised conditions.

## The tasks

The tasks should be a clear statement of what a learner needs to do to produce the evidence. You may explain the tasks to learners in more detail during delivery, but the assignment itself should be clear. You should remember to relate tasks to the scenario and to the evidence. If learners have been carrying out preparatory work – such as visits, rehearsals or skills exercises – then you may want to refer to this in the tasks.

Your tasks must:

- specify the nature and extent of the evidence
- be clear and include any specific materials or steps with times or dates when necessary
- refer to the assessment criteria that the evidence will be judged against
- encourage the generation of evidence that can be judged against the criteria
- be presented in a way the learner can understand – remember that the criteria are not in themselves tasks
- fit together to cover the learning aim sensibly, allowing learners to achieve to the best of their ability.

You must make sure that the tasks can generate evidence which cover the criteria. When you create tasks, you should not use the exact wording of the criteria, but you should pay close attention to it and the associated assessment guidance.

You should always list the criteria covered by each assignment – and also normally each task. When you quote the assessment criteria, do not change their wording. You can, of course, use a glossary of the wording of tasks to highlight what certain words mean. Many words will be repeated across criteria for different grades and your learners may find it useful if you highlight the changes.

You should remember that the criteria are used to judge the evidence, so completion of a task related to identified criteria does not automatically imply achievement.

## **Scope**

You can choose the scope of an assignment provided that it fits well into the overall assessment plan for the unit(s) and the programme. For some qualifications it is normal practice to bring several units together for large-scale projects, while for others initial coverage of a topic in one unit may then be picked up in later, more specialist units.

When planning a unit-by-unit approach to assessment, you should make sure that learners understand through their learning how the units relate to each other, and that the requirements for synopticity are addressed.

Assignments that span several units should be carefully controlled, and you need to decide whether it is only the learning or both learning and assessment that is considered together.

## **Learner responsibility**

You should make sure that learners know they must meet their deadlines and provide work that is genuinely their own, otherwise their grades will be affected. To support learners, you should explain how to reference the work of others and how to work in such a way that ensures they can declare that their work is their own.

We recommend that learners are given a guide to their assessment at induction to the programme. You can reinforce the expectations when assessed assignments are handed out.

## **Quality assurance**

### **What is quality assurance?**

Quality assurance is at the heart of vocational qualifications. For many BTEC units, assessment is completed by your centre and your centre is responsible for the grading and standard of assessments.

- You use quality assurance to ensure that your managers, internal verifiers and assessors are standardised and supported.
- We use quality assurance to check that all centres are working to national standards. This is done by sampling your marked assignments.

### **What is the purpose of quality assurance?**

In your centre, quality assurance allows you to monitor and support your BTEC staff and to ensure that they understand, and are working to, national standards. It gives us the opportunity to identify and provide support where it is needed in order to safeguard certification. It also allows us to recognise and support good practice.

## How does it work?

First of all, you need approval to deliver BTEC qualifications. By signing the approval declaration you confirm that you have in place all necessary resources, appropriately experienced staff, and quality assurance policies and procedures. You should have standardised systems and procedures for registering and certifying learners, tracking learner achievement and monitoring assessment and internal verification.

During the delivery of a programme, internal verification is the quality assurance system that you use to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme
- assessment tools are fit for purpose
- assessment decisions judge learner work accurately using assessment criteria
- standardisation of assessors takes place.

Internal verification is a recorded discussion between two or more professionals to ensure accuracy, fairness, consistency and quality of assessment. Internal verification procedures must:

- check all the assignment briefs or assessment tools used in every internally assessed unit
- check a sample of assessment decisions made for every internally assessed unit
- check a sample of assessment decisions from every assessor
- ensure that within the sample:
  - the range of assessment decisions made is covered
  - the experience of the assessor is taken into account when setting the sample size
  - the sample size is sufficient to assure the accuracy of the assessment decisions for the whole group
- plan and document the process.

Our external quality assurance processes include:

- annual visits to each centre to look at quality assurance systems and procedures (Quality Review and Development)
- standards verification by a subject specialist to sample assessment and internal verification of learner work
- standardisation activities to support assessors, internal verifiers and lead internal verifiers.

Every year we publish an updated *BTEC Quality Assurance Handbook* to explain our external quality assurance process for the next academic year. Along with the programme specification, the handbook should provide your programme team with everything they need to run vocational programmes successfully.

## Centre roles and responsibilities

- **Senior managers**

The Head of Centre is formally responsible for ensuring that your centre acts in accordance with our terms and conditions of approval. These include ensuring the provision of appropriate resources, recruiting learners with integrity, providing full and fair access to assessment, maintaining full and accurate records of assessment, complying with all quality-assurance processes, and ensuring that all certification claims are secure and accurate. Day-to-day responsibility is normally delegated to the centre's BTEC Quality Nominee.

- **BTEC Quality Nominee**

Each centre is asked to identify a member of staff as its Quality Nominee for BTEC provision. This person is the main point of contact for information relating to quality assurance. Quality Nominees will receive regular information from us about all aspects of BTECs, which they should share with the relevant staff in their centre. Therefore, it is very important that Quality Nominee details are kept up to date on Edexcel Online. We recommend that your Quality Nominee is someone with responsibility for the BTEC curriculum because they will be involved in monitoring and supporting staff in your centre. The Quality Nominee should ensure that BTEC programmes are managed effectively and actively encourage and promote good practice in your centre.

- **Examinations Officer**

The Examinations Officer is the person designated by the centre to take responsibility for the correct administration of learners. This person normally acts as the administrator for Edexcel Online – our system for providing direct access to learner administration, external reports and standardisation materials.

- **BTEC Programme Leader**

The Programme Leader (or Programme Manager) is the person designated by your centre to take overall responsibility for the effective delivery and assessment of a BTEC programme. The Programme Leader may also act as the Lead Internal Verifier.

- **Lead Internal Verifier**

The Lead Internal Verifier is the person designated by your centre to act as the sign-off point for the assessment and internal verification of programmes within a principal subject area (for example, BTEC Firsts and Nationals in Business, or BTEC Firsts and Level 1 in Engineering). We provide Lead Internal Verifiers with access to standardisation materials. The Lead Internal Verifier should be someone with the authority to oversee assessment outcomes. Ideally this would be the Programme Leader, because this would normally be a key part of their role. They should be directly involved in the assessment and delivery of programmes and able to coordinate across Assessors and other Internal Verifiers for a principal subject area.

- **Assessors and Internal Verifiers**

The *programme team* consists of the teachers who are responsible for the delivery, assessment and internal verification of the BTEC qualification. An Assessor is anyone responsible for the assessment of learners. An Internal Verifier can be anyone involved in the delivery and assessment of the programme. Please note that if a teacher writes an assignment brief, they cannot internally verify it. Someone else should perform this function. Where there is a team of assessors, it is good practice for all to be involved in internally verifying each other. If there is only one main person responsible for delivery and assessment then arrangements must be made for their assignments and assessment decisions to be internally verified by someone appropriately experienced.

## Tips for successful BTEC quality assurance

- Recruit with integrity. Ensure that the learners you register on the programme are able to achieve at level 2 and have a specific interest in the vocational sector.
- Ensure that you have sufficiently qualified and vocationally experienced staff involved in delivery and assessment. BTECs are vocational qualifications, designed to be delivered by staff with expertise in their subject.
- Provide induction, training and ongoing development opportunities for your staff. Best practice comes from having staff that understand the BTEC ethos and assessment methodology and have up-to-date knowledge of their vocational sector.
- Use the free resources available. There is a wealth of guidance in the specifications and delivery guides that will help you with delivery and assessment.
- Make quality assurance part of everyone's role. Quality assurance is a fundamental aspect of every role, from assessor to senior manager. Recognising this and providing time and resources to support quality assurance is the key to success.
- Plan ahead. You should begin a programme with a clear schedule for handing out assignments, assessment deadlines and internal verification, so that you are well prepared to ensure ongoing quality and able to address any issues quickly.
- Ensure good communication. Assessors, internal verifiers, Lead Internal Verifiers and managers should all be clear on their roles and how they interact. The Lead Internal Verifier must have a clear overview of the plan of assessment and how it is being put into practice.
- Provide clear, consistent feedback to learners, based on the grading criteria during the guided learning stage. Give clear and accurate assessment feedback based on the grading criteria only after the final submission. Remember care must be taken to maintain the independence of the learner during assessment activities. This allows learners to know exactly how they are achieving on the programme, identifies areas for development, and encourages them to take responsibility for their own learning.
- Undertake internal verification in a timely way. Assignment briefs must be internally verified before they are given to learners. A sample of assessment decisions should be internally verified as soon after assessment as possible to ensure that learners receive accurate and supportive feedback on their achievement.
- Track assessment and internal verification accurately as you go along. Assessment records should be kept at the level of the learning aim and assessment criterion/criteria. This gives a clear confirmation of individual achievement and identifies areas for improvement.
- Using standardised templates for all quality assurance documents helps to ensure a consistent approach. We provide templates via our website that you can use for:
  - internal verification of assignment briefs
  - internal verification of assessment decisions
  - observation records and witness statements.
- These templates are not mandatory and you are free to design your own, but using them will help to ensure that you are meeting requirements.
- Ensure that learner work is kept secure but is accessible during the programme. You will be required to provide learner work for external quality assurance while learners are on the programme.



# Units





# Unit 1: Introducing the Hospitality Industry

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## Delivery guidance

### Approaching the unit

Your learners will have some experience of the hospitality industry, either as customers or through employment. You should seek to confirm their familiarity with hospitality and use it to reassure them that this knowledge gives them a good start with this unit. They may also be aware of the industry through a range of television programmes and be inspired by the activities and celebrities associated with them.

It is really important for you to establish early on the size and diversity of the hospitality industry. While learners are often familiar with many high-street hospitality brands, they are unlikely to appreciate the bigger picture. In particular, learners need to understand the importance of the hospitality industry's contribution to the UK economy and the employment it provides.

Teamwork is an essential part of working in hospitality, so try and maximise opportunities to incorporate this into learning activities, through groups with learners taking different roles. Internet access is essential for research and will help to enthuse learners as they discover more about the hospitality industry and the opportunities it offers.

### Delivering the learning aims

For **learning aim A**, learners will need to develop an understanding of the scope and size of the hospitality industry and the products and services it offers. There is a large range of businesses; try breaking these down into the seven industry areas as per the unit content. Knowledge of particular business and brand names is not required, but these can help learners relate to the unit content and should not be avoided in your delivery. Learners need to understand the features, products and services associated with particular businesses. There are lots of similarities between hospitality businesses, but identifying the key differences and unique features of particular businesses is a useful approach for you to consider. For example, what makes one hotel 2 star and another 5 star? Alternatively, an oil rig and a cruise ship are both examples of offshore hospitality services; the oil rig for people at work where a strict no-alcohol policy is in operation, whereas a cruise ship caters for staff and guests and offers a wide range of food and beverages. Both examples offer accommodation and other hospitality services, but in very different ways.

Business ownership at this level is very much an overview of different examples with the advantages and disadvantages of each. You could structure an in-class discussion to cover this aspect, maybe involving a business colleague. When considering the ways other industries support hospitality, you could invite colleagues with experience in these industries to give talks or question and answer sessions.

For **learning aim B**, learners will look at the mechanics of running a hospitality business. Visits to different hospitality businesses and their suppliers can be a useful approach for you to consider. Previous learners who now work in the industry might be willing to return as guest speakers and answer questions. To help your learners understand purchasing documentation you could give out completed examples for them to examine. These could be used to role-play the movement of supplies through the purchasing cycle in the correct order. Managing costs and revenue will follow on from purchasing and learners could undertake small-group work to examine profit examples and consider profit estimates and margins for a virtual business.

You could also consider devising accounts spreadsheets. These can give a clear illustration of the impact of costs on profits, using food costing, recipe yields and portion control examples, together with trading data.

Simple case studies or television examples based on hotel, restaurant and hygiene inspections are useful when covering controlling staff and maintaining standards and quality. You could also use anecdotes from learners, as employees or customers, to highlight examples of good and bad practice. This can often produce good case study material for learners to discuss and practise their problem-solving, analysis and evaluation skills.

For **learning aim C**, learners should be guided through the current climate for hospitality businesses, understanding trends and issues affecting the hospitality industry and how businesses respond to them. You will need to keep your learners tightly focused on hospitality-related issues. There are lots of stimulating discussion topics in this learning aim and suitable case studies and research will enable your learners to devise presentations to examine how hospitality businesses respond to particular issues. You should encourage them to consider benefits and disadvantages of particular ethical issues; fair trade products are a good example. Guest speakers may be recruited from companies that promote ethical and sustainable business. You should also seek out local companies and consultants that conduct environmental impact audits for hospitality businesses and request information and guest presenters.

Learners will be assessed by an external examination, so you should prepare them by ensuring effective and comprehensive coverage of the unit. This will help enable them to achieve to the highest level. Exposing learners to practice questions and then analysing their answers is essential. You should access the SAM (sample assessment materials) from the Pearson qualification website for question examples.

## Getting started

**This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.**

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| <b>Unit 1: Introducing the Hospitality Industry</b>  |
| <p><b>Introduction</b></p> <p>Know your learners: are some employed in the hospitality industry? If so where do they work and in what roles? Explore and compare your learners' previous interaction with hospitality, and share your own experiences. This can be a good ice-breaker with learners, giving you a useful starting point for unit delivery.</p>   |
| <b>Learning aim A: Understand the structure and service provision in the hospitality industry</b>  |
| <ul style="list-style-type: none"> <li>● Introduce your learners to a summary profile of hospitality industry – statistics, size, scope, number and types of employees and economic value to the UK economy.</li> <li>● Run a brainstorming exercise to generate examples of hospitality business types. Follow this with a teacher-led overview of the hospitality industry's classification. Learners could then organise their generated examples into the correct classification. Offer up some unusual examples for the group to categorise. Link any brand names arising with the appropriate business areas.</li> <li>● In small groups, ask your learners to organise cards stating products and services by matching them to particular businesses. They should use their existing knowledge. Give out a gapped handout for your learners to complete when matches are agreed with the whole group, so that results can be recorded. Highlight some unusual and unique examples for discussion.</li> <li>● Outline different types of ownership and lead a discussion on the advantages and disadvantages of each.</li> <li>● Lead a structured discussion with your learners to create a list of the industries that support hospitality. Then divide them into small groups, each with a particular industry to consider, and ask them to come up with examples of ways their particular industry supports the hospitality industry.</li> <li>● Lead learners in a matching exercise of products and services to particular businesses. Alternatively, ask your learners to produce a mapped grid for the industry and its features. This could be a useful revision tool.</li> </ul> |
| <b>Learning aim B: Understand hospitality operations</b>   |
| <ul style="list-style-type: none"> <li>● Give an overview of the operational processes as per the unit content.</li> <li>● Examine with your learners different hospitality business purchasing options. Then, in small groups, ask them to generate advantages and disadvantages of different buying approaches and present these to the whole group. Prompt a discussion of the conclusions presented, and fill in any gaps.</li> <li>● Give completed examples of purchasing cycle documents and demonstrate their use with learners.</li> <li>● Produce simple recipes for learners to use – these should include portion yield, cost of ingredients and selling price. Give small groups a range of challenges to simulate rises in costs, waste, excessive portion sizes and change in selling prices. Ask groups to demonstrate to the class the effect of particular changes to their recipes and how they will affect profits.</li> <li>● Introduce the 'controlling staff' topic to the group. Use any positive or negative examples from learners' employment experiences. Use video clips or written case studies of staff control issues for small groups to analyse and offer suitable ways</li> </ul>   |

**Unit 1: Introducing the Hospitality Industry**

to address staff behaviour issues. Then use a whole-group discussion to exchange views and decide on appropriate actions.

- Establish the importance of standards and quality to the hospitality industry, using learners' input as the basis. Connections should be made to the 'controlling staff' topic. A visit to a local hospitality business and a seminar with a manager should be planned. The aim is for the manager to explain the importance of quality and standards, how they maintain them and the impact they have on their business. Learners should formulate individual questions to generate the information they require and take an active part in the seminar. A post-visit discussion should then follow.

**Learning aim C: Understand how current issues and trends impact on businesses within the hospitality industry**

- Introduce the learning aim using a PowerPoint® presentation.
- Hold a structured class discussion of the 'issues concerning the hospitality industry'.
- Run a small-group activity where learners produce mind-map posters using 'factors determining success in the hospitality industry' and present these to the whole group. Follow this with a whole-group discussion to confirm factors.
- Introduce social issues and trends, and follow up with a case study and group discussion on the effects these issues have on the hospitality industry in general.
- Ask individual learners to research a given topic from 'environmental and ethical issues and trends'. They should then devise a short presentation explaining the topic area and highlighting how it affects the hospitality industry and its response to it. Invite them each to deliver these to the group and respond to questions.
- Invite a guest speaker, for example a green/environmental auditor, to discuss their experience of how the hospitality industry is responding to environmental trends and issues. Case study scenarios can be a viable alternative.
- Invite in a guest speaker from a hospitality business with an environmental and ethical business focus. The learner group could prepare questions relating to the points in 'how hospitality businesses respond to trends and issues'. These should be sent in advance to allow the speaker to prepare effectively.
- Lead a discussion on the different views and perceptions of the two speakers.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

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- *Unit 2: Working in the Hospitality Industry*
- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry.*

## Resources

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### Textbooks

Foskett, D. and Paskins, P., *The Theory of Hospitality and Catering* (12th edition), Hodder Education, 2011 (ISBN 978-1-444-12376-0)

Comprehensive reference source for learners and teachers providing an overview of the hospitality industry and its business activities.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

Krioussis, B.G., *The Green Guide: For a Sustainable and Profitable Economy in Hospitality, Retail and Home Businesses*, iUniverse Publishing, 2007 (ISBN 978-1-462-01003-5)

Useful reference and introduction to green business.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### Websites

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.bighospitality.co.uk](http://www.bighospitality.co.uk)

Comprehensive site including current hospitality news, features, video links and other general information.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of the *Caterer and Hotelkeeper* magazine.

[www.cipd.co.uk](http://www.cipd.co.uk)

Chartered Institute of Personnel and Development – information on recruitment and legal aspects of staff employment.

[www.food.gov.uk](http://www.food.gov.uk)

This is the official government website for the Food Standards Agency, with food and food-related issues including food safety and hygiene. It is packed full of information and is always up to date.

[www.greenhotelier.org](http://www.greenhotelier.org)

Green Hotelier – practical solutions for responsible tourism.

[www.instituteofhospitality.org](http://www.instituteofhospitality.org)

The Institute of Hospitality is the professional body for the hospitality, leisure and tourism industries.

[www.ons.gov.uk](http://www.ons.gov.uk)

Office for National Statistics – trends and population information.

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

The sector skills council for hospitality, leisure, travel and tourism.

[www.springboarduk.net](http://www.springboarduk.net)

Springboard UK – hospitality careers and industry information.

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

Case studies of hospitality businesses and sustainability.

[www.towards-sustainability.co.uk](http://www.towards-sustainability.co.uk)

Close look at a range of sustainability issues and further links.

# Unit 2: Working in the Hospitality Industry

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## Delivery guidance

### Approaching the unit

This is an excellent unit for giving learners opportunities to engage in practical work experience in a real or simulated hospitality situation with customers and colleagues. Try to strike a good balance between theory and practical activities when delivering the unit content. Your learners should be given an insight to the wide and interesting range of job opportunities available in the industry, from those of a practical nature, such as cooking, food and beverage service, reception and accommodation services, through to supervisory and managerial roles. They will need to know that all of these roles require a range of skills, some of which will be common to all roles (e.g. social and personal skills), while others may be specialist (e.g. event organising). It is important that your learners develop a positive and enthusiastic attitude towards work and understand that if they are willing to learn they are more likely to gain employment.

Learners will also be given the opportunity to gain an understanding of the impact of good and poor working skills on a hospitality business and begin to develop their own behavioural skills for the workplace, particularly teamworking and effective communication.

It is important to plan this unit well ahead of delivery to ensure that learners are given appropriate opportunities to practise their skills and to demonstrate these for assessment.

### Delivering the learning aims

For **learning aim A**, you could start by introducing job roles within the hospitality industry, using a selection of job advertisements from trade journals and newspapers. The *Caterer and Hotelkeeper* (Reed Business Information) is a good source of job adverts. You could then link these jobs with appropriate hospitality industry businesses to give learners more insight. Follow this by introducing skills required for each job role. For Topic A.2, encourage your learners to draw on their own experiences as customers or as employees (if they already have work experience within the industry). A local hospitality employer could be invited in to give a talk on skills and attributes required of their employees as well as identifying why they are so important and the impact on the business when employees do not have these skills. Where links are made with a local employer(s) your learners should be asked to prepare some suitable questions prior to the meeting, which you have vetted and given to the guest speaker in advance. This will ensure that they obtain the required information, that best use is made of the time and that the employer is left with the impression that your learners are well organised, businesslike and professional.

This approach could be extended to Topics A.3 and A.4. Topics A.5 and A.6 could be covered with a theory input. Mention needs to be made of the regulatory and legal frameworks that businesses are required to comply with. Your learners will need a basic knowledge of these.

Much of **learning aim B** can be covered by you setting up a minimum of two realistic hospitality situations in which your learners can develop and demonstrate their skills. The more opportunities you can give learners to develop these skills, the better. This learning aim can be linked to *Unit 7: Food and Beverage Service in the Hospitality Industry*, learning aim B (provide food and beverage service to customers professionally, safely and hygienically). The practical food service scenarios that are required for Unit 7 make ideal situations for learners to practise and develop their working and interpersonal skills.

Give appropriate and constructive feedback to your learners on how they can improve on their performance. Self-evaluation is an important part of this unit – you will need to encourage your learners to develop this skill so that they can make judgements about their own performance and justify areas for improvement, rather than simply give an account of what they have done. Your learners will need some tuition on how to do this and some practice if they are to be effective in their self-evaluation.

Topic B.2 involves the development of effective verbal communication skills. You could establish links with the teaching of literacy as a functional skill and give opportunities for co-teaching and curriculum integration. You will need to use a well-designed pro forma and make written judgements about learner performance to capture the assessment evidence. Remember that these are formal assessment documents that need both signing and dating for authentication. This is the practical aspect of the unit where learners are given opportunities to develop their own communication and interpersonal skills.



## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 2: Working in the Hospitality Industry

#### Introduction

Explore with your learners what they might aspire to achieve from working in the hospitality industry. Try to establish what your learners' ambitions and expectations are in terms of work and career planning. Work with them to show how this might be achieved from working in the hospitality industry. Illustrate the range and types of jobs that they could undertake to successfully meet their goals. This might be the first time that many have done some career planning.

#### Learning aim A: Understand effective working skills in the hospitality industry

- Introduce your learners to the range of common job roles found in the hospitality industry and make links to the types of businesses that they would normally be found in. Names of job roles and businesses could be printed on laminated cards and learners asked to make a match as a simple introductory exercise. Follow this up with a teacher-led overview of job roles identifying what each role might entail.
- Give your learners some details of how the industry is made up – the range and types of hospitality businesses. Links can be made here to *Unit 1: Introducing the Hospitality Industry*.
- Run a question and answer session to identify working skills that are required to work successfully in the hospitality industry. In small groups, ask your learners to explore personal and interpersonal skills required for the hospitality industry as well as identifying their own skills and personal traits in order to help establish what they might be good at. Follow this up with a formal teacher-led discussion of the working skills required for the industry.
- Develop a worksheet that learners can complete to identify the interpersonal skills required for successfully working with customers.
- Run a whole-class session on identifying communication skills required for working in the hospitality industry. Learners could be asked to role-play situations such as taking a food or beverage order from a customer to establish how to communicate effectively in a work situation. Follow this up with a formal discussion on communication skills.
- Arrange a formal visit from a local hospitality employer so that they can identify the skills that they require from their employees and why. Ask your learners to prepare some suitable questions to ask the employer in readiness for the visit. The questions should be based on the unit content.
- Introduce a whole-class topic: 'The effect of good and poor working skills on hospitality businesses and staff'. Illustrate this session with examples from hospitality businesses. You could base the session on customer service and get your learners to recall their experiences of good and bad service. Get them to identify how they reacted to different situations. Relate this to the impact this had on the hospitality business.
- Ask an employer to give a talk on how they 'provide consistent and reliable service' in their establishment through their business procedures and systems. A fast food company would be a good example to choose.
- Split your learners into small groups, with each group tasked with researching a specific legislation or regulation around service requirements. Each group should then present findings back, giving everyone in the wider group an insight into the range of legal and regulatory requirements.

**Unit 2: Working in the Hospitality Industry****Assignment 1: What are Working Skills in Hospitality?\*****Learning aim B: Use working skills in a hospitality situation**

- Run a whole-class teaching session on how to create a positive first impression with customers. This can be linked to the Topic B.2 on working effectively with customers and colleagues and used as a foundation for the group practical work that the unit requires. The session should include a formal discussion on personal presentation and hygiene. Where any follow-on practical sessions require learners to wear a uniform this is a good session to run through the correct wearing and maintenance of this uniform. This is a real practical example of how to create a good impression by being 'well turned out' for work.
- Manage some structured practical work in simulated situations to develop skills to work effectively with customers. The learning content can be achieved by learners working in a food and beverage service situation, serving some simple meals or providing service for a function. Links can be made with *Unit 7: Food and Beverage Service in the Hospitality Industry*. There are some opportunities for co-teaching of the two units. The best results are achieved where 'real' customers are present.
- Arrange a whole-class revision session to review the skills learned in working in simulated/real situations. A worksheet for learners to complete is a useful tool for reinforcement of the main points.
- Develop a worksheet for learner completion to test their understanding of creating a positive first impression with customers. Get them to highlight how they should attend to their own personal presentation and wearing of any uniform as well as the communication skills they must develop.
- Develop a worksheet for individual learner activity to test learners' understanding of the skills they have developed for working effectively with customers. Use the unit specification as a basis for the content of the worksheet.
- Hold a teacher-led revision session on using working skills in a hospitality situation –reinforce this with learners' own experiences gained from their own part-time employment or the simulated work done as part of the course in your centre.

**Assignment 2: Professional Standards\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

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- *Unit 6: Planning, Preparing, Cooking and Finishing Food*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*

## Resources

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### Textbooks

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

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### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### Other publications

*Food Hygiene: A guide for businesses*, June 2011 (Food Standards Agency)

Essential reading for any learner studying or working in the hospitality industry.

### Websites

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

The sector skills council for hospitality, leisure, travel and tourism.



# Unit 3: Food Safety and Health and Safety in Hospitality

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## Delivery guidance

### Approaching the unit

Unit 3 gives learners a good foundation for the practical aspects of the course.

You may like to consider obtaining a copy of the publication *Food Hygiene: A guide for businesses*, published by the Food Standards Agency, for each learner. This publication is available free of charge (details of where to obtain it are shown below in the section 'Other publications' of this unit guidance). This publication looks at the key laws that affect a food business. It also explains about good food hygiene practices that are essential for those who sell and provide food to eat. This publication makes a good source for your teaching materials and a useful reference for your learners.

Throughout your delivery of this unit, you should make reference to the practical application of the unit content in a kitchen or food preparation area. This will help learners to contextualise what for some could be quite complex theory. This unit can be delivered before or alongside *Unit 6: Planning, Preparing, Cooking and Finishing Food*. Learners will be expected to put food safety requirements into practice when they are preparing, cooking and serving food.

Links with real hospitality businesses and employers will help your learners put into context the legal and practical requirements for those handling food. Some organised visits to these as well as a talk by an environmental health officer from the local authority with a food specialism will give contrasts to the more formal inputs that the unit requires.

### Delivering the learning aims

For **learning aim A**, learners will need to develop an understanding of safety when dealing with food in the hospitality industry. This unit contains quite a lot of theory and specialist terminology and you will need to give your learners opportunities to understand these and get to know them. The more links you are able to make with practical preparation and cooking of food the better. Learners could be encouraged to carry out some individual research as part of their preparation for assessment by looking at some training materials for the hospitality industry. Your local hospitality employer links will be a good source for these. This learning aim could be delivered by a series of formal sessions, which could include a talk by an environmental health officer from the local authority with a food specialism. This will give learners the opportunity to make links between theory, the law and actual practice in industry.

The content of **learning aim B** makes links with learning aim A, and should naturally follow on. Links to the practical application of the legal requirements surrounding food safety need to be made. Learners will need to develop an understanding of safety legislation and regulations that control safe working practices in the hospitality industry. They will look at how a hospitality business complies with the legal requirements placed upon it as well as the range of requirements.

They will also learn about the safety signs and information and documentation that have to be displayed and kept in a hospitality business. This can be achieved by a series of formal discussions supported by two industrial visits to see how compliance is actually achieved in real businesses. Visits to two contrasting hospitality businesses to see real application will help learners to link theory with practice.

You could consider visiting a small owner-managed café and a national hotel chain as a complete contrast.

It is a good idea to spend some time preparing learners for employer visits. They should prepare suitable questions to ask employers beforehand by considering why they are going on the visit and what they need to gain in terms of information, in relation to the unit content.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

| <b>Unit 3: Food Safety and Health and Safety in Hospitality</b>   |
|---|
| <p><b>Introduction</b></p> <p>You could introduce this unit by asking your learners the following questions. How should food be stored? How can you track produce expiry dates? What do you think would happen if you served gone-off food? What hazards do you think there are working in a restaurant or hotel?</p>   |
| <p><b>Learning aim A: Understand food safety when dealing with food in the hospitality industry</b></p> <ul style="list-style-type: none"> <li>● Through whole-class teaching, introduce food safety regulations, procedures and hazards.</li> <li>● Construct an individual learner exercise on correct storage of food to maintain safety. Give your learners a list of ingredients that include: fresh, such as fish, meat and salad leaves, frozen, such as chips, peas and prawns, and dried and tinned items, such as pasta and chopped tomatoes. They should investigate and identify how these items should be correctly stored. They should state the temperature, conditions and timescales for correct and safe storage of food. The outcomes for not complying with the requirements should also be identified, such as risk of food poisoning. A table is a good way to present this kind of information. This should be followed up with a formal teacher summary.</li> <li>● In groups, ask your learners to prepare for a talk by a local environmental health officer (EHO) by thinking of a range of questions to ask based on the content of the unit (include links to Topic B.1).</li> <li>● Invite an environmental health officer to give a talk and follow with a class discussion on environmental health and implications for the hospitality industry, to include the responsibilities of hospitality staff and businesses in maintaining good hygiene to prevent the outbreak of food-borne diseases (food poisoning).</li> <li>● Develop a worksheet for learners to complete on how to maintain food safety when cooking. Give your learners some ingredients for a two or three-course meal that is to be prepared and cooked. This should include some fresh items, such as cream, shellfish and/or meat. Your learners should then identify how the food items should be correctly stored and handled while they are being prepared and cooked to prevent cross-contamination by bacteria.</li> <li>● Lead a whole-class discussion on control procedures for food safety hazards in hospitality businesses. Identify and explain the control procedures used by a hospitality business to reduce and manage food safety hazards.</li> <li>● Ask learners to investigate how to maintain food safety when serving food from a heated service counter for a lunchtime period of two hours' duration. Your learners should understand the correct and legal temperature regimes for holding and serving a range of hot and cold lunchtime dishes required by law. They should also identify what procedures a hospitality business must comply with to prevent food poisoning and possible contamination of cooked and raw foods that are ready to eat. This would include packaging, use of correct serving tools, washing and sanitising all equipment and personal hygiene. Get them to complete a worksheet for this information.</li> <li>● Use whole-class teaching to introduce learners to controls and monitoring procedures.</li> <li>● As preparation for visits to hospitality businesses, your learners could complete a worksheet you have devised to show that they know what to look for and ask when</li> </ul> |

**Unit 3: Food Safety and Health and Safety in Hospitality**

they are at the premises to see how a hospitality business manages aspects related to health and safety (also links with learning aim B).

- Arrange a visit to a hospitality business to observe food safety and health and safety in action to understand the implication for hospitality staff and businesses. Follow this up with a formal review and conclusions. Make links with the content of the unit to ensure adequate coverage of the topic.

**Assignment 1: How to Maintain Food Safety\***

**Learning aim B: Understand safety legislation and regulations that control safe working practices in the hospitality industry**

- Use whole-class teaching to introduce learners to safety legislation.
- Ask groups of learners to research a given regulation and report back to the wider group. Use the current food hygiene regulations as a starting point for information.
- Lead a whole-class discussion on how hospitality businesses enforce compliance with legislation, and on safety signs, information and documentation.
- Ask groups of learners to prepare for a visit to a hospitality establishment to review how they manage the requirements for safety signs, information and documentation.
- Arrange a visit to a hospitality business to investigate the use of safety signage.
- Ask your learners to review the visit, reinforcing learning points.
- Discuss with the group risk assessments and how to carry them out.
- Lead an exercise on controls and safe working practices in the hospitality industry. Ask your learners to write up the procedures for safely using one item of mechanical preparation equipment in a kitchen, such as a food liquidiser, a mincer or anything with sharp blades. They should include how to set up the machine, where it should be set up, for example on a worktop, how to safely use it to accomplish the task, such as liquidising fruit for smoothies, and how to safely clean the item and store it away for future use.
- Lead a revision exercise on legislation and regulations that control safe working practices in the hospitality industry.

**Assignment 2: What is the Safety Legislation and Regulations that Control Safe Working Practices in the Hospitality Industry?\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.



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### Other publications

*Food Hygiene: A guide for businesses*, June 2011 (Food Standards Agency)

Essential reading for any learner studying or working in the hospitality industry.

**Note:** local supermarkets can be a good source of well-researched and well-produced information relating to food, cooking and up-to-date recipes. Much of this information is available at no cost.

### Websites

[www.food.gov.uk](http://www.food.gov.uk)

This is the official government website for the Food Standards Agency, with food and food-related issues including food safety and hygiene. It is packed full of information and is always up to date.



# Unit 4: Costing and Controlling Finances in the Hospitality Industry

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## Delivery guidance

### Approaching the unit

It is exciting for learners to find out about how businesses generate their revenue – how they attract and then look after customers, providing products and services with the wow factor. In this unit learners will explore the importance of converting revenue into profit through accurate costing and control of finances. It is absolutely vital that they understand the balance between providing products and services to the customer and the costs involved in doing so.

Make the unit come alive through the use of case studies showing the impact that good or poor practice in this area can have on profit. Invite guest speakers to talk to your learners about the importance of this area of business and to explain that every single employee has some responsibility for it. Encourage your learners to understand that costing is not about maths but about the survival of the business.

### Delivering the learning aims

**Learning aim A** describes the costs involved in running a hospitality business, dividing them into fixed and variable costs. Learners should identify costs for themselves and examine the impact they have on profits at the very first stages of delivery. They should also learn how costs are calculated. It is important that learners understand how costs influence selling price and why products and services that appear to be the same have different selling prices. Calculating dish prices using spreadsheets as well as pen and paper is useful for learners and calculations should be practised throughout the unit, both individually and in groups to improve confidence with numbers.

Learners should also learn about the importance of controlling costs. Showing through cases studies how effectively revenue is being converted to profit is a good way of demonstrating the impact of not managing costs and of encouraging your learners to identify different means of controlling costs. Guest speakers can share their own experiences. Learners could also investigate the control procedures in place in a hospitality business they visit or work in.

Although **learning aim B** requires learners to eventually focus on the selling prices and breakeven analysis for a hospitality event, it is vital that they understand how hospitality businesses generate revenue and the relationship between revenue, costs and profit. Learners could identify how revenue is earned in a number of hospitality businesses and then, referring back to previous lectures, they should identify the costs involved in getting that revenue.

They must understand that setting the selling price correctly has a vital role in maximising profit and they should go through the process of setting selling prices themselves, taking into account gross profit, net profit and inclusion of VAT. Breakeven analysis is often a difficult concept to learn and therefore it is vital that learners understand its purpose. Using plenty of examples to show how hospitality products and services are priced according to predicted numbers should help with the delivery of this concept.

For **learning aim C**, learners will need to prepare their own income statement (profit and loss account) to measure the success of a hospitality event. They must show their understanding of the fact that the purpose of an income statement is to give information about the financial position, performance and changes in financial position of a business, to enable managers to make business decisions.

It is important that learners develop practical skills as well as knowledge of the theory for this unit. Real examples from industry should be used wherever possible to enhance their learning.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 4: Costing and Controlling Finances in the Hospitality Industry

#### Introduction

Ask what the primary aim of most hospitality businesses is and what constrains organisations such as hospitals, schools and care homes from feeding their customers whatever they want to eat. Explain that hospitality businesses want to make a profit and that hospitality businesses in the public sector, such as schools and hospitals, do not want to make a loss.

Ask, 'If revenue is high, does it follow that profit will be high?' Help learners to see that it doesn't, using a case study to show how a business taking money isn't necessarily making money. Write on the board 'Revenue – Costs = Profit'. Finally, explain that this unit is all about turning revenue into profit, making sure that taking money means making money.

#### Learning aim A: Understand how hospitality businesses control costs

- You could start by using brainstorming and buzz groups as a way of encouraging your learners to consider what costs are involved in running a business.
- Ask your learners to name a particular hospitality business that they are familiar with and get them to identify the costs of running the business.
- See if any of your learners are able to explain what is meant by 'fixed cost' and 'variable cost'. Once these terms have been defined, using the costs from the previous exercise ask your learners to identify which are fixed and which are variable.
- Get them to do some simple costing exercises. These could be simple menu dishes for an event or new menu dishes for a local restaurant or the college or school restaurant or canteen. Explain that the cost of food is one element of costing an event and get them to identify other costs involved.
- Explain that good managers learn to understand, control and manage their activities but that unfortunately not all managers do this and that might be why some businesses fail. Introduce a case study of a hotel comparing profit this year to profit last year, where the profit has fallen. Show how a rise in costs has impacted profit. Get your learners to brainstorm the things that might have gone wrong.
- Use the same case study business to get your learners to examine how these costs could have been controlled.
- It would be useful for them to investigate how costs are actually controlled in a real hospitality business, either through the use of a guest speaker or by their own investigation of processes in place. Examples of documentation used to monitor and control costs would be useful.

**Assignment 1:** Costs, Revenue and Profit in Hospitality Businesses\*

**Unit 4: Costing and Controlling Finances in the Hospitality Industry****Learning aim B: Understand the use of selling prices and breakeven analysis for a hospitality event**

- Reiterate that businesses make money when revenue is higher than costs.
- Ask your learners to identify how a named hospitality business may make money (revenue) and the types of expenditure hospitality businesses incur to make that money. Use a matching activity to get your learners to group costs under the headings overheads, labour and materials. They could then carry out this activity using their assignment.
- Explain that it is vital that businesses know what is coming in (revenue) and what is going out (expenditure). Show a list of revenue and expenditure for a business and ask your learners to identify where the information comes from and how it is gathered. Give them a series of scenarios that show businesses making a loss and ask them to identify the problems causing the losses – costs too high or prices too low. Use this exercise to stress that as well as controlling costs it is important to set the right selling price.
- Explain that a starting point to making sure that revenue will be converted to profit or that losses will not be made is charging the right price. Show some prices for the same menu dish from different standards of restaurant in your area (or maybe a tourist area that your learners can relate to). Ask how they arrived at the prices of those dishes. Look at why they might be different (cost of ingredients may vary; level of service may vary, etc.). Ensure that your learners then understand that price is based on cost. Give your learners some dish prices to calculate.
- Referring to the learners' dish-pricing activity, explain that dishes are usually priced to meet a targeted gross profit. Ask if anyone knows what the gross profit might be. Have the learners complete a gross profit worksheet and ask why a target is established for gross profit. Explain that gross profit for many hospitality businesses is set between 65 and 70 per cent. Identify whether the examples in the gross profit worksheet have met their targeted gross profit and ask your learners to examine what might have gone wrong if they haven't. Emphasise the difference that reaching the target can make to gross profit.
- Ask your learners what other factors need to be taken into account before a selling price can be established for a new dish in a restaurant. Introduce the concepts of net profit, VAT and discounts. Ask your learners to explain how VAT is charged to the customer. Show some customer accounts where the total separates the VAT from the price. Give an exercise where your learners add VAT to the selling price. To help them better remember the concept of VAT it might be useful to show some stories from the media illustrating the industry's protests to the government.
- Get your learners to carry out a series of pricing activities to calculate net profit for a series of events.
- Using examples from the internet, show your learners how different prices vary at different times of day, on different days of the week and at different times of the year. Explain the concept of breakeven and ask your learners why it is important and how it is used to manipulate prices. You could also show some examples of discounts offered on websites such as Groupon. Get them to carry out a series of break-even calculations.

**Assignment 2: Getting it Right to Ensure Success\***

**Unit 4: Costing and Controlling Finances in the Hospitality Industry****Learning aim C: Be able to use an income statement (profit and loss account) to measure the success of a hospitality event**

- Show your learners a series of income statements and ask them what information they can find out through studying them. This could be done as a small-group activity. Make sure the income statement gives very obvious clues: for example, the gross profit could be particularly low or wages could have increased significantly year on year while sales have stayed the same.
- Give your learners a series of sticky notes that contain all the information from an income statement. Put a blank income statement on the board and get them to add the sticky notes to complete it.
- As a group, ask your learners to identify ways in which the information from the income statement can be used to make the business more successful.
- Ask why income statements tend to include the previous year's data. A guest speaker could explain how they use their income statement as a forecasting tool for the year ahead.

**Assignment 3: How Did We Do?\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 6: Planning, Preparing, Cooking and Finishing Food*
- *Unit 8: Front Office Services in the Hospitality Industry*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

The International Culinary Schools at The Art Institutes, *Purchasing, Cost Control and Menu Management for the Art Institutes*, John Wiley & Sons, 2007 (ISBN 978-0-470-17916-1)

Asch, A., *Hospitality Cost Control: A Practical Approach*, Prentice Hall, 2005 (ISBN 978-0-131-11600-9)

Written from a chef's perspective, this is a practical book outlining key aspects of food and beverage cost control.

Dopson, L., Hayes, D. and Miller, J., *Food and Beverage Cost Control* (4th edition), John Wiley & Sons, 2007 (ISBN 978-0-471-69417-5)

A practical guide to managing costs including information about accounting, marketing, legal issues, sanitation, production and service methods.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### Websites

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.bii.org](http://www.bii.org)

The professional body for the licensed retail sector aiming to raise standards.

[www.instituteofhospitality.org](http://www.instituteofhospitality.org)

The Institute of Hospitality is the professional body for the hospitality, leisure and tourism industries.



# Unit 5: Enterprise in the Hospitality Industry

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## Delivery guidance

### Approaching the unit

In this unit learners should be given the opportunity to explore the many different types of hospitality business currently operating, their purpose and what it is that makes them successful. Through looking at examples from industry learners should be given the opportunity to explore how differentiation and innovation can become the key to business success. It is essential that you develop your learners' independent research skills and emphasise the importance of following the hospitality industry in the news, enabling them to gain an appreciation of trends and issues impacting the hospitality industry and strategies that businesses use to deal with them.

Emphasis should be placed on the diversity of the industry and how the changing business environment has forced businesses to reconsider development of their goods and services. Lessons should be packed with case studies and industry-related examples covering a broad range of hospitality industry areas. Having studied the requirements and challenges of business development, learners should be equipped to propose their own idea for a hospitality business start-up.

### Delivering the learning aims

**Learning aim A** will develop learners' understanding of how trends and the current business environment may impact on a hospitality business start-up. Because it is so important that learners understand that the impact of trends and issues will vary from business to business, it is vital that they are able to identify the different types of business within the hospitality industry. Try to engage your learners' interest by taking them on industry visits or inviting in guest speakers from a wide range of hospitality businesses.

It is also important that learners are able to differentiate between a trend and a factor in the current business environment. An exercise that asks them to identify whether something is a trend or a factor in the current business environment may help them to understand this difference and to see that factors often influence trends. This topic is an ideal opportunity to develop learners' research skills and to underline the importance of keeping up to date with what is happening in industry. It might be useful to encourage learners to keep abreast of this through the development of a weekly 'in the news' quiz. This could be followed by discussion on what impact these events might have. Learners could be given the opportunity to ask industry specialists their ideas for a business start-up, giving reasons for their choice.

For **learning aim B**, learners should investigate types of business ideas that have been successful through studying the development of a number of hospitality companies. For example, they could examine how Whitbread are constantly changing their product portfolio, the rebranding of Holiday Inn or how McDonald's adapted their menus to accommodate the trend for healthy eating. In small groups they could investigate a relatively new product development, such as Yotel, and evaluate risks and opportunities for each of them.

A visit by a local entrepreneur could motivate and inspire learners to come up with their own business ideas and the initial stages of their business plan could involve them in presenting an idea to their peers and to hospitality professionals.

A guest speaker from the local council's planning department and from the small business department of a bank could help learners to understand the process involved in developing a suitable business idea and producing a plan for its development.

Learners should be encouraged to think 'outside the box' in this unit and to recognise the value in research in helping them to determine whether their ideas for a new business are realistic and workable.

## Getting started

**This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.**

### Unit 5: Enterprise in the Hospitality Industry

#### Introduction

Introduce this unit by making clear the diversity and uniqueness of the hospitality industry. Give your learners a snapshot of products and services available 30 or 40 years ago, compared to products and services available today.

Explain to your learners that this unit will require research from a range of sources and an understanding of business terminology. Get them to start a glossary of industry terms and to keep a list of the sources of information they have used.

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

- Ask your learners to brainstorm different types of hospitality business. In small groups ask them to look at businesses from SME, independent and large companies and to present on prices, special offers, range of services and products and the aims and objectives. Get them to identify what they are likely to have in common (e.g. wanting to attract customers, keeping customers happy, meeting their needs, etc.). Use this exercise to highlight the diversity of the industry and to emphasise that, despite this, aims and objectives are often similar.
- Explain that within these different types of business there are often business start-ups and give some facts and figures to support this claim (e.g. fast growth areas, companies opening new outlets). Put learners into groups and ask each group to give a proposal for a new business and say what type they would open. Ask them to note how they arrived at their choice. Ask the groups to peer-assess each other and to vote for a winning team. Examine why it won.
- Ask your learners to define a trend and a factor in the current business environment. Brainstorm factors currently impacting the industry and get learners to say whether it is a trend or a factor. Encourage them to draw on learning in different units.
- Give your learners a series of headings (e.g. political, technology, economic, taxation, employment) and set a 'treasure hunt' whereby they research a national factor influencing the industry under each heading.
- Invite an appropriate guest speaker to talk about the factors that would influence the success of their idea of a business start-up in their city/town.
- Using learners' research from the two previous activities, brainstorm the likely impact on a selected target group of customers and their idea for a business start-up.
- Introduce the concept of a SWOT analysis. Work through one example as a class (e.g. a healthy-eating café in the local shopping centre) and then ask them to produce a SWOT for their business idea.
- Ask your learners to brainstorm current trends in the hospitality industry. Explain that these could be social, technological, environmental or ethical. You could improve understanding by discussing trends in music or clothes – something they may have an interest in.
- In groups, ask your learners to look at trends in any of the areas above and identify the impact that they have had on a particular business. A variety of hospitality businesses could be used and interviews with employers from these businesses could be set up to assist learners in completing the activity.

## Unit 5: Enterprise in the Hospitality Industry

### Assignment 1: Investigating the Local Hospitality Business Environment\*

#### Learning aim B: Plan an idea for a new hospitality business

- Ask your learners to brainstorm ideas of what makes a hospitality business successful. Use their ideas to put together a list that mirrors the specification for the unit. Ask them to find their own examples of hospitality companies that are successful for each of these reasons. Explain that there can be more than one reason for the business's success.
- Introduce the concept that one thing the successful companies may have in common is a strong vision. Find some mission statements of well-known companies and get learners to work out who they belong to. Ask them to devise a mission statement for their own company.
- Ask your learners to explain how companies measure their success. Get them to look at share prices, growth, customer reviews and media coverage of a given company and to comment on how well it meets the requirements of success. Starbucks is one example of a good company to study.
- Invite a local entrepreneur or hospitality employer to explain how they measure their success.
- Invite in a guest speaker or examine the development of a successful company in the area to introduce learners to how they could develop their ideas for a business (e.g. researching the market and identifying gaps and opportunities, selecting a product or service, selecting a location).
- Give examples of 'new' hospitality products and ask your learners to identify how they meet the needs or demands of targeted customers.
- Learners could present their ideas for a business start-up and their peers could assess its suitability using the headings outlined in Topic B.3 of the unit specification.
- Give examples of a good and a poor business plan and ask your learners to evaluate the effectiveness of the plan.
- Using knowledge from the activities above, ask your learners to produce their own initial plan for a business start-up.

**Unit 5: Enterprise in the Hospitality Industry**

**Learning aim C: Present a business model for a hospitality business start-up**

- Put your learners into small groups and ask each group to research a definition, features, advantages and disadvantages of the following types of ownership: sole trader, partnership, limited company, public limited company.
- Invite a guest speaker from a local bank to explain to your learners the sources of help for those who are trying to start their own business. Get them to produce questions for the speaker related to their own business idea.
- Give your learners a list of three or four companies and ask them to identify the components of each company's business model (using the information in Topic C.3 of the unit specification).
- Invite a guest speaker (ideally a local entrepreneur) to present the components of their business model to your learners.
- Produce a case study that outlines a new business proposal. Ask your learners to identify factors that will make the business successful.
- Learners should present their ideas for a start-up business to their peers, providing evidence to justify why the business will succeed and being prepared to answer questions on their proposals.

**Assignment 2: My Hospitality Business Idea\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

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

An accessible guide to the hospitality industry containing information about management, globalisation, getting a job, marketing and the restaurant business.

Barrow, C., *Practical Financial Management: Key Financial Statements Tools of Financial Analysis Business Planning and Budgeting* (8th edition), Kogan Page, 2011 (ISBN 978-0-749-46266-6)

A useful guide to financial planning and control containing information about financial statements, tools of financial analysis and business planning and budgeting.

Deakins, D. and Freel, M., *Entrepreneurship and Small Firms* (6th edition), McGraw-Hill, 2012 (ISBN 978-0-077-13645-1)

An accessible introduction to the main topics in entrepreneurship covering areas such as the economic influences on entrepreneurship, sources of finance, diversity, family business and social entrepreneurship.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### Websites

[www.alliance-leicestercommercialbank.co.uk/bizguides/full/hotel/index.asp](http://www.alliance-leicestercommercialbank.co.uk/bizguides/full/hotel/index.asp)

Introduction for hotel, business start-up and starting a business from the business banking and internet banking specialists Santander.

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.bstartup.com/features/starting-catering-business](http://www.bstartup.com/features/starting-catering-business)

A website giving step-by-step guidance to starting a catering business.

[www.bytestart.co.uk](http://www.bytestart.co.uk)

Small business portal.

[www.gov.uk](http://www.gov.uk)

Government website includes business support, information and advice.

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

The sector skills council for hospitality, leisure, travel and tourism.

<http://startup.natwest.com/home/think/hospitality>

Looking at the pros and cons of starting up in hospitality.

# Unit 6: Planning, Preparing, Cooking and Finishing Food

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## Delivery guidance

### Approaching the unit

This unit will give learners practical, hands-on experience as well as an introduction to some of the technical aspects of good food preparation and safe working in the kitchen.

Your learners will have the opportunity to plan a two-course meal, choosing their own dishes using a range of different ingredients. They will then prepare and cook the meal, following safe and hygienic procedures, and will finally review their efforts and suggest how improvements could be made when they cook another meal. Your learners will need to have access to a professionally equipped kitchen with a good range of large and small commercial equipment, all of which is in good working order.

Learners will gain some essential core knowledge on the quality of a range of food items available, as well as an understanding of how to work in a kitchen in a safe and hygienic manner. They will also learn how to use a range of kitchen tools in an appropriate and safe way.

This unit requires careful planning as there is quite a lot to cover in the time allocated. It is also worth noting that practical sessions can take up a lot of time and this should influence the dishes learners choose to cook.

This unit could be taught after or alongside *Unit 3: Food Safety and Health and Safety in Hospitality*. Unit 3 provides the foundation knowledge for safe kitchen working. Your learners will be expected to put into practice while they are in the kitchen the safe practices they have learned in Unit 3. This would also help to give an integrated approach to the delivery of the course as a whole.

### Delivering the learning aims

You could start the unit by introducing the learning aims, and then running an ingredient-recognition session using real samples. This would give a good foundation for learning aim A.

For **learning aim A**, learners will need to have knowledge of common ingredients in everyday use. Ingredients are an extensive subject and because of this there is a danger that this area can become overcomplicated or take up too much unit delivery time. Learners could go on an organised visit to a large supermarket where all the items included in the learning aim would be available to see. A well-constructed worksheet for learners to complete on the visit would be a good way of ensuring the content is adequately covered. This aspect of the unit could also be satisfactorily achieved by learners doing some self-directed study. Learners really need to know how to recognise food items, rather than have an in-depth ingredient study.

For **learning aim B**, learners will need to be taught some cookery skills. This is best achieved in a kitchen where the correct use and workings of large- and small-scale equipment can be demonstrated to them. It would be useful for learners to have a practice session with some equipment before any cooking takes place. You could demonstrate food preparation methods and at the same time identify appropriate tools and equipment required for each method. This makes for quite a coherent way to teach what could be a disjointed set of information.

The content of this learning aim could be integrated with the delivery of learning aim C. It is difficult to detach the two learning aims.

Topic B.4 could be delivered alongside the content of *Unit 3: Food Safety and Health and Safety in Hospitality* (be careful to ensure that the unit content for each unit is covered in full). By combining unit delivery in this way, learners will have more time to develop their cooking skills.

For **learning aim C**, you could start with simple demonstrations of cooking techniques using some of the more common cooking methods. A worksheet where learners research foods and dishes cooked by the range of cooking methods identified in the unit content is a good way of reinforcing the teaching. They could undertake some self-directed study to help achieve this.

Before your learners cook their own two-course meal they might benefit from some structured practical kitchen lessons where they cook specific dishes, such as a fresh soup, from start to finish under guidance. They could then learn how to finish the dish in terms of temperature, colour, texture and seasoning as well as know how to garnish with items such as chopped parsley or fried croutons. They can then apply these techniques when they undertake their own assessments and cook their own dishes.

One important aspect of this unit is to teach learners how to begin to critically evaluate their cooking of dishes. A pre-printed pro forma designed with some questions to answer is a good way to help with this process. These can be given to your learners at the beginning of a session. You could do the first one with them so they understand how to set about this.



## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

| <b>Unit 6: Planning, Preparing, Cooking and Finishing Food</b>  |
|---|
| <p><b>Introduction</b></p> <p>As a starter activity, you could ask your learners about their favourite meals. Learners could write down these dishes and identify their ingredients. Ask them if these are balanced, healthy meals, and see if they can identify the main nutrients.</p>  |
| <b>Learning aim A: Understand how to plan a nutritious meal</b>   |
| <ul style="list-style-type: none"> <li>• Talk to your learners about commonly available food ingredients. Have some samples ready for them to see, smell and taste. Design a handout that shows each ingredient. Leave a blank space for learners to complete the handout, showing what the ingredient is generally used for and the main reason we eat it. For example, oranges are a good source of vitamin C. Learners need to be able to recognise food items, rather than have an in-depth ingredient study.</li> <li>• Design a handout covering approximately 20 of the most commonly used ingredients. Ask your learners each to identify these, and then investigate three or four uses for each of the ingredients identified. Give out examples of the ingredients for learners to see and handle.</li> <li>• Organise a structured visit to a large local supermarket so learners can look at fresh and preserved ingredients. Guide learners on what they should be looking out for. This visit is designed to quickly expand their knowledge of food items they might not normally eat but that would be used in the hospitality industry. Consider giving the supermarket advance warning of your intended visit.</li> <li>• Lead a whole-class discussion on basic nutrition and menu planning. Deliver a formal theory session on nutrition, identifying food classifications and the components of a balanced diet, sources of different nutrients, how these can be preserved during cooking, and how the body uses these nutrients to remain healthy at all life stages.</li> <li>• Based on the 'Eatwell plate', ask your learners to plan a series of meals for a certain client group, such as young children under eight years of age, athletes undergoing heavy training sessions or students leaving home and going to university for the first time. They should highlight the basic nutritional needs for the chosen client group, stating why certain food items need to be included to ensure an adequate nutritional intake is achieved.</li> <li>• Introduce to your learners the basic principles of good menu planning. Give out sample menus from local businesses as examples. Alternatively, ask your learners to bring a selection of menus into class to share with others before you begin this topic.</li> </ul> |
| <p><b>Assignment 1: Planning a Two-course Meal*</b></p>   |

**Unit 6: Planning, Preparing, Cooking and Finishing Food****Learning aim B: Be able to prepare food in a safe and hygienic manner**

- Whole-class teaching: Explain to your learners the importance of understanding the right quality of food and how to recognise when some food items might not be safe to prepare, cook or eat.
- Run a practical kitchen session to introduce your learners to the kitchen and the specialist large- and small-scale equipment that they will need to use. You could demonstrate the safety aspects of certain items and functions such as lighting a gas oven and grill, or showing how to correctly use a deep fat fryer. Demonstrate how to use certain small-scale equipment, such as a liquidiser. A handout to accompany this demonstration will reinforce the safety aspects of working in a kitchen.
- Design a practical food preparation session based on the preparation methods chopping, dicing, peeling and, therefore, the safe use of kitchen tools. Learners could prepare vegetable soup, for example. These dishes would help to reinforce the basic preparation methods.
- Design a practical food preparation session based on the preparation methods beating, creaming, folding and mixing. Your learners could make a cream-filled sponge cake, for example, to show the use of all these preparation methods.
- Design a practical food preparation session where your learners make a selection of mixed hors d'oeuvres, for example. This would enable you to show the use of grating, dicing, peeling, chopping, portioning and measuring of foods. You could also demonstrate the use of small tools such as peelers, hand graters and zesters, etc.
- Learners could prepare the above ingredients as part of learning aim B and then cook them as part of learning aim C.
- Design an assessment pro forma to use when you assess your learners in a practical kitchen session. Identify the main points where you will award marks and show how these marks will be made up. This will help to ensure a consistent approach to assessment and that nothing is missed out. Consider giving a copy to your learners so they are aware of where they can lose as well as gain marks.
- Lead a revision session on food preparation, reinforcing the theory of cooking methods and the preparation and cooking techniques learned in practical sessions. This will help your learners focus on the practical assessment aspects of the unit.

**Assignment 2: Preparing Food\***

**Unit 6: Planning, Preparing, Cooking and Finishing Food****Learning aim C: Be able to cook and finish food in a safe and hygienic manner**

- Run a practical cookery session or demonstration to explain and show the more common methods of cookery. Support this teaching with a gapped handout where learners can research the main food items that are cooked by each method of cookery identified.
- Design a practical cookery session where your learners prepare and serve a brunch with full English breakfast as the main course. A selection of breads, jams, etc. can be bought in to support. This session can also be used to expand on your learners' ingredients recognition skills by using some of the more unusual food items such as figs, honey and low-fat spreads.
- Design a practical cookery session where your learners demonstrate the safe use of a deep fat fryer. They could plan and manage a 'fish and chip shop' session. This would enable you to demonstrate the correct techniques used for deep frying.
- Design a practical cookery session where your learners cook a two-course lunch for a group of local employers. Base the dishes to be cooked on two or three selected cookery methods such as boiling (pasta and a leaf vegetable such as spinach, for example), shallow frying (chicken breasts in bread crumbs), baking (a fruit crumble or pie served with yogurt). Other similar sessions can be based on the same principle to ensure that a good range of the different cooking methods identified in the unit are covered.
- Lead a revision session on food preparation, reinforcing correct working practices including safety and food hygiene.
- Run a practical cookery session to demonstrate simple finishing techniques for dishes. This could include showing how to portion food items, garnishing with herbs and vegetables, croutons for soup and lemon wedges for fried fish. Show how to serve accompaniments such as tartare and horseradish sauce. Have to hand a range of crockery and serving dishes to give some ideas for good and attractive presentation of food items.
- Manage a dish-sampling session where your learners evaluate for taste, colour, texture and visual appeal three different premade soups. These could be commercially made, bought from a supermarket. Explain how to start evaluating dishes. A simple pro forma identifying the criteria for evaluation could be shown. Learners could mark each criterion out of a score of 4, for example, where 4 is outstanding/very tasty, 3 good/could be improved on, 2 satisfactory/not very interesting, and 1 not edible. This session will introduce the basic principles of quality evaluation and customer appeal.
- Obtain some sample customer feedback forms used by local hospitality businesses. Get your learners to review these to establish the kinds of questions asked as well as the language used. Use the information gathered to help your learners design their own feedback forms in small groups for use in their practical cookery sessions. You might find it useful to trial the form to establish that the questions cover the information required.

**Assignment 3: Cooking and Finishing Food\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Campbell, J., Rippington, N., Foskett, D. and Ceserani, V., *Practical Cookery: Diploma in Professional Cookery: Level 2*, Hodder Education, 2010 (ISBN 978-1-444-11226-9)  
This book is a complete compendium and foundation of everything a learner will need to know to successfully complete a hospitality course. It is well laid out, easy to follow and supported by an excellent range of pictures, diagrams and illustrations.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

### Other publications

*Food Hygiene: A guide for businesses*, June 2011 (Food Standards Agency)  
Essential reading for any learner studying or working in the hospitality industry.

**Note:** local supermarkets can be a good source of well-researched and well-produced information relating to food, cooking and up-to-date recipes. Much of this information is available at no cost.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### Websites

[www.food.gov.uk](http://www.food.gov.uk)

This is the official government website for the Food Standards Agency, with food and food-related issues including food safety and hygiene. It is packed full of information and is always up to date.

# Unit 7: Food and Beverage Service in the Hospitality Industry

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## Delivery guidance

### Approaching the unit

This unit gives learners practical hands-on experience while developing their knowledge of some of the technical aspects and different styles of food and beverage service in the hospitality industry.

Much of the unit content can be delivered in practical situations. Learners will need to have access to a food and beverage service facility such as a coffee shop, café or training restaurant. The unit also requires learners to serve real customers. Working at special functions or events would be a good way for them to gain the necessary experience in preparation for this unit's assignments.

This unit will work as a good partner to *Unit 6: Planning, Preparing, Cooking and Finishing Food*, where a class of learners could be divided into two groups with half of the class working towards Unit 6 and the other half working towards Unit 7, alternating every other week or in a monthly block. Unit 7 gives learners opportunities to serve customers in a simple food and beverage operation. This could be an operation that is run by your department, for example a restaurant, café or special event. Any monies taken could be used to fund food and beverages required for lessons.

This unit can also be linked to *Unit 2: Working in the Hospitality Industry*, to give some appropriate practical scenarios for learning aim B (use working skills in a hospitality situation). Where you link the three units together, offer realistic activities that can challenge and motivate your learners. This enables holistic delivery of some aspects of the course and reflects how employees in the industry have to work when they come on duty, having an understanding of safe food preparation, knowing how to serve food and beverages and having some skills in customer service.

At the start of the unit learners must understand the importance of a professional approach by food and beverage service personnel. They must ensure that the right attitude and good personal presentation standards are reflected on all occasions and in all aspects of their work when serving customers.

### Delivering the learning aims

**Learning aim A** can be delivered using a variety of teaching methods including formal theory sessions, practical demonstrations and learner-directed practical sessions. Learners should have access to a suitably equipped food and beverage service environment with all the necessary equipment.

For Topic A.1 you could start the teaching with a formal theory session, identifying the professional practices required for working in food and beverage service. This would include identifying issues around personal presentation as well as general safety and hygiene considerations. To cover Topic A.2 you could introduce some teaching sessions that combine both theory relating to the different styles of hospitality businesses within the hospitality industry and a practical element of how to prepare an area dedicated to the service of food and beverages. This can best be achieved by practical demonstrations and then allowing learners to practise themselves in an appropriate situation with specialist equipment.

For **learning aim B**, learners will need to know the different styles of food and beverage service used within the hospitality industry. They will also need to know the styles of meal served, understanding why each style is suitable for each different hospitality business. They should also be introduced to the dishes that commonly make up these meals. Where your centre has special events that run through the teaching year, such as prize-givings, governors' meetings and employer events that require some kind of formal hospitality to be catered for, these will make ideal scenarios for your learners to acquire their practical skills and be assessed.

Much of the unit delivery will be through practical sessions allowing learners to develop their practical skills. During the unit, your learners should develop techniques to review the success of the food and beverage service occasions. These occasions may be in your centre's restaurant or coffee shop or when you have a special event requiring some formal organised hospitality.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 7: Food and Beverage Service in the Hospitality Industry

#### Introduction

Think of a meal that you have eaten recently in a café, fast food outlet or restaurant. Did you enjoy the meal? Was it a good experience? Did you have to make a complaint about the food or quality of service? Did the staff serving the food help to make the meal a good experience or did they spoil the occasion by not being 'up to the job'? Write down all the factors that made the meal a good or bad experience particularly from a service point of view.

#### Learning aim A: Understand how to use professional, safe and hygienic practices when preparing the food and beverage service area

- Lead a practical session on preparing the food and beverage service area. Introduce your learners to the practical food and beverage floor space. They should know how to prepare equipment for service, such as heated service counters and beverage machines. Introduce the layout of tables and chairs as well as table lay-ups using crockery, glasses and cutlery.
- Deliver a session to explain the professional practices that learners will need to comply with when serving food to customers. This might include reinforcing behaviour and attitude required, some basic teamworking skills, communication skills around meeting and greeting customers, and taking food and beverage orders.
- Run a theory session to cover the topic on professional, safe and hygienic practices when preparing food and beverage service areas. This should include introducing your learners to correctly wearing their uniform, personal hygiene requirements when preparing to serve and serving food, spotting and dealing with hazards, and maintaining a clean working environment. Links can be made to *Unit 3: Food Safety and Health and Safety in Hospitality*.
- Introduce the menu to your learners, identifying the layout of courses and range of dishes they might be required to serve. Explain technical terms related to menus.
- Run a practical session on how to lay up a table for lunch for up to four customers. Get your learners to practise laying a tablecloth. Introduce them to the range of equipment used in food service. Show how to safely store items away after use.
- Demonstrate how to prepare condiments such as mustard, cruets, salad dressings, sauces and sugars and sweeteners for service. Reinforce the issues of good food hygiene.
- Run a practice session on preparing specialist equipment for service, such as polishing glasses, crockery and cutlery. Check for cleanliness. Reinforce the necessary good hygiene and safety practices that must be complied with to prevent food poisoning.

**Assignment 1:** Professional, Safe and Hygienic Practices When Preparing the Food and Beverage Service Area\*

## Unit 7: Food and Beverage Service in the Hospitality Industry

### Learning aim B: Provide food and beverage service to customers professionally, safely and hygienically

- Deliver some formal teaching sessions to explain the following topics:
  - styles of food and beverage service
  - service concepts
  - food types
  - beverage types
  - how to serve food and beverages.
- Over a series of four practical sessions allocate duties for the smooth running of the service area to different learners. This could include room preparation (vacuuming or arranging furniture according to bookings), table lay-ups, food counter preparation, beverage preparation, or the role of supervisor or cashier for taking monies. Consider having a rota for duties. A series of activity sheets (printed and laminated perhaps) could be used to identify the roles and responsibilities and distributed before the session. This would enable your learners to undertake some research into what each role requires before having to carry out the activities. These practical sessions are a good way to develop teamworking skills. Learners should collect feedback from customers using comment cards.
- Review with your group the effectiveness of food and beverage service provision, including timings, appropriateness of style of service, working methods, service skills, attitude and behaviour. Ask your learners to consider possible improvements.
- Lead a revision exercise on providing food and beverage service to customers.

### Assignment 2: Food and Beverage Service Provision\*

\*Full details for the assignment and scenario can be found in the relevant qualification specification.



## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 2: Working in the Hospitality Industry*
- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 6: Planning, Preparing, Cooking and Finishing Food*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Cousins, J. and Lillicrap, D., *Food and Beverage Service* (8th edition), Hodder Education, 2010 (ISBN 978-1-444-11250-4)

A standard text on all the aspects that learners need to know relating to practical food and beverages service for the hospitality industry.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

### Other publications

*Food Hygiene: A guide for businesses*, June 2011 (Food Standards Agency)  
Essential reading for any learner studying or working in the hospitality industry.

**Note:** Local supermarkets can be a good source of well-researched and well-produced information relating to food and beverages including non-alcoholic beverages. Much of this information is available at no cost.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.



# Unit 8: Front Office Services in the Hospitality Industry

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## Delivery guidance

### Approaching the unit

Front office is often described as the nerve centre of a business but learners often underestimate the importance of the front office team when they begin their studies, having little knowledge of what the job actually involves and little understanding of how the efficient running of front office contributes to maximising revenue and providing customer service excellence throughout the business. Therefore it is vital to focus not only on the role of front office but also on its purpose. Guest speakers and industry visits should be used to emphasise the integral part front office staff play in the success of a business and to show that there are great career opportunities available to those who want to progress.

In developing learners' front office skills you should bear in mind the significant changes that have taken place in the hospitality industry and the impact they have had on the roles of front office staff and the skills they need to complete their jobs. Emphasis should be placed on developing skills that take into account the personalisation of service and the need to maximise revenue in an increasingly competitive environment.

### Delivering the learning aims

For **learning aim A**, learners should first be introduced to the range, types and standards of accommodation within the hospitality industry. Visits to a range of providers are the most effective way of showing learners what is available but the internet is also an excellent source of information. Learners could find front office job vacancies for each type of provider so that they begin to understand what the front office department is actually made up of and its purpose.

**Learning aim B**, should develop learners' understanding of the importance of front office and why it is that front office is often referred to as the nerve centre of a business. A guest speaker, for example a local hotel manager, could explain to your learners why they value their front office staff and the contribution they make to the business' success. Learners should also identify how staff structures vary between businesses and why this is so.

Introduce the concept of the guest cycle at an early stage of delivery of the unit, as this enables learners to understand the full range of responsibilities of front office staff and the systems and procedures that need to be in place to enable them to meet these responsibilities. Get your learners to see the challenges that front desk staff face in handling several jobs at the same time with ease, poise and professionalism.

For **learning aim C**, front office skills can be assessed through role play or in a real working environment but learners should learn more than the processes and procedures involved in taking a reservation, meeting and greeting guests and dealing with guest enquiries. Focus should be placed on how they communicate with guests, their body language, listening skills and the ability to ask the right questions and say the right things. Practice will obviously develop these skills as will the opportunity to observe – maybe through a mystery shopper exercise.

Although much of the unit delivery may be carried out using information and resources from hotels, it is important that learners examine the roles of front office for a range of providers. It is not necessary to teach the learning outcomes in order as it is important that learners are able to understand the roles and the importance of front office from the outset.

## Getting started

**This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.**

### Unit 8: Front Office Services in the Hospitality Industry

#### Introduction

Stress that front office is the nerve centre of many hospitality businesses, explaining that it is where first impressions and last impressions are made. Explain that all functions, activities and areas of front office support the guests' experience, resulting in engaging or disengaging them. Introduce the concept of the guest cycle so that your learners can understand that this is where guests make their reservation, register, request information or services, resolve complaints, settle their accounts and check out.

#### Learning aim A: Understand the purpose of front office services within the hospitality industry

- Test learners' understanding of what front office actually is by asking them to draw on their own encounters with front office staff. Ask them to relay their impressions of the staff and to explain how this contributed to their overall impression of the business.
- Ask learners to identify the range, types and standards of business where there might be front office staff. Show some websites of accommodation providers and draw on the learners' perceptions of what type of standard they may be. Get them to carry out their own research of varying types of accommodation and to present their findings to the class.
- Ask your learners to find front office job advertisements for a variety of accommodation providers. (This could be done as a small-group activity where learners find more than one vacancy, or individually where they find a vacancy for a specified type of accommodation). Ask them to present their ideas on the purpose of front office based on the job advertisements they have found.
- Take your learners on a visit to a local hotel so that they can find out about the different job roles and the services provided by front office.
- After the visit, draw an organisational chart for the hotel with your learners. Show them at least two contrasting businesses and ask them to identify how the businesses may differ and why. Get them to draw their own organisational chart.
- Ask your learners to write a short paragraph that explains the purpose of front office.

**Assignment 1:** What is the Purpose of Front Office?\*

**Unit 8: Front Office Services in the Hospitality Industry****Learning aim B: Understand front office job roles and responsibilities**

- Review the main job roles in front office. Give your learners a list of job titles, each with a short description of the role and a set of cards with skills printed on them. Ask your learners to match the skills to the job roles, giving an explanation of why the skills are needed.
- Introduce the guest cycle. Get your learners to identify for themselves the four stages. Ask them to identify the different activities front office staff undertake at each stage of the guest cycle. Once they have identified the activities ask them to identify why front office is known as the nerve centre of the business and to state its importance to the success of the business. From this get your learners to identify the key objectives of front office.
- Restate that one of the reasons front office is known as the nerve centre is because it is the centre of communication with both staff and guests. Give your learners a series of customer scenarios (i.e. a group booking, a walk-in guest with a baby and a small child, a guest who decides not to check out on time, a guest complaining at check-out, a last minute change to a group booking) and ask them to identify what communication the staff will need to have with the different departments to ensure the needs of the guests are met. Ask your learners how front office staff might communicate this information.
- Remind your learners that another purpose of front office is to create a good first impression. Ask them to identify the key aspects of a first impression – not just that it can be good or bad but that it gives an impression of the business. Show two contrasting businesses (a bed and breakfast with no rating and a membership club offering accommodation, for example) and ask your learners what impression each might be trying to create.
- Emphasise the integral role that front office staff have in meeting guests' needs. Ask why guests' needs may vary and review customer segments and the possible needs of each. In small groups, ask your learners to write some advertising blurb to appeal to guests from one particular market segment.
- Give your learners a series of guest profiles. Ask them to identify the guests' tangible and intangible needs. Explain that meeting some intangible needs may be seen by some to fall 'outside' job roles – going the extra mile, or providing the wow factor. Ask your learners to identify how front office might meet the needs of guests as they proceed through the guest cycle.
- Ask your learners to identify factors influencing choice: reputation, previous experience, location, price, etc. Ask your learners to think about the impact technology has had on making choices. Ask them to find a hotel in a particular city on the internet – using social media, discount websites, review websites, etc. Get them to present to the class how they made their choice.
- Ask your learners to brainstorm information needed from a guest and to give to the guest when they make a reservation. Once they have compiled the list ask them to work in pairs to write a reservation telephone conversation. Get them to peer-assess each other's conversations. Build on the fact that standards vary and information is not always accurate and get them to identify the problems this might cause. Ask your learners to think about how the reservation process can be standardised. Introduce standards of performance. Ideally you will have copies from industry to show your learners and to discuss. Get them to practise their role play again.
- Revise the objectives of front office and ask your learners how this relates to the reservation process. Stress the importance of maximising revenue and ask your

**Unit 8: Front Office Services in the Hospitality Industry**

learners how they might do this when taking a reservation. Place emphasis on the importance of creating a good impression, upselling, negotiating, getting the booking guaranteed and working accurately. Prepare an exercise whereby learners check a series of bookings for accuracy and state the appropriate action where mistakes have been made.

- Remind your learners of the standards of performance for taking a booking. Ask them to work in pairs to write standards of performance for the check-in process. Give them details of a guest and ask them to write and act out a role play, using their standards, but swapping pairs so that the guest is someone they haven't worked with before. Get the guest to feed back their first impressions.
- Ask your learners to recap the activities in the occupancy stage of the guest cycle. Prepare an 'in-tray' exercise where learners carry out a series of activities that relate to the occupancy duties of front office. This could include compiling guests' bills, checking bills for accuracy, finding information and passing on information to other departments of the hotel following a guest request.
- Prepare some check-out scenarios where guests have had both positive and negative experiences. These could include an incorrect bill, an earlier problem with the stay, the best experience they have ever had or a problem with payment, for example. Get your learners to role-play and then peer-assess each other. Ask them to identify the impact of negative experiences at this stage.
- Ask your learners to identify potential security risks in a hotel and the role of front office in minimising them. Give a series of scenarios where there have been lapses in security and ask your learners to state how these could have been prevented and what could be done to resolve the situations.

**Assignment 2: The Roles and Responsibilities in Front Office\*****Learning aim C: Demonstrate front office skills**

- Spend some time reviewing customer service skills with your learners. Use visual examples to help them understand the impressions that body language can give and how to read body language signals.
- Explain the importance of using words and tone effectively to convey the right message and attitude. Get them to say phrases using different emotions. Write a list of inappropriate phrases/language often used in customer service situations (e.g. instead of 'You'll have to...', say 'May I suggest that you...'; instead of 'All I have left is our X rooms.', say 'Fortunately we still have our X rooms available.').
- Practise listening skills. Play a Chinese whispers game and then ask your learners to identify the barriers to active listening.
- Set up mock front desk stations around the room. Have learners take turns in taking the front office and the guest roles. Practise front office skills, with each guest asking questions that are unanticipated, including special requests. Have guests informally 'rate' or give feedback on the level of professionalism provided by the front office staff. This presents opportunities to review qualities, attitudes and behaviours necessary to demonstrate professionalism.

**Assignment 3: Front Office Skills\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

Baker, S. and Huyton, J., *Principles of Hotel Front Office Operations* (2nd edition), Cengage Learning EMEA, 2001 (ISBN 978-1-844-80090-2)

A guide to front office operations in the hotel industry with activities throughout to help learners move from an understanding of the basic principles of front office to thinking like a front office person.

Bardi, J., *Hotel Front Office Management* (5th edition), John Wiley & Sons, 2010 (ISBN 978-0-470-63752-4)

An overview of the accommodation sector providing a tour of the front office, a review of the guest cycle, and an analysis of guest services. Probably more useful as a teacher resource than a learner resource as it does focus on the management of front office.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

#### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

#### Websites

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

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

A hotel booking site with customer reviews.

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

A hotel booking site, featuring Top Secret Hotels.

[www.tripadvisor.co.uk](http://www.tripadvisor.co.uk)

A holiday and travel review site.

[www.trivago.co.uk/hotels](http://www.trivago.co.uk/hotels)

A hotel comparison website



# Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles

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## Delivery guidance

### Approaching the unit

Learners will need to understand what is meant by 'a healthy lifestyle', and how a person's lifestyle and what they eat can impact on their health and general wellbeing. You should take the opportunity to draw on the learners' own experiences of healthy (and unhealthy) living and to examine relevant data on public health so that they can see the scale of the problems related to unhealthy lifestyles in the UK.

There is a large consumer demand for healthier food and beverage options to be more readily available and labelling of ingredients to be more transparent. As a result, the hospitality industry is coming under increasing pressure to take some responsibility for consumers' eating habits. With this in mind, learners should investigate current industry practice to develop their understanding of how well the industry is adapting its products, services and operational strategies to promote healthy lifestyles. Instances of good and bad practice should be researched and compared to help learners to appreciate the challenges facing the industry and the extent to which it is embracing the concept of healthy lifestyles.

### Delivering the learning aims

You could introduce **learning aim A** with a presentation outlining the concept of healthy living and listing the factors that contribute to a healthy lifestyle. Much use should be made of data and you should try to engage your learners' interest by using a wide range of examples of the risks involved in not adopting a healthy lifestyle. This could include researching the level of obesity in the UK and examining the impact this is having on people's health. Learners could also investigate the extent of alcohol-related problems and explore the impact that physical activity has on improving health.

Learners should be able to explain what a healthy lifestyle is. For example, they should be able to design a balanced and nutritional menu, identify safe levels of alcohol consumption, recommend suitable physical activity and exercise, and identify ways to reduce stress. By examining their own lifestyles and the lifestyles of friends, family or people in the media, learners should be able to recognise good and bad practices, and be able to make recommendations for improvements. They should carry out practical activities such as analysing menu content and proposing changes.

For **learning aim B**, learners should examine the contribution the hospitality industry makes towards promoting healthy lifestyles. Engage your learners' interest by generating a discussion on the extent of the industry's responsibility in promoting healthy lifestyles. Ask them to discuss different types of promotions. For example, do they think that beverage offers run by supermarkets and pubs contribute to or encourage binge drinking? Ask your learners to examine the nutritional content of the menus in local restaurants and speak with employees in the industry to find out more about their working day and environment. Use can also be made of news stories.

Learners should also be able to make recommendations for improvement, bearing in mind the constraints that face the industry. You could organise for a guest speaker, for example a local publican, to talk to your learners about how their business contributes to people's healthy lifestyles and the ways they minimise risks to the health of customers and staff.

This unit is externally assessed. It is important that learners' knowledge is tested throughout the unit with short quizzes and tests.

## Getting started

**This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.**

### Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles

#### Introduction

Introduce the unit to your learners through a group discussion covering what a healthy lifestyle means. Ask them to consider why and how the hospitality industry can influence healthy lifestyles, and ask them if they feel the industry has a responsibility for their customers' lifestyle or whether it is the customers' responsibility. This can be followed by outlining the aims and scope of the unit.

#### Learning aim A: Know what makes a healthy lifestyle

- Test your learners' knowledge of what a healthy lifestyle means. Ask them to research 'healthy lifestyles' and 'unhealthy lifestyles' using the internet and get them to present their findings to the group. They could use an example of someone who has a really healthy lifestyle and someone who has an unhealthy lifestyle. Following the presentations, lead your group in coming up with their own definition of healthy lifestyles.
- A guest speaker could give a talk on current trends in healthy lifestyles and the main concerns of the government and leading health organisations.
- Emphasise the influence of diet on health. Learners could be put into groups to research the health risks of the following: 'type 2 diabetes', 'heart disease', 'diet deficiencies', 'high blood pressure', 'kidney disease' and 'high cholesterol'. They should research the cause, symptoms and data on levels of the illnesses in the UK.
- A committee that was set up for the Olympic Games that were held in 2012 in London put measures in place to get more people involved in sport and physical activity. Ask your learners to research and identify these initiatives. Give each learner a sport or a physical activity to research, asking them to establish the health benefits. The findings should be presented to the whole class.
- Give your learners a quiz that tests the following: their knowledge of the main effects on the body of drinking alcohol, drink-related illnesses/injuries and crime, and statistics to do with the number of people who drink in the UK.
- Divide your learners into small groups and ask them to consider the following: levels of underage drinking and alcohol consumption across different demographic groups.
- Learners could research the balanced diets needed by people in different demographic groups. This could include: babies, children, teenagers, adults, pregnant women, the elderly, and males and females. They could also research the balanced diets needed by the same demographic groups when they are undertaking different activities, including: physical training, hard physical work, studying in a classroom, being in a hot climate, trying to lose weight. Ask your learners to design a leaflet on healthy eating for a series of different demographic groups.
- Show your learners a selection of recipes (from supermarket leaflets, recipe books or made-up) Ask them to comment on how healthy each recipe is. They should understand that 'bad' foods come in many forms. They could investigate the amount of sugar or fat found in each of the recipes, and discuss the health risks of eating too much food containing high sugar and fat levels.
- Working together in small groups, ask your learners to design a poster showing the basic food types, including: what the basic food types are, in which food products they are found, why the human body needs them, the effect of too little or too

**Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles**

much on the human body. The posters can be displayed on the classroom walls.

**Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles**

- Ask your learners to amend a simple standard menu to incorporate a special dietary requirement. They should explain why they have made their changes. They could then review each other's menus for suitability and make recommendations for improvement.
- Ask your learners to examine the links between healthy lifestyles and problems with health. Lead a group discussion on the factors that influence healthy lifestyles, for example, advertising, peer pressure, convenience, habit, cost, lack of education, comfort eating, body image. Learners should consider the factors that influence their own lifestyle and how these might impact their health in the long term.

**Learning aim B: Understand what the hospitality industry does to support and promote healthy lifestyles**

- Put your learners in contact with hospitality businesses from different areas of the industry (e.g. a contract food service provider at a school or a hospital, a pub, a restaurant, a hotel) and ask them to find out how customer lifestyles are causing each business to change and adapt their products and services. Their finds can then be presented to the whole class. Following the presentations, you could lead a group discussion on how different areas of the industry are adapting and supporting healthy lifestyles and what measures they are employing.
- Devise a range of scenarios so that learners can propose changes to products and services for a series of hospitality businesses. For example, for a pub that is no longer drawing in customers for lunch, you could ask your learners to propose menu changes to meet the needs of the target market. Or ask them to think about a nightclub that needs to find a way of competing with other nightclubs in the area without offering beverage promotions.
- Learners could investigate the 'Working for us' section of various hospitality businesses' websites to identify the benefits and gather some information about how well they look after their staff. They could use this information for a group discussion on how hospitality businesses are adapting work practices to take into account the health of their staff.
- Learners could investigate the menus of a range of hospitality providers and comment on how well they meet the needs of various specialist diets and the trend for healthy eating. They could make suggestions for improvements and review the ideas of peers. You could collect sample menus for the group and discuss the nutritional content and pricing of the products.
- Ask your learners to consider how the hospitality industry can promote healthy lifestyles by the way in which they promote their products. Get them to find an example of good practice and bad practice to share with the rest of the class. Lead a group discussion to encourage them to identify the positive impact the hospitality industry can have on healthy lifestyles and to recognise the actions the industry can take to further support healthy lifestyles.
- Ask your learners to identify the factors that make it difficult for the hospitality industry to contribute to healthy lifestyles. Once they have come up with a list, ask them to suggest how these constraints may be overcome. You could invite along a guest speaker to give their views and engage your learners in a discussion.
- In small groups, get your learners to investigate and prepare a short presentation

on the Government's guidelines and legislation to encourage healthy lifestyles. Each group could be given a different subject to research, e.g. licensing, health and safety, food safety agency, employment law. Learners could debate whether the Government should impose further restrictions on businesses to encourage healthy lifestyles, e.g. what foods can be sold.

### Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles

Learners should investigate the provision of food and beverages in their local area to determine whether it encourages or discourages healthy eating. Divide your learners into groups, giving each group a specific business to research. (The business can include: a fast food outlet, a staff canteen, a college/school refectory, a coffee shop, etc.) Learners should consider how each business meets the needs of its target customer groups.

#### Preparation for assessment

In preparation for the paper-based exam, learners should complete practice quizzes and tests.

Review the test with your learners through a whole-group discussion on any issues or misunderstandings from set questions.

If any learners fail their first paper-based exam, they should take part in a revision session before they resit it. Review the test with any of your learners who need to resit, holding a group discussion on any issues or misunderstandings from the questions.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 6: Planning, Preparing, Cooking and Finishing Food*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*
- *Unit 12: Planning and Running a Hospitality Event*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Food Standards Agency, *Catering for Health: A guide for teaching healthier catering practices*, Stationery Office Books, 2002 (ISBN 978-0-112-43067-4)

This book outlines healthy eating and is a good source of nutritional advice.

Food Standards Agency, *Manual of Nutrition* (11th edition), Stationery Office Books, 2008 (ISBN 978-0-112-43116-9)

This is a useful resource for those interested in nutrition, containing nutritional information about all food groups and details on current dietary advice.

Holmes, S., Jackson, E., Mead, T. and Morgan, K., *BTEC First Hospitality Student Book*, Pearson Education, 2013 (ISBN 978-1-446-90606-4)

This textbook has been written to support the teaching of the BTEC Firsts in Hospitality. It contains lots of activity ideas, definitions for key terms/terminology and key information.

## Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

*The Grocer* (William Reed Business Media)

News, events, opinion pieces, reports and advice about the food and beverage industry.

*The Publican's Morning Advertiser* (William Reed Business Media)

News, key industry events and opinion pieces related to the pub area of the hospitality industry.

## Videos

Super Size Me, 2004 (Morgan Spurlock) (ASIN B00067ISBA)

## Websites

[www.bbc.co.uk/food](http://www.bbc.co.uk/food)

This website has healthy eating recipes and information on current food issues.

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.bighospitality.co.uk](http://www.bighospitality.co.uk)

Comprehensive site including current hospitality news, features, video links and other general information.

[www.bii.org](http://www.bii.org)

The professional body for the licensed retail sector aiming to raise standards.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of the *Caterer and Hotelkeeper* magazine.

[www.dh.gov.uk/health/category/policy-areas/public-health/nutrition-nutrition/](http://www.dh.gov.uk/health/category/policy-areas/public-health/nutrition-nutrition/)

The Department of Health's website, giving information on nutrition, alcohol, tobacco and exercise.

[www.food.gov.uk](http://www.food.gov.uk)

This is the official government website for the Food Standards Agency, with food and food-related issues including food safety and hygiene. It is packed full of information and is always up to date.

[www.foodfitness.org](http://www.foodfitness.org)

Practical advice on healthy eating and an active lifestyle.

[www.instituteofhospitality.org](http://www.instituteofhospitality.org)

The Institute of Hospitality is the professional body for the hospitality, leisure and tourism industries.

[www.nhs.uk/LiveWell/Pages/Livewellhub.aspx](http://www.nhs.uk/LiveWell/Pages/Livewellhub.aspx)

Information from the NHS on healthy living.

[www.nutrition.org.uk](http://www.nutrition.org.uk)

The British Nutrition Foundation

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

The sector skills council for hospitality, leisure, travel and tourism.





# Unit 10: Marketing and Promotion in Hospitality

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## Delivery guidance

### Approaching the unit

It is common for learners to start this unit believing that marketing refers to 'advertising' and little more. From the outset you should focus on developing your learners' understanding of the breadth and scope of marketing, and ensure that the class can produce an accurate definition for 'marketing'.

You could invite guest speakers to talk to your learners and arrange industry visits with different operators. These activities will help to demonstrate how marketing enables businesses to develop products and services for their target market that meet customer needs, and the ways they publicise their products and services. Learners should also be given the opportunity to examine and discuss the marketing activities in a range of hospitality businesses.

In developing your learners' skills you should consider changes in consumer behaviour and the influence this has had on the development of products, services and marketing activities. Learners should also understand the influence of an increase in distribution channels.

### Delivering the learning aims

For **learning aim A**, learners should be introduced to the concept of market research so that they understand that one of the main objectives of marketing is to enable businesses to understand the wants and needs of their customers. They should be able to explain the purpose of putting customers into different market segments and the influence this has on marketing activity.

Learners should examine a range of marketing activities used by the hospitality industry, identifying the market segments they are aimed at and the message they are aiming to deliver. It would be useful to invite a speaker from industry to relate the details of a marketing campaign to your learners, taking them through the various stages (e.g. from the initial market research to the evaluation of the campaign's success). Learners could also carry out their own market research so that they are able to understand the processes and channels, and how the results influence marketing decisions.

For **learning aim B**, learners need to examine the techniques hospitality businesses use to promote their products and services. Learners should be encouraged to investigate the activities of local businesses, as well as using the internet. They can examine promotional materials in local newspapers, leaflets delivered via mailshots and advertisements placed in directories (paper and online). They could build up a portfolio of promotional materials which they can then use to identify how features and benefits of hospitality products and services are being promoted.

Learners will need to understand the process for putting a promotion in place. It will be useful to examine a range of promotions used by different hospitality industry businesses. They could identify the objectives of the promotion and who the target market is, and then discuss the reasons why the promotion is effective/not effective and how it benchmarks against competitors.

For **learning aim C**, learners need to plan and create their own marketing materials. This should be for a real business (e.g. a local hospitality business or your centre's canteen). Learners should be encouraged to present their work to the business contact.

The marketing materials should have realistic objectives that have been agreed with the business it is being designed for. For example, if the marketing materials are for your centre's canteen the objectives could be to increase lunchtime footfall or to increase the customers' uptake of healthy eating options. To prepare for the assignment learners should be given the opportunity to discuss their ideas with the class as a means of test marketing their ideas.

It is important that learners investigate a broad range of methods used to promote and sell products and services and that in doing so they develop an understanding of the need to market segment customers and to appreciate the needs, wants and buying habits of those customers.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 10: Marketing and Promotion in Hospitality

#### Introduction

Ask your learners to define what marketing is. Show them examples of promotional materials and ask them to mark them out of ten. Then ask them to explain their reasons for their marks. Based on this, get them to come up with a list identifying what makes a sales promotion effective. As a class examine the promotional materials with the highest marks and ask your learners to consider what information the person designing the materials needed before they designed the materials. Use this lesson to emphasise that marketing is about much more than designing the promotional materials that they have been looking at. Get your learners to recognise that the materials need to be promoting something the customers want, through a medium that the customer will see and at a price the customer will pay. Ask them to revisit their earlier definition of marketing and as a class come up with a definitive definition.

#### Learning aim A: Understand how hospitality businesses use market research to identify and meet customer needs

- Ask your learners to identify a range of hospitality businesses. Then ask them to discuss what they think are the organisational objectives of each business. Ask them to identify what each business does to meet those objectives, e.g. develops products and services to meet the needs of the customer, prices competitively, introduces loyalty schemes. Get them to work in small groups to identify how marketing might help a business to meet their objectives.
- Invite a guest speaker along to talk about the importance of marketing and how they have used it to develop their business and meet their objectives.
- Ask your learners to write down three reasons why organisations carry out market research. Share the answers with the class and draw up a definitive list. Provide some examples of successful and failed product launches and ask your learners to identify the information that might have been missing from the market research in the products that failed.
- Give your learners details of a product or service currently being sold by a hospitality business, e.g. a spa weekend, a wedding package or a gourmet meal experience. In small groups, ask them to answer the following:
  - Give a brief description of what the product/service is.
  - What kind of price can you expect to pay for it?
  - What distribution channels are used?
  - What promotional methods are used to make customers aware of the product?
- Ask your learners to look at the website and advertising campaigns of a chain. How does the business incorporate the marketing mix?
- Get your learners to produce a price comparison guide for a group of similar businesses (e.g. local pub/café/restaurant offering meal-deal offers). Once they have produced the comparison guide, they could produce a sales pitch identifying why customers should opt for a particular business.
- As a class discuss how businesses target their market and segment their customers. Break learners into smaller groups and ask them to analyse a selection of promotional materials and identify who they think the target market is.

### Unit 10: Marketing and Promotion in Hospitality

- Ask your learners to research articles in the trade press to find out more about current trends within the industry. Ask them why it is important that marketers are aware of trends within the industry. Show a series of marketing material for the industry and ask your learners to identify which current issue might have been considered in their design.
- Give your learners a scenario for starting a new restaurant/bar/café in their local area. Get them to write a list of the information they would need to find out to help them to decide the type of business it should be. This activity could be followed up with a PEST.
- Suggest that the menu options in your centre's canteen should be updated using feedback from students and staff. In small groups, ask your learners to design a questionnaire that they could then use to gather information on people's food preferences. Then ask them to produce a SWOT analysis for your centre's canteen. They can use the results of the questionnaire to get them started, but they will also have to think about other research they need to do to complete the SWOT.

#### Assignment 1: The Principles of Marketing\*

#### Learning aim B: Understand how hospitality businesses promote their products and services

- Learners should use promotional materials to gather information about selected hospitality businesses and the products and services they offer. Ask them to research different businesses using the internet and local advertising channels (newspapers, directories, leaflets).
- Gather details on a range of hospitality products and services. Ask your learners to decide what media they would use to advertise them and why.
- Gather marketing materials on a hospitality business (e.g. a hotel, restaurant, coffee shop). Ask your learners to identify the marketing campaign objectives of each business.
- Ask your learners to investigate the different promotional methods used by a selected hospitality business and to identify the advantages and disadvantages of each method. It would be useful for them to investigate the cost of each method where possible.
- Draw up a list of objectives of promotional campaigns. Ask your learners to look at a series of adverts and decide what the objective is of each.
- In groups, ask your learners to assess a variety of promotional campaigns against AIDA. Each group can present their ideas for one campaign to the rest of the class.
- In groups, get your learners to think of a hospitality product or service to promote. Ask them to suggest how advertising could be used to promote it, to decide on the media they would use and why. One member of the group should give a three-minute presentation summing up the discussion.
- Get your learners to look at a selection of adverts and then answer the following questions:
  - Who is the sender?
  - What is the advert trying to say?
  - Who is the target market?
  - How will the business measure the success of the promotion?
- Choose a hospitality business in the local area. Ask learners to put together a five-minute presentation outlining the USPs, key features and benefits of the business.

**Unit 10: Marketing and Promotion in Hospitality****Assignment 2: Promoting Hospitality Products and Services\*****Learning aim C: Plan and create marketing materials for a hospitality product or service**

- Ask your learners to identify their favourite advert on television. Get them to write a brief description of the advert and to identify its objectives. They should present their work to the class. Discuss whether each advert successfully sells the product or whether the 'entertainment value' of the advert means that the message is a little lost.
- Supply a range of products and services and allocate a product or service to pairs of learners. One learner will role-play the business owner of the product or service; the other learner will role-play the marketer who is going to market the product or service. The client (first learner) needs to provide a brief, explaining what the product or service is, how they want it marketed and why, and who the target audience is. Then the marketer (second learner) has 10 minutes to prepare a 10-minute marketing pitch to the 'client' outlining what the marketing approach for the product or service will be. When done, ask pairs to swap products or services and then ask learners to swap roles.
- Ask your learners to state the type of marketing they would create to promote a range of different products and services. These could include:
  - a pop-up hotel
  - a new real ale with a short shelf life
  - a buy two for £10 offer for lunch
  - a new room design in a city-centre hotel.
- Collect eye-catching magazine or newspaper ads. Ask your learners to analyse how the words, pictures and design of the adverts are used effectively to gain the attention of the customers. Ask them to identify what type of customer they are likely to attract and why.
- Get your learners to reflect on the range of media used to promote products and services. As a class create a table that captures the advantages, disadvantages and likely audience of each type. Ask your learners to examine the table to help them to determine the correct media to use for their own marketing materials.

**Assignment 3: Creating Marketing Materials\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*
- *Unit 8: Front Office Services in the Hospitality Industry*
- *Unit 12: Planning and Running a Hospitality Event*

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

Bowie, D. and Buttle, F., *Hospitality Marketing: Principles and Practice* (2nd edition), Butterworth-Heinemann, 2011 (ISBN 978-0-080-96791-2)

This is ideal for learners who are new to the topic of marketing.

Kotler, P., Bowen, J. and Makens, J., *Marketing for Hospitality and Tourism* (5th edition), Pearson Education, 2009 (ISBN 978-0-132-45313-4)

This book showcases real people and companies, demonstrating how marketing impacts every member of the hospitality team.

Mawson, S., *The Fundamentals of Hospitality Marketing*, Cengage Learning EMEA, 2000 (ISBN 978-0-826-44832-3)

This book uses real examples from industry to illustrate how the principles of marketing are applied.

Nykiel, R. A., *Handbook of Marketing Research Methodologies for Hospitality and Tourism*, Routledge, 2007 (ISBN 978-0-789-03426-7)

This book contains detailed outlines and case studies of several types of research, including feasibility studies, market assessment studies and site selection studies, helping learners to bridge the gap between theory and practice.

#### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

*The Grocer* (William Reed Business Media)

News, events, opinion pieces, reports and advice about the food and beverage industry.

*The Publican's Morning Advertiser* (William Reed Business Media)

News, key industry events and opinion pieces related to the pub area of the hospitality industry.

#### Websites

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.bighospitality.co.uk](http://www.bighospitality.co.uk)

Comprehensive site including current hospitality news, features, video links and other general information.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of the *Caterer and Hotelkeeper* magazine.

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

Free marketing resources for learners, teachers and professionals.





# Unit 11: Accommodation Services in the Hospitality Industry

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## Delivery guidance

### Approaching the unit

Many learners initially associate accommodation services with 'cleaning rooms'. It is important to establish at the start of this unit that accommodation services is very broad and that accommodation staff take care of laundry operations, interiors, quality control and cost control, as well as helping to ensure the comfort and satisfaction of guests.

Working in this area, learners will develop many skills that are hugely beneficial to future career progression within the hospitality industry. The industry is constantly having to adapt to trends and risk factors (e.g. rising costs, less disposable income) so emphasise why it is an advantage to have good all-round industry knowledge and a wide range of skills.

Learners need to understand the different types of accommodation available, as well as the difference between the services provided and the difference in standards. Guest speakers and industry visits should be used to emphasise the integral part accommodation services staff play in the success of a business and to show that there are great career opportunities available to those who want to progress. Learners should also be given the opportunity to explore the breadth of accommodation services that are provided within the hospitality industry.

### Delivering the learning aims

For **learning aim A**, learners should be introduced to the range, types and standards of accommodation within the hospitality industry. Arranging visits to a range of accommodation providers is the most effective way of building learners' understanding of what is available. In addition, the internet can also be used to show a broader range of providers on a domestic and international scale. Learners could find accommodation service job vacancies for each type of provider: this will help them to understand the different types of responsibilities each person has and the structure and purpose of each function.

Learners should examine the various responsibilities of accommodation services and discuss the challenges facing staff in fulfilling them. Case study materials and an investigation of customer reviews and stories in the media will help learners to appreciate the impact that accommodation services/staff can have on customer satisfaction and the success of the business.

For **learning aim B**, learners will need to understand the importance of standards and the procedures followed to ensure these are maintained. It is important that learners know what a standard is and what tools are there to ensure that standards are maintained and how to audit them. Give your learners the opportunity to audit and review standards for themselves, as this will help develop their knowledge in this area. They could audit their place of study, discussing their findings as a group and identifying why any shortfall in standards may have occurred.

For **learning aim C**, learners will examine the role of accommodation services from a range of providers. Front office skills can be assessed through role play or in a real working environment. (Note: learners should learn more than the processes and procedures involved in planning work, preparing for cleaning and servicing a range of accommodation areas.) Learners need to demonstrate that they understand the different roles and responsibilities associated with these roles, and that they can carry out these roles effectively, independently and in a methodical manner. It is important that learners have lots of opportunities to practise these skills, and review and evaluate their own performance.

It is not necessary to teach the learning outcomes in order, as allowing learners to practise their skills from the outset will support their development and understanding of the skills required.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 11: Accommodation Services in the Hospitality Industry

#### Introduction

Stress the importance of accommodation services to your learners. Knowing that it is a job area that might not immediately appeal, show them some exciting and interesting career opportunities using job advertisements or profiles of people from the industry. For example, one contemporary hotel chain advertised for a 'Director of Style', which was a role connected to the hotel's housekeeping department. Explain that all functions, activities and areas of accommodation services support the guests' experience, which can 'make or break' their opinion of the business and their experiences of the business.

#### Learning aim A: Understand the purpose of accommodation services

- Ask your learners to discuss the types of business that might employ an accommodation services team. Once they have come up with a list, get them to group the businesses into different areas and to consider each business' main objectives. As a class, discuss the similarities and differences within and across the areas.
- Learners should research a selection of business websites and identify different types of accommodation providers, the facilities available to guests and the rates charged.
- Put learners into small groups and give each group a business chart for a specific accommodation services department. Ask each group to research job vacancies for the various job roles on their chart and to put together a 10-minute presentation providing an overview of the purpose of each department.
- Give your learners a series of job descriptions for different accommodation businesses. (These don't have to be formal, just an overview of the duties of various job roles.) Explain that one of the objectives of accommodation services is that customers feel that they are getting a 'new product' when they use the facilities. Ask your learners to come up with their own explanation of what this means and to pick out from the job description the various duties that contribute to staff achieving this objective.
- Draw up a list of businesses in the area employing an accommodation services team. Make sure you include two types of business from each type of accommodation as per the examples in the Unit content. Put your learners into small groups and allocate an organisation to each group. Ask each group to write a checklist of the possible hygiene, safety and security hazards that would come under the remit of accommodation services. This exercise would be enhanced if you were able to put your learners in touch with a manager or supervisor from each area so that they could investigate how these hazards are managed.
- Take your learners on a visit to local accommodation businesses so that they can find out about the different job roles and the services provided by front office.
- Ask your learners to identify any cleaning jobs that your centre uses outside contractors for. Help them to expand the list to include hotels and hospitals. They could then work in small groups to identify different types of linen required, for example, when servicing a business. They could research the costs of linen and consider whether it is best to hire or buy this. A simple costing exercise could be carried out.

**Assignment 1:** What is the Purpose of Accommodation Services?\*

**Unit 11: Accommodation Services in the Hospitality Industry****Learning aim B: Understand the standards of, and procedures used by, hospitality businesses providing accommodation services**

- Ask your learners to give their own definition of a standard and to write a standard for a hospitality tray in a hotel bedroom. Get them to review each other's work. Discuss the difficulties with completing this exercise as a class. Show your learners examples of standards from industry to illustrate this.
- Discuss with your learners the importance and purpose of setting standards of performance. Ask them to inspect an area of your centre with no checklist. Once they have checked the area, ask them to compare their results.
- Following on from the activity above, put your learners into small groups and ask them to design a checklist for checking the cleanliness of a particular area of your centre. Pool ideas to come up with one master checklist, then ask them to carry out their standard checks once again.
- Using their checklist, ask a hotel to allow your learners to inspect two or three rooms. Get your learners to speak with the accommodation services staff and compare their findings and checklists.
- Give your learners a plan of a standard hotel bedroom. As a group ask them to consider the daily cleaning and servicing requirements, including:
  - the bathroom
  - the types and methods of cleaning
  - fabrics, floor surfaces, fixtures and fittings
  - order of cleaning.

Use their ideas to design a work procedure for the daily cleaning of a room.

- Ask your learners to consider how work is allocated to the staff. Show them a room's forecast and ask what other information the manager of a hotel might need to allocate work fairly. Once they have identified the information needed, get them to complete a staff rota for one week.
- Ask your learners to consider the difference between cleaning frequencies in different types of business, i.e. hospital, hall of residence, hostel, budget hotel, luxury hotel. Consider why the differences occur. Get them to draw up a list of daily, weekly, monthly and spring cleaning jobs in at least two contrasting businesses.
- Give your learners a list of maintenance requirements for a business and ask them to prioritise them, giving reasons for their choices. Introduce the concept of planned, routine, preventative and emergency maintenance.
- Stress the importance of effective communication when dealing with maintenance requirements. Ask your learners to devise a system of communicating maintenance needs to the maintenance department.

**Assignment 2:** Standards and Procedures Used by Hospitality Businesses Providing Accommodation Services\*

**Unit 11: Accommodation Services in the Hospitality Industry****Learning aim C: Demonstrate skills in preparing and servicing a room**

- Give your learners a room status report and a list of room attendants (including the hours they work). Then ask them to allocate rooms for cleaning. Use a named hotel and show pictures of different room types. They could also have a list of weekly and monthly tasks to refer to if they are unable to fill the room attendants'

**Unit 11: Accommodation Services in the Hospitality Industry**

hours with room cleaning only. Once they have completed the task, compare notes and discuss how many rooms each room attendant can be expected to clean in their allocated hours.

- Describe different types of cleaning materials and their usage. Ask your learners to identify the potential health and safety risks of each one. Get them to design a 'how to use safely' card for one type of cleaning material. Explain the legal requirement for employers to carry out Control of Substances Hazardous to Health (COSHH) measures. It would be very useful if you show some COSHH training materials.
- Demonstrate the use of one item of cleaning material. Ask your learners to select their own piece of equipment, and then write a job card for its use. Get them to demonstrate its use to the rest of the group. Consideration should be given to safe use and storage of cleaning materials.
- Ask your learners to prepare a list of stationery, guest information, hospitality supplies and toiletries that should be in a hotel room. Ask them to discuss whether this should be the same in every room. For example, would the items in a suite differ from items in a standard room? Get them to write a job card detailing where the items should be placed and when each item should be replaced.
- Introduce the concept of green organisations and ask your learners how housekeeping can contribute to green initiatives. Get them to find an example of a green organisation to present to the rest of the class. Once they have presented, ask them to consider the challenges in sticking to the initiative. For example, will room attendants actually recycle as much as they are expected to? What are the limitations here? For example, is it fair or safe for room attendants to sift through bins and separate out items if guests haven't done this?
- Divide the class into pairs and assign each pair the role of either a staff member or a guest. Get each pair to role-play various guest/staff interactions. Encourage pairs to swap partners and roles.
- Demonstrate making beds. Learners should then have the opportunity to practise this, including 'hospital corners' and the 'turning down' service offered by luxury hotels. This could also be achieved on a visit to a hotel.
- Set up an 'Accommodation Services' area. Have your learners take turns in taking a staff or supervisor role. Have supervisors informally rate or give feedback on the level of professionalism provided by the staff. This presents opportunities to review qualities, attitudes and behaviours necessary to demonstrate professionalism.

**Assignment 3: Accommodation Services Skills\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 8: Front Office Services in the Hospitality Industry*
- *Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles*

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

O'Shannessy, V., Haby, S. and Richmond, P., *Accommodation Services*, Hospitality Press, 2001 (ISBN 978-1-740-09558-7)

This book aims to help you develop a complete understanding of the operational structure of accommodation services.

Raghubalan, G., *Hotel Housekeeping: Operations and Management* (2nd edition), OUP India, 2009 (ISBN 978-0-198-06109-0)

This book explores the key elements of housekeeping and the theoretical foundations and techniques of operations. It covers core concepts and gives guidance on practicalities.

#### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

*The Grocer* (William Reed Business Media)

News, events, opinion pieces, reports and advice about the food and beverage industry.

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News, key industry events and opinion pieces related to the pub area of the hospitality industry.

#### Websites

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

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Comprehensive site including current hospitality news, features, video links and other general information.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of the *Caterer and Hotelkeeper* magazine.

[www.tripadvisor.co.uk](http://www.tripadvisor.co.uk)

A holiday and travel review site.

[www.ukha.co.uk](http://www.ukha.co.uk)

UK Housekeepers Association

# Unit 12: Planning and Running a Hospitality Event

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## Delivery guidance

### Approaching the unit

This unit introduces learners to event planning, and helps them to understand what is involved in planning, organising, running and reviewing an event. You should take the opportunity to encourage your learners to talk about the events that they have been to (e.g. family weddings, activity days or concerts) and to identify the elements they thought were well organised, and those which were not. How did they hear about the event? Was the event advertised or promoted in some way?

Depending on the event, the staff running it will need to be either highly visible or required to operate in the background. Learners need to understand the roles and responsibilities of those involved with the event, from the initial planning stages through to hosting the event. Events tend to have a specific purpose (e.g. raising money for a cause) and each one will be promoted in a way that attracts spectators or participants or friends and family. Learners need to know the purpose of the event and the factors that need to be considered, including location, staffing, budget, special requirements and requests.

In developing your learners' skills, you could use learner-devised review forms to keep records of meetings. When attending an event, learners could use the forms to record their views on the factors they have considered as important when planning and running an event. Guests' or clients' views could be sought and used to inform decision making. This material could then be used to highlight any problems that occurred and to provide the basis for suggestions for alternative actions.

### Delivering the learning aims

To meet **learning aim A**, learners will need to develop an understanding of the planning and promotion of hospitality events. Learning could be developed using:

- real or fictitious case studies drawn from a variety of contexts. Examples could include:
  - an event to raise funds for a specific charity, held in the learners' own centre
  - a unique family event, planned within a set budget
  - an income-generating event, set in a venue hired and decorated for the occasion
- individual study by the learners based on work shadowing a person planning or promoting an event. Learners could use a diary or log to record what was seen and heard
- published articles and media content, e.g. examples from radio or television programmes and magazines, could be compared and contrasted for appeal, cost or method of advertising
- PowerPoint® presentations developed in small groups, regarding event planning and promotion, shared with other learners or a client/customer
- inviting a speaker from industry to relate their considerations when planning and promoting an event, e.g. a wedding or a party. Use sample material as the basis for discussion and comparison of promotional materials and the factors to be considered when promoting an event
- developing questionnaires for market research of what their class members think are important factors when making plans for an event. Learners could develop

promotional material or invitations and ask their class to score their material or invitation

- using the internet or other sources, learners could explore specific terms or issues, e.g. health and safety, licences, insurance, environmental issues including noise, travel and food miles, and then produce a poster or leaflet for class use.

In groups, learners could explore the types and purpose of events through determining which factors impact on the promotional process. By comparing a range of promotional materials, techniques and methods that have been prepared for different events, learners could prepare a checklist for future use.

To meet **learning aim B**, learners will need to plan and organise a hospitality event to meet customer requirements. Learners could work in groups to determine the main purpose of specific events. Then they could prepare a list of questions they would ask a customer before planning an event. A guest speaker could make a presentation, and then, following the observations and questioning, different events could be planned and organised. Working in teams, a monitoring schedule could be produced. Learners could shadow an individual who is preparing for, planning and/or organising a specific event. A diary or log could be used to record what has been seen and heard. In different groups elements of hospitality (i.e. the use of specific accommodation settings, staffing, food, beverages and customer service) could provide the study or discussion focus. Learners could role-play being a client and an events coordinator. They could develop the questions they would need to ask to ensure that they would be able to organise the details of an event to a customer's requirements. Using the poster or a leaflet prepared for learning aim A, groups could prepare a set of safe working practices, a timetable for an event, a log of contacts with a superior, a comment sheet, a checklist for a meeting and an event (including the stated requirements) or the plan for an event.

To meet **learning aim C**, learners will use skills to run a hospitality event to meet customer requirements. They could show that they can run an event by using the checklists or other items prepared for learning aim B to review their performance and the event as a whole. Learners' practical participation, including room preparation and signage could be explored through group discussion and the development and use of a plan. Role play and simulation could be used to develop their confidence and skill, prior to the event being undertaken. These activities could be recorded by some means. Discussion and reflection could be used to improve skills and future events. Keeping diaries or logs, sharing experiences and exploring material gathered from the media could be used to support the review of a high-profile event, e.g. a wedding. The inspection of records (e.g. a comment sheet or questionnaires) could be used when considering the factors that made the event successful and lead to discussions relating to the opportunities for change.

Some learners could use their work experience log, or real work diary, to confirm that this learning aim has been addressed. A supervisor should sign the log or diary. Observation records, together with diary or log entries, could help inform your decision making for internally managed events. Aspects of self- and group reflection could be undertaken through the completion of a form or the review of video or photographic evidence. This evidence could be generated during the event itself or by using the plan or checklist for the event. The review could be undertaken by the clients, the learners or by you. Groups could review comment cards and a supervisor/teacher debrief could be used to assist in the development of recommendations that are communicated to others, by some means.

As this is an internally assessed unit, you will need to ensure that your learners have the opportunity to experience all aspects of the unit's learning aims through planning interesting assignments involving realistic contexts and applying relevant assessment methods.



## Getting started

**This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.**

| <b>Unit 12: Planning and Running a Hospitality Event</b>   |
|--|
| <p><b>Introduction</b></p> <p>Begin by asking your learners what type of events they have been to (e.g. sporting events, concerts, talks, exhibitions). Write down all of the suggestions. Split learners into small groups and ask each group to identify the purpose for three of the events. Ask them to select one event and then create a list of people involved in the event and what they think were the top three considerations when (a) planning the event and (b) running the event.</p>   |
| <p><b>Learning aim A: Understand the planning and promotion of hospitality events</b></p> <ul style="list-style-type: none"> <li>● Ask your learners to investigate events running in their area. Get them to create a table and add in the information they have found using the following headings: <ul style="list-style-type: none"> <li>○ Type of event</li> <li>○ Purpose of event</li> <li>○ Promotion methods</li> <li>○ Estimated numbers and ages of those attending the event</li> <li>○ Equipment required</li> <li>○ Health and safety requirements</li> </ul> </li> <li>● Pick a large-scale event and start a discussion about the planning required for an event of that kind. Get your learners to discuss as many potential considerations as they can think of (e.g. security, health and safety, transport, access to toilets, first aid, catering) and how to plan for them.</li> <li>● Show your learners a number of promotional materials from different types of events. Ask them to establish what the message to customers is and then rate how successful the design and content are in conveying this message.</li> <li>● You are holding an open evening for your centre. Ask your learners to develop a plan for promoting the open evening to potential new students and their parents. How should the event be promoted?</li> <li>● Arrange for your learners to shadow someone involved in the planning and promotion of an event or invite an events planner in to give a talk.</li> <li>● Working in groups, ask your learners to develop presentation material for a local event (e.g. a dance competition, a charity rugby match, a fashion show). Get them to produce draft designs, which they can then present to the rest of the class. Encourage them to explain why they decided on that design approach.</li> </ul> |
| <p><b>Assignment 1: How to Plan and Promote Hospitality Events*</b></p>  |
| <p><b>Learning aim B: Plan and organise a hospitality event to meet customer requirements</b></p> <ul style="list-style-type: none"> <li>● Invite guest speakers from different areas to give a presentation about how they plan and organise an event. Ask your learners to take notes and then create a presentation comparing and contrasting how different types of events are planned and organised.</li> <li>● Learners could work in teams and shadow individuals who are planning and organising a specific event. Different groups could study the elements of different hospitality areas; for example, the use of specific accommodation and table settings, the choice of food and beverages, and specific customer service needs.</li> </ul>  |

**Unit 12: Planning and Running a Hospitality Event**

- Get learners to role-play a meeting between a client and the events team. The client should explain the vision for the event and outline their requirements. The events team should ask relevant questions and take notes. The events team should then give a five-minute presentation back to the client to make sure that they have captured all of the relevant details.
- You are holding an open evening for your centre. Ask your learners to set goals and targets for the event. They should produce a list of tasks to be completed in advance of the event and on the day of the event.
- You are holding an open evening for your centre, and you will be serving food to guests. Ask your learners to consider how they would organise the food and beverages area, taking into account labelling of foods (allergies/dietary requirements), serving food and beverages, staff, space, etc.
- You are holding an open evening for your centre. Ask your learners to think about the health and safety constraints that they need to consider.

**Assignment 2: Planning and Organising a Hospitality Event\*****Learning aim C: Use skills to run a hospitality event to meet customer requirements**

You are holding an open evening for your centre.

- Ask your learners to set up the area for the event. Assign tasks to them: get them to create a checklist for what they need to do and then ask them to feed back on how useful the checklist was.
- Split your learners into small groups and assign each group an area to run (e.g. welcoming prospective students and parents when they first arrive, acting as a tour guide around the school, dealing with general enquiries). Get half the class to role-play prospective parents/students and the rest to role-play the events team. Once each side has completed their duties, get the prospective parents/students to feed back. Then swap the roles, and ask your learners to undertake the same tasks. Team leaders or a teacher could be assigned in some areas to review the skills of others.
- Ask learners to review the event, using comment cards, a plan or checklist. Half the class could look at the strengths of the event and half the class could look at the weaknesses. Three strengths could be highlighted and three weakness in specific areas (e.g. planning, timings, the use of skills, quality and appearance of food and beverages, working methods, customer service against the brief for the event).
- Working in small groups, ask your learners to develop recommendations based on their views and the views of others (e.g. the teacher, parents, clients/customers from industry, the work supervisor or team leader). A chart or a list could be used to record the findings.
- The success of the event could be highlighted and recommendations for change could be developed in the form of written communication (e.g. a poster, an email or a letter) or a debrief within a team or by an individual.

**Assignment 3: Running a Hospitality Event\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 6: Planning, Preparing, Cooking and Finishing Food*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*
- *Unit 8: Front Office Services in the Hospitality Industry*
- *Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles*
- *Unit 10: Marketing and Promotion in Hospitality*
- *Unit 11: Accommodation Services in the Hospitality Industry*
- *Unit 13: Contemporary World Food Cooking Skills*

This unit has possible links with other units within other qualifications, including:

Pearson NVQ (QCF) Level 1 or 2 Certificate in Customer Service:

- *Unit 1: Communicate using customer service language*
- *Unit 9: Communicate effectively with customers*
- *Unit 11: Promote additional services or products to customers*
- *Unit 16: Deal with customers face to face*

Pearson NVQ (QCF) Level 1 Certificate in Hospitality Services:

- *Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment*
- *Unit 2: Working Effectively as Part of a Hospitality Team*

Pearson NVQ (QCF) Level 2 Diploma in Hospitality Services:

- *Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment*
- *Unit 3: Working Effectively as Part of a Hospitality Team*

BTEC Apprenticeships in:

- Customer Service (QCF) Level 2
- Hospitality Services (QCF) Level 2

Pearson Home Cooking Skills qualification Level 1 or 2.

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Although not level 2 reading, you may find the following textbooks useful:

Shone, A. and Parry, B., *Successful Event Management: A practical handbook* (4th edition), Cengage Learning, 2013 (ISBN 978-1-408-06663-8)

Van Der Wagen, L., *Event Management: For Tourism, Cultural, Business and Sporting Events* (3rd Edition), Pearson Education Australia, 2008 (ISBN 978-0-733-98880-6)

Watt, D. C., *Event Management in Leisure and Tourism*, Longman, 1998 (ISBN 978-0-582-35706-8)

### **Journals**

Articles relating to event management are included in the following journals:

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

*Event Magazine* (Haymarket Publications)

A leading publication for the event industry covering news, jobs, features and interviews.

### **Websites**

These websites provide electronic versions of the journals described above.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of the *Caterer and Hotelkeeper* magazine.

[www.eventmagazine.co.uk](http://www.eventmagazine.co.uk)

For copies of *Event Magazine*.

# Unit 13: Contemporary World Food Cooking Skills

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## Delivery guidance

### Approaching the unit

This unit will give learners practical, hands-on experience of the different types of ingredients, equipment and cooking skills used throughout the world, and an understanding of how and why these things differ from country to country.

Learners will have the opportunity to plan, prepare and cook contemporary dishes. It is important that learners understand where ingredients come from and the tools and techniques used to cook food in different countries. Some of the differences between countries are linked to a number of factors, including climate, geography, the availability of land for growing crops, tradition and culture, social mobility and infrastructure, and commerce.

In recent years improvements in travel and tourism and advances in technology, food preservation and storage techniques have impacted on the availability of ingredients, resulting in a year-round opportunity to purchase more exotic food items. The availability of such ingredients, regional cooking equipment, cheaper global travel and greater exposure to worldwide cultures and foods has also contributed to increasing interest and availability in contemporary world food and cooking skills.

In addition to developing their skills and knowledge in practical food preparation, cooking and presentation skills, learners will also develop an understanding of how to use different types of contemporary cooking tools in a safe and hygienic manner.

Learners are required to complete *Unit 6: Planning, Cooking and Finishing Food* before undertaking this unit. Unit 13 cannot be taken as a stand-alone unit in this qualification. Dishes prepared, cooked and presented for Unit 13 must be different from those planned, prepared, cooked and finished for Unit 6.

### Delivering the learning aims

In this unit, learners will find out about food from different regions of the world. You could introduce **learning aim A** by asking your learners to list the types of restaurants in their local area (for example: Chinese, Indian, Thai, Mexican, French, Italian, Japanese and Middle Eastern). Get learners to think about popular menu options for each of the restaurants and list the most common ingredients used to create the dishes. Where in the world are the ingredients grown? How does this impact on what food people cook? Get them thinking about what other factors impact the style of food and range of ingredients used across the world (for example: geography, climate, religion, availability of ingredients, living arrangements, availability of land, equipment, and transport).

Learners also need to know about the different ways food is prepared and cooked. Encourage them to pick a selection of ingredients and ask them how they would prepare and cook each item. What equipment would they use?

Learners should examine current food trends. Using a range of sources (food and supermarket websites, newspapers, industry magazines and websites, interviews with well-known chefs) learners can research development trends.

For **learning aim B**, learners will need to understand how to prepare contemporary world food dishes in a safe and hygienic manner. This is best achieved in a kitchen where the correct use and workings of large- and small-scale equipment can be demonstrated to them.

Learners should be able to identify potential hazards in the kitchen area, and carry out the correct processes for separating and storing food types in a safe and hygienic manner. You could demonstrate food preparation methods and at the same time identify appropriate tools and equipment required for each method.

For **learning aim C**, learners will need to demonstrate different cooking methods, as well as the processes and techniques necessary. When preparing their menus, learners should be encouraged to avoid replication of ingredients and food styles, and to choose different menu items. Before learners cook their meal they might benefit from some structured practical lessons where they cook specific dishes under guidance. They could then learn how to finish the dish in terms of temperature, colour, texture and seasoning, as well as know how to present dishes using the correct equipment.

For **learning aim D**, learners will need to review their own performance. They will need to consider each step of the process and evaluate how well they approached and carried out the task. Get learners to consider their strengths and weaknesses in each situation, and ask them to gather feedback on their performance from others as this will help them to identify areas for improvement. Learners could fill in a pre-printed pro forma designed with some questions, or they could rate their performance at each stage using a sliding scale rating (for example, 1 to 5).

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 13: Contemporary World Food Cooking Skills

#### Introduction

To introduce this learning aim, you could deliver a talk about nomadic people and how their cooking techniques have influenced modern cooking. (For example, they would skewer small items of meat for cooking, make cheese by milking the animals and storing it in skin bags on their saddles, dry meat in the sun or smoke it over a campfire to preserve it, and flavour foods with spices.) You could ask learners to pick a region of the world and create a fact file about the region, which lists the most popular dishes and ingredients, equipment used, food preparation and cooking techniques, and examples of how this style of food has influenced other cultures.

#### Learning aim A: Investigate equipment, ingredients and methods used in contemporary world food

- Get your learners to work in pairs to identify and list as many contemporary food items as they can. Have some samples ready for them to see, smell and taste. Get each pair to categorise the items based on Topic A.3 categories. Then, ask each pair to arrange the items according to world region (based on Topic A.1 categories).
- Get your learners to work in pairs and give each pair a world region (Topic A.1). Ask them to create a poster showing the different types of equipment used to cook foods associated with that region.
- As a class discuss how people cook when they do not have access to an oven. In what other ways can people cook? What type of equipment would they need? What type of food could they cook? Ask your learners to think about different world regions and how people in these regions cook without ovens.
- Give small groups of learners a number of food items from different categories. Ask each group to brainstorm the different ways each item can be prepared and cooked.
- Organise a structured visit to a specialist food supermarket so that learners can see the types of fresh and preserved ingredients available. Guide learners on what they should be looking for. This visit is designed to expand their knowledge of food items they might not normally see in a supermarket, cook with or recognise on restaurant menus.
- Ask your learners to create two surveys – one asking what people have eaten in the past week and the second one asking what people ate on their last holiday. Each learner should get a minimum of 10 responses for each survey. The survey could also ask what people's favourite type of food is and where their favourite place to eat out is. This information could then be used to identify trends and developments.

**Assignment 1:** Equipment, Ingredients and Methods for Contemporary World Food\*

**Unit 13: Contemporary World Food Cooking Skills****Learning aim B: Be able to prepare contemporary world dishes in a safe and hygienic manner**

- Whole-class teaching: Explain to your learners the importance of understanding the right quality of food and how to recognise when some food items might not be safe to prepare, cook or eat. You could bring in examples of different food items (for example, meat, cheese, dried foods) and ask learners to list the quality indicators for each item. You could also show learners examples of the same item at different stages (for example, meat that has passed its sell-by date and fresh meat).
- Whole-class teaching: Discuss the following topics and come up with a set of kitchen rules for each one:
  - standards of appearance
  - protective clothing
  - behaviour and attitude
  - hand washing
  - safe working practices
  - safe storage of food.

Learners can then adapt these rules to create an observation checklist to audit health, safety and hygiene. You can use the same observation checklists to assess learners' performance in the kitchen.

- Assign learners to small groups and give each group a selection of ingredients. Ask each group to identify:
  - the ways to quality assess the ingredients
  - the ways to correctly store the items
  - the ways to correctly prepare the items
  - the equipment required to prepare the items.
- Arrange a visit to a local restaurant and have different members of staff explain their roles in relation to health and safety in the workplace. Staff can demonstrate good and bad safety and hygiene practices, and talk about how they uphold legislation policies on a daily basis.
- Run a practical kitchen session based around preparation techniques and the safe uses of kitchen tools. Learners could use the ingredients they are planning to cook for their meal (learning aim C).
- Lead a revision session on food preparation, reinforcing the theory of cooking methods and the preparation and cooking techniques learned in practical sessions. This will help your learners focus on the practical assessment aspects of the unit.

**Assignment 2: Preparing Contemporary World Dishes\***



**Unit 13: Contemporary World Food Cooking Skills****Learning aim C: Be able to cook and present contemporary world dishes in a safe and hygienic manner**

- Run a practical cookery session or demonstration to explain and show appropriate cooking methods for a range of ingredients.
- Run a practical cookery session to demonstrate cooking and presenting techniques for complex dishes. This could include showing how to portion food items (for example, rice) and garnish with herbs (for example, using coriander or a wedge of lime for a Thai green curry). Some contemporary dishes require special crockery or serving dishes so provide learners with examples of these things and discuss the different ways they could present items.
- Design a practical cookery session where learners need to improve a recipe and make it more health conscious. Engage learners in a conversation about the best way to cook the ingredients (for example, steam, bake, boil) in order to make the recipe healthier. You could follow the recipe but cook ingredients in different ways in order to show learners how certain techniques and processes can make food more/less healthy.
- Lead a revision session on food cooking, reinforcing correct working practices including safety and food hygiene.
- Manage a dish-sampling session where learners evaluate three similar dishes for taste, colour, texture and visual appeal. (These could be commercially made, for example, a take-away Indian meal from three different supermarkets.) Learners could initially evaluate each meal based on their tastes and preferences using a ratings system for each element. You could then explain to them how to evaluate each dish and learners can then re-evaluate each dish based on this. Discuss any differences in learners' findings.
- Whole-class discussion and practical session: Discuss the concept of food waste. Show how incorrect estimating or measuring out of ingredients and getting the portion sizes wrong can lead to wasteful use of food.

**Assignment 3: Cooking and Preparing Contemporary World Dishes\*****Learning aim D: Review own performance in the preparation, cooking and presenting of contemporary world dishes**

- Give your learners some critical questions to answer when practising their cooking skills about decision making, planning, timing, cookery methods, skills and technique. You could produce an evaluation sheet and ask your learners to rate their performance against each statement using a four-point scale that identifies where they need to improve their performance against each skill.
- Obtain some sample customer feedback forms used by local hospitality businesses. Get your learners to review these forms to establish the kinds of questions asked, as well as the language used. Use the information gathered to help your learners design their own feedback forms for use in their practical cookery sessions. Design a feedback form to be used.
- Ask learners to seek feedback from their peers during a plenary taste session. This could be via comment cards, a questionnaire or face-to-face feedback.

**Assignment 4: Reviewing Preparation, Cooking and Presenting Skills\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 6: Planning, Preparing, Cooking and Finishing Food*

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

Caldicott, C. and Caldicott, C., *The World Food Café*, Frances Lincoln, 2002 (ISBN 978-0-711-21751-5)

A book that contains recipe items from around the world.

Chen, H., *Helen Chen's Easy Asian Noodles*, John Wiley & Sons, 2010 (ISBN 978-0-470-38755-9)

A book containing a wealth of recipes from major Asian cuisines.

Li, K. S., *Dim Sum*, Chronicle Books, 2004 (ISBN 978-0-811-84178-8)

A guide to dim sum identifying the most popular dishes with photographs, ingredient lists and information about how to pronounce them.

McWilliams, M., *Food Around the World: A Cultural Perspective* (3rd Edition), Prentice Hall, 2010 (ISBN 978-0-135-07335-3)

Addresses the geographic, historical, cultural, religious and economic influences on food availability and food consumption. Includes maps, recipes and study aids.

Todiwala, C., *International Cuisine: India*, Hodder Arnold, 2005 (ISBN 978-0-340-81301-0)

A book containing recipes for the major cuisines within India.

#### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

#### Websites

<http://allrecipes.com/recipes/world-cuisine>

A collection of recipes from around the world.

[www.bbc.co.uk/food/cuisines](http://www.bbc.co.uk/food/cuisines)

A section on the BBC Food website covering cuisines from around the world.

[www.cookeryclub.co.uk](http://www.cookeryclub.co.uk)

Information on recipes and nutrition.

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

Links to sites that specialise in cookbooks and cookware from countries around the world.

# Unit 14: Teamwork in Hospitality

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## Delivery guidance

### Approaching the unit

Teamwork is a fundamental part of working in the hospitality industry. Learners need to understand that all hospitality businesses require their staff to be able to work effectively as team members for the business to be a success. Ask learners to think about the last time they went to a restaurant, a coffee shop, a hotel – what did they notice about how the teams operated?

This unit provides an opportunity for learners to explore the building blocks that make for an effective team and to dissect the key skills and attributes required to lead teams and foster positive team interaction.

Over the course of this unit, learners will start to understand how team members relate to each other, interact with each other, take direction, respond to conflicts, enforce standards, resolve conflicts and deal with unexpected situations. Learners will develop awareness of the tools required to respond to all of these situations.

### Delivering the learning aims

This unit has a strong 'plan-do-review' methodology.

For **learning aim A**, it is important that learners understand what is meant by an effective team in hospitality. Learners will have had experiences of working in teams so explore these experiences through a class discussion. Try getting learners to think about a particular experience they have had of working in a team – what went well and what could have been improved? Encouraging learners to think about the dynamics within a team and how people's personalities, experiences and attitudes can affect others in the team will help them to understand the importance of clearly defined roles, team interaction, general respect and working towards a common goal.

You could use your centre's canteen as an example to explain the structure of a team and people's roles and responsibilities. You could present this as a flow chart highlighting the different layers and the chain of command that links everyone together. Learners could research different hospitality businesses and identify the organisational structures within each business.

For **learning aim B**, learners should understand the importance of planning activities for the team and allocating roles and responsibilities to each team member. They need to think about what skills individuals in the team have and how these can be best utilised. You could engage learners in a discussion about how to start planning an activity. What do they need to consider? Divide learners into small groups. Give them a hospitality activity, for example a small buffet lunch, afternoon tea or a meeting where light refreshments are to be served before the meeting. Ask them to come up with an activity plan that includes an explanation of what the activity is and how it will be achieved; who is responsible for what; how performance will be measured; and what the timescales are. This can be presented as a chart, which can be filled in by learners when completing learning aim C. Suggest learners include milestones in their plan so that they can assess at different points how well the activity is progressing and if they need to make any changes.

For **learning aim C**, learners should demonstrate a range of teamworking, leadership and communication skills. They need to think about the tasks they will be involved in and select the right skills for the situation.

It is important that learners have opportunities to practise and develop these skills. Role-play situations are a very good way of getting learners to visualise a real-life hospitality scenario and take on a role that explores utilising various skills. Alternatively, learners could take on the task of delivering a school event, for example catering for an open evening, or could work in small groups to deliver the activity they planned in learning aim B.

You could invite along guest speakers from different hospitality businesses to talk to learners about the skills their staff use in their jobs, how teams are structured and why good communication is important when building and developing relationships between staff and with customers.

There are also lots of video clips available on video-sharing sites such as YouTube that show examples of effective teamwork and strong communication skills. You should make sure that you view and check video clips for their suitability before using them in lessons.

To meet **learning aim D**, learners will need to review their own performance against a set of criteria. Learners can find it hard to have people comment on their performance and abilities. You could start by explaining the role of self-evaluation and the importance of input from others with regard to personal development. Encourage learners to be proactive in seeking feedback at every stage as the process then becomes much less daunting.

Ask learners to research different ways of collecting feedback and conducting review procedures. Ask learners to work in small groups and allocate each group a technique to think about the different ways this type of technique could be used to gather feedback and help support the review process. They could rate how useful this type of technique is when used to assess different criteria, such as timescales, appropriateness of skills, attitudes and behaviours, etc.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 14: Teamwork in Hospitality

#### Introduction

Television shows such as *Hell's Kitchen*, *The Hotel Inspector*, *The Fixer*, *Michel Roux's Service* and *The Apprentice* are useful for showing examples of what makes an effective (and ineffective) team. You can use video clips to introduce the concept of team structure and how people's personalities can impact on how well a team performs.

Ask learners to share a positive and a negative teamworking experience. Collate the themes for each on a whiteboard. Discuss how the negative experiences could be improved. Discuss the reasons why the positive experience was good.

#### Learning aim A: Understand teamwork, team leadership and team interaction in the hospitality industry

- Start off with a group discussion centred on learners' experiences of working in a team in a hospitality context. What was their role? Did they know what they needed to do? Was everyone in the team clear about what the outcome was? How were their efforts measured? Were there any issues? If so, how did they deal with these? Identify a number of factors that impact on the effectiveness of teamwork (e.g. defined roles, leadership, team interaction, communication methods). Divide learners into groups and give each a factor to talk about in more detail. Ask them to think about this in the context of two hospitality scenarios.
- To help get learners thinking about personality types and group dynamics, and how this affects teamworking, you could show clips from *The Apprentice*. Ask learners about the way the teams communicate with each other. Was there a better way to communicate? Was the team leader effective/non-effective? How did teams cope with the different pressures? What would the learners have done differently in that situation?
- Break the learners down into groups of three. Assign each a role: restaurant/kitchen, reception, and housekeeping. Provide a scenario that centres on learners working for a large hotel hosting a weekend conference. Ask groups to discuss what each department's priorities are and how they can work together to provide guests with a great experience.
- Ask learners to work in small groups to create a poster promoting effective teamwork in the workplace focusing on five key messages they want to promote.
- In their groups, ask learners to come up with a list of general standards everyone in a team needs to adhere to. This could be used either as a contract or a set of guidelines to refer to later in learning aim B and learning aim C when planning and demonstrating activities.
- In groups ask learners to make a flow chart of your centre's leadership system. Explain why this structure is important (e.g. learners know who to go to if they have problems, everyone is held to the same standard). Assign each group a hospitality area (e.g. restaurant and kitchen, housekeeping, front office) and ask them to create a flow chart that explains the team structure. Ask each group to identify what standards their team needs to work to. This could be captured as a checklist.

### Unit 14: Teamwork in Hospitality

- The hospitality industry tends to be a very busy environment to work in. Being able to remain calm under pressure is an important skill to develop. Divide learners into two groups. Ask one group to look at the ways team leaders can use processes and communication skills to help foster supportive and effective team relationships. Ask the other group to look at the ways staff can use processes and communication skills to help foster supportive and effective team relationships. Learners may want to create posters with useful phrases to use when dealing with conflict, running meetings, explaining different cultural requirements, delegating tasks, enquiring about an individual's progress, and so on.

#### Assignment 1: Teamwork in the Hospitality Industry\*

#### Learning aim B: Plan hospitality team activities to an agreed standard

- As a group, discuss the different types of teamwork activities that are integral to hospitality businesses. Get learners thinking about the structure of different teams, and the roles and responsibilities of different people in these teams. You could use the structure of your centre (principal, vice principal, heads of year) as a means of comparison.
- Break learners down into small groups. Give each group a different hospitality area (e.g. café, large hotel, conference events management, nightclub, restaurant) and a scenario relating to that area. Ask each group to think about how they would plan the activity. Using an A4 piece of paper, ask learners to draw a table with the following headings:
  - Scenario
  - Leadership structure
  - Roles and responsibilities
  - Standards
  - Timescales

Ask learners to fill in the table while completing the activity.

- Once groups have completed their plan, they will need to evaluate whether their approach is correct. Pair up two groups and ask each group to present their plan (using the table headings as a structure for the conversation). How well does the other group think they did with regard to planning the activity? Ask the groups to rate each other on a scale of 1–5 (with 1 being poor and 5 being excellent) and provide feedback on areas for improvement.

#### Assignment 2: Planning Hospitality Team Activities\*

**Unit 14: Teamwork in Hospitality****Learning aim C: Work in a team to perform hospitality activities to a required standard**

- Learning aim C requires learners to demonstrate a range of skills while carrying out specific tasks and activities. Encourage as much role-play interaction as possible so that learners can practise these skills.
- As a group, discuss the different ways people communicate (e.g. face to face, email, telephone).
- Talk about the advantages and disadvantages of visual instruction versus written instruction in different situations. Show visual examples of good/poor body language and non-verbal skills, and talk about the message these send to other team members – and to customers.
- Encourage learners to visit a range of hospitality businesses, such as cafés, restaurants and hotels to observe how people work together. Can they see a clear structure? What skills can they see being evidenced by people carrying out their job roles? How do staff interact with each other?
- Put learners into groups of four. Ask learners to nominate one person to be the observer. Ask the other three to arrange a table for dinner for four people. Give them five minutes to complete this task. Ask the observer to feed back on:
  - how the team decided who was doing what
  - how well the team worked together
  - how well individuals carried out their roles
  - what skills were employed by the team to complete the task.

Repeat this exercise a number of times with different tasks for groups to complete. (Tasks could include: checking customers into a hotel; planning a menu; carrying out a stock take.)

- Put learners into groups of three. Give learners a range of scenarios to role-play. One person will act as an observer and provide feedback while the other two carry out the role play. Rotate roles at the end of each scenario so that everyone has an opportunity to take part. Example scenarios might include:
  - a chef and a trainee chef. The trainee chef has overcooked the food. How does the chef manage the situation? (Skills: leadership/communication.)
  - a waiter and a bar manager. The waiter has given the bar manager the wrong beverage order. A very expensive bottle of wine has been opened but the customer will not pay for it, as they did not request it. (Skills: solving problems/listening/relaying information correctly.)
  - reception and services. A guest has rung reception to say their shower is broken. They need to leave for an event in an hour and want the problem fixed immediately. (Skills: providing help and support/managing problems/coordinating others/working to tight timescales.)
  - front of house and restaurant. A customer has arrived with an email confirmation for a booking for six people. There is no booking in the system. How can front of house work with the restaurant staff to accommodate the customers? (Skills: verbal skills/customer relations/taking charge/providing direction/team cooperation/leadership.)

**Assignment 3: Working in a Hospitality Team\***

**Unit 14: Teamwork in hospitality****Learning aim D: Review own performance of activities within a hospitality team**

- Every learner learns differently. Lead a group discussion about different personality and learning styles and the ways people absorb information. Helping learners to understand how they process information and what tasks they enjoy/do not enjoy taking part in will help them evaluate their performance and identify areas for self-improvement.
- Learners should use their research for the earlier assignments to form the basis for self-analysis. Learners will need to submit a review of how well they/the team performed against a set of standards. Learners could use different media to support this. For example:
  - learners could video all/parts of the task. They could then interview other team members and ask for feedback on how well a particular element was met
  - learners could create an evaluation document. For each stage, they could fill it in and provide supporting examples of what they did to meet the required standard and include supporting feedback from team members
  - learners could run a 'lessons learned' session at the end of the activity and as a team discuss the areas they felt were successful and the areas that need improvement. Each team member could contribute one positive comment about another person's performance and identify one area for improvement. The outcomes from this could be captured in a written report or as an instructional video on best practice. Learners could also capture the top themes and present them in a poster or leaflet format
  - learners could gather feedback from other learners on how they performed during the planning and demonstrating stages. They could use a questionnaire or comments cards to capture this information.

**Assignment 4: Reviewing Own Performance of Hospitality Team Activities\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.



## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

This unit links to all other units, as teamwork is a necessary skill.

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

Bolton, Robert, *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts*, Simon & Shuster, 1986 (ISBN 978-0671622480)

The twelve most common communication barriers are described. The author explains how to effectively listen, assert yourself, resolve conflicts, and work out problems.

West, Michael, *Effective teamwork*, Excel Books, 2003 (ISBN 978-8174460387)

Practical guidance on how to develop effective leadership teams.

#### Videos

[www.youtube.com/watch?v=d0EhVWU9tJE](http://www.youtube.com/watch?v=d0EhVWU9tJE)

Teamwork in hospitality

[www.youtube.com/watch?v=S9trCwIjV68](http://www.youtube.com/watch?v=S9trCwIjV68)

Career Girls: Head Chef 'Importance of teamwork in the kitchen'

[www.bbc.co.uk/learningzone/clips/effective-team-work...hotel/372.html](http://www.bbc.co.uk/learningzone/clips/effective-team-work...hotel/372.html)

Effective teamwork in a five-star hotel

#### Websites

[www.hospitalityguild.co.uk](http://www.hospitalityguild.co.uk)

The Hospitality Guild promotes training and career development for the hospitality industry.

[www.bighospitality.co.uk](http://www.bighospitality.co.uk)

Comprehensive site including current hospitality news, features, video links and other general information.



# Unit 15: Menu Planning

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## Delivery guidance

### Approaching the unit

This unit provides an opportunity for your learners to research exciting menus, and the food and beverages served in the wide variety of businesses found within the UK hospitality industry. Learners will gain a good understanding of menus on offer from different local hospitality businesses. A great way to develop learners' knowledge is to encourage them to select hospitality businesses to visit and ask for menus. If it is difficult to arrange visits during learning sessions then this can be a useful homework activity. It will inspire learners and give them a realistic context for the menu they are given by each business. Learners need to compare the types of food and beverages offered by different hospitality businesses. Learners should be directed to choose very different businesses, for instance ones offering foods from different regions of the world.

### Delivering the learning aims

For **learning aim A**, it is important that learners have the opportunity to research different foods and beverages offered in hospitality businesses. They should consider the different types of products offered and also the characteristics of different styles of food and diets that are common in regions around the world. Learners could visit and interview representatives from local businesses to obtain relevant information and you could show learners examples from menus and recipes used in real businesses.

For **learning aim B**, learners need to understand the factors to consider when planning a menu, including the importance of providing nutritionally balanced meals and food choices. Planning a menu will require learners to consider potential customers' special dietary considerations. This can be a challenge for learners, but it will give them an opportunity to investigate and research different requirements, such as allergies, health issues, and ethical and moral reasons for diet choice. If learners consider all these dietary requirements at once then a menu could be too restricted. When planning their menu, learners will need to consider other factors, all of which are clearly outlined in the unit specification.

It could be worthwhile setting a competition for your learners to produce the best menu, as opportunities for competition within a group can motivate learners to achieve better results. You could link up with a local restaurant to judge the outcomes. Learners often take pride in producing this type of work and to have a chef or manager from a local establishment judge it will give additional kudos. Local businesses are often keen to help, as are hospitality associations. Chefs or managers would be able to highlight issues, such as seasonality and using local produce, as well as meeting requirements of customers, including specialist diets and trading standards requirements.

Learners could produce costs for each menu item to work out selling prices. They can access costs from supermarket websites and use simple mathematics to work out the cost per menu item. Explain what gross profit is and ask learners to work this out for their own menus so that they can set appropriate selling prices for their meals.

For **learning aim C**, learners need to be able to evaluate and assess how successful two menus are against given criteria. You must provide learners with criteria to review the menu against – give learners the requirements of the customer and the occasion or reason that the customer is dining.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 15: Menu Planning

#### Introduction

Begin by splitting learners into small groups and handing out a selection of menus from a variety of restaurants. Ask your learners to discuss the types of food and beverages that are offered and then to feed back their findings.

#### Learning aim A: Explore food and beverages included in UK hospitality businesses' menus

- Ask learners to research different types of hospitality businesses (e.g. hotels, contract food service providers, bars, restaurants and so on) and find out about their menus. Aim for around six to eight different types of hospitality business. Learners can use the internet or visit different businesses. Once they have about six to eight menus, ask learners to compare the menu items looking for any patterns between businesses. Visits may help learners identify the types of customer that visit the business and the best combinations of menu items.
- Invite local chefs or business managers to speak to the learners about their business, the types of food and beverages they serve, the ingredients they use and how they cater for special dietary requirements.
- Show learners a map of the world. On it, mark six different regions: European, Asian, North American, South American, African/Caribbean, and Indian. Break learners into six groups and assign each group two contrasting regions. Ask them to research the regions and find out about: the style of food, the main ingredients used, methods of cooking, regional dishes, influencing factors, etc. Then, ask learners to individually create a poster about the two regions they have researched, which they will present to the rest of the class. Posters can then be displayed.
- Ask learners to research and collate literature relating to different types of diet. They could source items from doctors' surgeries, health food shops, pharmacies, health websites, medical journals, etc.
- Ask learners to keep a food diary for three days. Get them to record everything they eat and drink. They can then self-evaluate whether their meals were nutritionally balanced. Have a group discussion about the ways learners could improve the nutritional value of their meals and ways they tailor their food choices to suit different dietary choices.
- Ask learners to create a small booklet, which can be used by kitchen and serving staff to help them become more familiar with particular types of diets. Get them to define the following:
  - halal
  - kosher
  - lacto-vegetarian
  - pescetarian
  - diabetic
  - gluten-free
  - low-calorie
  - low-carbohydrate
  - macrobiotic.

**Unit 15: Menu Planning****Assignment 1: Food and Beverages Included in UK Hospitality Businesses' Menus\*****Learning aim B: Compile a nutritionally balanced menu to meet customer requirements**

- Learners need to have understanding of nutrition and how to provide a nutritionally well-balanced meal. As the teacher, you can give specific dietary requirements to accompany this scenario, for example a vegetarian menu on Valentine's Day. Learners will need to research local produce prior to planning their menu. By conducting this initial research the availability of local produce could guide the menu choice for the learner. You may wish to provide lists of beverages suitable to complement the special diets selected. Learners could conduct taste tests to see which beverages complement food items they have identified for their menus.
- Explain gross profit percentage and give learners examples of calculations so they can calculate gross profit and work out a selling price for their own menu items.
- Ask learners to investigate a range of local hospitality businesses to gain an understanding of the types of customers that visit these businesses. Learners will need to think about the groups and age ranges that use them and the types of dietary requirement that they cater for. Learners could interview managers of local businesses or a member of tourist information to gain the information. Learners could record the information they find in a report on local hospitality businesses.
- Learners will need to think about the type of venue and its suitability for different styles of menu and different functions. Within a group of learners you could ask them to investigate different requirements for a range of functions and styles of menu, including occasions such as weddings, birthdays and dining experiences.
- Ask learners to consider what factors must be considered when planning a menu. This will include thinking about equipment requirements, storage facilities and space availability for holding the stock needed for a given menu. Learners could record their ideas in a leaflet.
- Give learners a range of menus to report on the types of dishes, the length of the menus and, if applicable, their duration. Learners can report on the number of dishes available in each course and the types of produce used – for instance, are they local or seasonal? The learners can check the nutritional content of the dishes and judge if they are healthy and well balanced. Ask learners to consider if the information on the menu conforms to legal requirements and whether it gives the customer all the information they need to know.
- Using the same set of menus, ask the learners to identify the dishes they feel should be targeted to up-sell and give their reasons why. This could be in the form of a poster produced by the head chef to inform the waiting staff of products to sell and the level of service required for the menu items.
- Ask learners to create a range of menus for an occasion that celebrates food from around the world. They can produce a menu suitable for breakfast, lunch and dinner or for a function. When they design the menus they will need to consider a range of dishes from different regions of the world. They will need to ensure a variety of tastes, textures and aesthetic qualities. To accompany this menu they must provide a beverages menu with a range of beverages to complement their dishes.
- Ask the learners to select their best menu and cost out the items on it. They will need to consider direct and indirect costs and gross profit.
- Using their favoured menu they can produce a menu card ensuring they present it to an appropriate level including all the information required.

**Unit 15: Menu Planning**

- Learners could review the menu and write an article about the benefits of a good menu.

**Assignment 2: Compiling a Three-course Menu\*****Learning aim C: Review a menu against given criteria**

- Learners should use their research from the earlier assignment to review the menu against customer requirements and occasion of the meal that you as the teacher can set. Learners will need to submit a written report or evidence of their reflection on the menu. To support their review you may wish to discuss descriptive words and sensory qualities of food and beverages. They can explain why the dish is or is not appropriate or how it can be improved to meet the requirements.
- Ask learners to conduct some research through a survey of customers who might go to the businesses investigated earlier. Learners can produce comment cards in order to ascertain information required for a survey, or a questionnaire. The questionnaire or comment cards can ask for information, such as whether they feel dishes are nutritionally well balanced, if produce is suitable and ideas for any improvement.
- Ask learners to prepare separate questionnaires for staff members so that they have an opportunity to feed back on the menus and to give their view.

**Assignment 3: Reviewing a Menu Against Given Criteria\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*
- *Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles*
- *Unit 13: Contemporary World Food Cooking Skills*

### Resources

Learners will need access to a range of different menus if they do not have the opportunity to visit businesses in person. Learners will also require recipe books or internet access to research dishes and beverages. Ensure learners have access to information about prices for ingredients, either through websites or visits to retailers.

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Ceserani, V., Foskett, D. and Campbell, J., *Practical Cookery* (11th Edition), Hodder Education, 2008 (ISBN 978-0-340-94837-8)

Over 60 recipes with additional material in every chapter, all clearly mapped to NVQ and VRQ Level 2 specifications.

Crocker, P., *The Vegetarian Cook's Bible*, Firefly Books, 2007 (ISBN 978-0-778-80153-5)

250 vegetarian recipes with information on the health benefits of a vegetarian lifestyle.

Davidson, A. and JAINE, T., *The Oxford Companion to Food* (2nd Edition), Oxford University Press, 2006 (ISBN 978-0-192-80681-9)

2,650 entries on foods, cuisines, methods, history and people supplemented with 40 longer articles on key items.

Hom, K., *Chinese Cookery*, BBC Books, 2009 (ISBN 978-1-846-07605-3)

Over 150 recipes including information on ingredients, equipment and preparation.

Jaffrey, M., *Simple Indian Cookery*, BBC Books, 2005 (ISBN 978-0-563-52183-9)

Forty recipes with simple step-by-step instructions for soups and starters, fish and shellfish, eggs, meat and poultry, and vegetables.

McWilliams, M., *Food Around the World: A Cultural Perspective* (3rd Edition), Prentice Hall, 2010 (ISBN 978-0-135-07335-3)

Addresses the geographic, historical, cultural, religious and economic influences on food availability and food consumption. Includes maps, recipes and study aids.

Tyrer, P., *Leith's Vegetable Bible*, Bloomsbury, 2008 (ISBN 978-0-747-59789-6)

One thousand vegetarian recipes covering snacks, main meals, salads, puddings and baking.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### **Websites**

[www.brake.co.uk/menus-and-events/menu-planning](http://www.brake.co.uk/menus-and-events/menu-planning)

This website offers a wide variety of information on all aspects of menu planning.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of *Caterer and Housekeeper* magazine.

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

Education, products and news for caterers.

[www.nhlbi.nih.gov](http://www.nhlbi.nih.gov)

National Heart, Lung and Blood Institute. This site has a menu planner section to help create menus for people with medical issues.



# Unit 16: Managing Finance in Hospitality

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## Delivery guidance

### Approaching the unit

Managing finance is a very important aspect of running a hospitality business. To give your learners real context it is beneficial to obtain real records from a local hospitality business. Some businesses will be protective about their records, but may be happy to provide blank templates for learners. Giving this real context helps learners to focus on the activities and they are often motivated by the idea of money and profits that can be made.

Local hospitality business managers or finance officers from larger establishments can give a real and relevant insight to all financial aspects of a hospitality business. Arranging a visit from such a person to show working examples of profit and loss and balance sheets is also very inspiring for learners. If you are finding it difficult to encourage someone from the hospitality industry to come and talk about finance and record keeping, you could ask a finance officer from within your own educational establishment to discuss the topics more generally. Another option would be to link with a business studies department.

### Delivering the learning aims

For **learning aim A**, learners need to gain a good understanding of the importance of financial recording. They need to understand how documents are used to record financial transactions and the importance of the accuracy of these documents. They should also understand the impact of effective and ineffective recording of financial transactions. This can be achieved by giving learners examples of record sheets used by different businesses to compare and contrast. They should see examples from at least two contrasting hospitality businesses. You could then provide learners with completed records containing errors to show the importance of accuracy when completing financial documents.

For **learning aim B**, learners need to understand control processes and systems to help prevent theft and fraud. Detection of fraud and theft can be an exciting topic if learners are engaged in the detection process. This can be achieved by producing records and making deliberate changes, alterations or creating discrepancies for learners to detect. This could also include monthly variations in records with regards to income, types of payment, costs incurred, order variations, changes in gross profit and fluctuations of sales on specific products. The records may also involve staff rotas so learners could ascertain which staff were present when problems had occurred. Learners should find investigating the potential issues and problems engaging.

For **learning aim C**, learners will need to complete an income statement and a balance sheet. It is important that learners have access to financial statements so that they understand what each document looks like, how it is laid out, the different column and row headings used, the information entered in the document and how to read, understand and interpret that information. Working through these statements and then getting learners to create their own will help them to understand how to complete accounts, how to access what information is required and where to record it. They can then look at how to analyse the information on these documents to identify how to improve profitability.

## Getting started

**This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.**

### Unit 16: Managing Finance in Hospitality

#### Introduction

It is important that hospitality businesses manage their finances effectively. All businesses need to be able to control finances in order to ensure they maximise profit, while providing quality for customers.

Learners will be given an introduction to the record keeping required to control finance within hospitality businesses and understand the importance of keeping these records and keeping them accurately.

Learners will need to be able to complete financial documents for hospitality businesses producing their own income statement and balance sheet from given figures.

#### Learning aim A: Understand how hospitality businesses use financial documents to record transactions

- It is essential that learners have the opportunity to see examples of records kept by different hospitality businesses. It might prove difficult to gain this sensitive information as businesses may not wish their financial data to be made public. Therefore, if learners have no access to such information you will need to either acquire or generate examples for different types of business to show learners. Hospitality business managers might agree to provide examples of records with fabricated figures so as not to disclose their real financial affairs. If possible, invite a hospitality business manager to talk to learners and demonstrate how records are kept. Learners need to see examples from at least two contrasting businesses.
- Producing your own set of income statements and balance sheets will be beneficial as learners can then have access to a full range of formats and information to enable them to complete the learning aims. This will also give learners the chance to select appropriate financial documents for different types of hospitality business.
- The sets of information can be amended by you to show discrepancies, which can then be used to show the importance of accuracy when completing financial documents. Learners can check to ensure figures are correct and identify mistakes so that they realise the importance of getting them right.
- It may be difficult for learners to acquire financial documentation from suppliers, so you should produce sets of delivery notes, invoices and credit notes to give learners an insight into supplier documentation. You could get learners to look through a series of delivery notes, invoices and credit notes to check accuracy of information.
- Learners will gain understanding of effective and ineffective communication during the process of finding discrepancies in financial documents and will also have an understanding of the most effective ways of producing them.

**Assignment 1:** How Hospitality Businesses Use Financial Documents to Record Transactions\*

## Unit 16: Managing Finance in Hospitality

### Learning aim B: Understand the importance of financial internal control in the prevention and detection of theft and fraud in hospitality businesses

- In order to provide learners with an interesting and engaging insight into detecting fraud and theft through financial control, you could produce records which would show disparities. These disparities could link to possible fraud or theft that had been taking place in a hospitality business.
- To gain understanding of internal control, it would be most appropriate to ask a local hospitality manager to give a talk on how their business is controlled and how they manage the reliability of financial records.
- If it is difficult to get a local manager to talk to a group, ask learners to arrange to visit hospitality businesses individually or in pairs so that they can interview relevant staff and gain information about control.
- Teachers can produce scenarios giving different examples of theft and fraud in the hospitality industry. Learners can work through scenarios to investigate where and how theft or fraud has taken place. Learners could take the role of a regional manager or auditor investigating financial loss.
- Following the investigation learners can suggest a plan to rectify the elements of the scenario that have led to theft or fraud, for instance by improving financial control methods, changing suppliers or changing responsibilities for finance.

**Assignment 2:** Financial Internal Control in Preventing and Detecting Theft and Fraud in Hospitality Businesses\*

### Learning aim C: Complete an income statement (profit and loss account) and a balance sheet (statement of financial position) for a hospitality business

- In order to complete an income statement and a balance sheet, learners will first need to understand what they are for and what they show. Examples of existing sheets and where they have come from will help the learners to contextualise them.
- Visiting speakers could highlight the importance of keeping these records accurately and why they are vital in the control of the business. The visiting speaker could demonstrate methods for checking and ensuring accuracy.
- Learners could work in groups to assess each other's record keeping and mathematical capability.
- Teachers will need to give sets of data to learners so that they can complete income statements and balance sheets. Learners can be given templates or documentation to complete. Teachers will need to give guidance on completing the documentation and demonstrate any calculations required.
- Giving learners different sets of financial data will further their understanding of the documentation and calculations required.
- Ask learners to explain these terms:
  - net assets
  - liabilities
  - capital
  - working capital.
- After completing balance sheets and profit and loss sheets from a scenario, learners can be set the challenge of identifying ways in which the business could be more successful.

**Assignment 3:** Completing Income Statements and Balance Sheets\*

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## **Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications**

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 4: Costing and Controlling Finances in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 6: Planning, Preparing, Cooking and Finishing Food*
- *Unit 12: Planning and Running a Hospitality Event*

## **Resources**

The main resource required for this unit is financial information from businesses' annual reports and websites. If learners find no real businesses are willing to share this information, provide learners with sample documentation. It would be advantageous for learners to have access to ICT and some specialist pieces of accounting software. Learners must be given access to data needed to complete the income statement (profit and loss account) and the balance sheet (statement of financial position).

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### **Textbooks**

Hales, J. A., *Accounting and Financial Analysis in the Hospitality Industry* (1st Edition), Prentice Hall, 2010 (ISBN 978-0-132-45866-5)

Explains how to use numbers and fundamental accounting in running a successful hospitality business.

Jagels, Martin G., *Hospitality Management Accounting* (9th Edition), John Wiley and Sons, 2006 (ISBN 978-0-470-04404-9)

Fundamental concepts and analytical techniques essential for real-world accounting systems, evaluating current and past operations and effectively managing finances.

### **Journals**

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

### **Websites**

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of *Caterer and Housekeeper* magazine.

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

Education, products and news for caterers.

# Unit 17: Alcohol Awareness in Hospitality

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## Delivery guidance

### Approaching the unit

Learners tend to be very interested in all matters concerning alcohol. This unit will provide an opportunity to engage learners in gaining an understanding of the different types of alcoholic beverage and the strengths of alcohol by volume and unit. The unit will explore the origins of different types of alcoholic beverages and how they are made and produced. Learners should gain knowledge of alcoholic beverages, what they are made of, the processes involved, and the effects of the process on the outcome of the product.

### Delivering the learning aims

For **learning aim A**, learners need to know about types of alcoholic beverages and how they are produced. They should understand about the relative strengths of alcoholic beverages, recommended consumption limits and calorific content. Learners also need to be aware of the legal aspects of labelling alcohol.

For **learning aim B**, learners need to understand the legal aspects of the licensed retail industry, including types of licence, opening hours, legal drinking age, weights and measures, trade descriptions, advertising and marketing. It is important that learners gain a good understanding of the issues surrounding the sale of alcohol and the size of the industry.

The British Institute of Innkeeping (BII) provides a wealth of knowledge for the licensed trade relating to most issues surrounding alcohol, its sale and consumption. Members of the BII receive training to become responsible licensees. You could contact the BII for information or ask a member from a local business to come and speak to learners about licensed retail and the importance of the industry.

Learners will most likely be aware of issues that surround alcohol from the many campaigns to reduce binge drinking, drink driving, under-age drinking and drink-related illnesses. They will also be aware of the restrictions on promotion and advertising of alcoholic beverages. Learners will need to be made aware of how licensed retailers are trying to tackle the adverse effects surrounding the sale of alcohol and how misuse of alcohol can have an impact on individuals and the local community. It is also interesting to get the views of local police and there may be a police officer responsible for licensed trade who could speak to learners about legislation and responsible drinking.

A visit to a bar, club or any licensed retail premises can help learners to visualise many of the issues about the sale of alcohol in learning aims A and B, from weights and measures through to signage and labelling of alcoholic beverages. Learners will also be able to see the wide variety of alcoholic beverages on offer in licensed retail businesses and gain an understanding of the strength of different types of alcohol by volume (abv) and unit, the importance of following consumption guidelines and how businesses comply with legislation. Local licensees and bar staff could talk to learners about the sale of alcohol, discuss their views on alcohol consumption and talk about the legal aspects of labelling and serving alcohol.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

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| <b>Unit 17: Alcohol Awareness in Hospitality</b>   |
| <p><b>Introduction</b></p> <p>Learners could approach this unit by viewing and reflecting on existing alcohol-related campaigns. Investigation of the origins and production of alcoholic beverages could be used to show learners the ingredients, processes and timescales involved in creating different beverages. As a class you could discuss the difference between strengths of alcoholic beverages and how this can have an effect on behaviour, health and social issues.</p>  |
| <b>Learning aim A: Know about types of alcoholic beverage and the strengths of alcohol by volume (abv) and unit</b>  |
| <ul style="list-style-type: none"> <li>● Ask learners to list all the different alcoholic beverages they know. Get them to record the answers on a sheet of paper. Ask learners to classify the beverages according to whether they are wines, distilled beverages or fermented beverages.</li> <li>● As a group, show learners a number of different ingredients used to make popular alcoholic beverages. (For example: grapes, potatoes, barley, grain, apples, sugarcane and so on.) Ask learners to identify what beverage the ingredients are used in. Divide the learners into smaller groups and ask them to research the rest of the ingredients required to make different beverages (e.g. wine, beer, spirits).</li> <li>● Ask learners to draw the following: a small wine glass, a large wine glass, a pint glass and a tall glass. Ask learners to imagine that each glass was filled with its 'typical' beverage and to write under each drawing what they think would be the:             <ul style="list-style-type: none"> <li>○ number of units</li> <li>○ alcohol by volume (abv)</li> <li>○ number of calories in each of the beverages.</li> </ul> </li> <li>● Ask each learner to bring in an empty bottle or glass jar. Then give each learner a label and allocate them a beverage (wine/spirit/beer). Ask them to record all of the information a customer needs to know about that particular beverage on the label, and stick it on their bottle/jar. Line up all of the bottles/jars and ask learners to compare them and comment on the information captured.</li> </ul> |
| <b>Assignment 1: Types of Alcoholic Beverage and the Strengths of Alcohol by Volume (abv) and Unit*</b>  |
| <b>Learning aim B: Understand the licensed retail industry and the issues related to the sale of alcoholic beverages</b>   |
| <ul style="list-style-type: none"> <li>● Ask learners to interview a series of different people in jobs linked to alcohol consumption, such as local police, licensees and bar staff. They should use a questionnaire to capture people's responses. Get learners to include a range of questions to capture responses to: legal, health, socio-cultural and moral areas.</li> <li>● There is plenty of information available on the internet about alcohol and related issues. Learners should use this information following confirmation that the source is acceptable to you as the teacher.</li> <li>● Learners could present their findings to the rest of the class or to a local licensee to show a good understanding of the topic.</li> <li>● A speaker could be arranged to give a talk on aspects of alcohol sales, such as a licensing officer or a local licensee.</li> </ul>  |

## Unit 17: Alcohol Awareness in Hospitality

**Assignment 2:** The Licensed Retail Industry and the Issues Related to the Sale of Alcoholic Beverages\*

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 7: Food and Beverage Service in the Hospitality Industry*
- *Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles*
- *Unit 10: Marketing and Promotion in Hospitality*
- *Unit 12: Planning and Running a Hospitality Event*
- *Unit 15: Menu Planning*
- *Unit 16: Managing Finance in Hospitality*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Beckett, F., *How to Match Food and Wine*, Mitchell Beazley, 2002 (ISBN 978-1-840-00576-9)

Matches a multitude of foods, including starters, meats, fish and seafood, spiced foods and desserts to wine styles.

Johnson, H. and Robinson, J., *The World Atlas of Wine* (7th Edition), Mitchell Beazley, 2013 (ISBN 978-1-845-33689-9)

This is a major new edition of an authoritative wine reference work. It takes into account changes in climate, techniques, fashion and new regulations over the last six years.

Robinson, J., *The Oxford Companion to Wine* (3rd Edition), Oxford University Press, 2006 (ISBN 978-0-198-60990-2)

Comprehensive guide with almost 4,000 entries on wine-related topics, from regions and grape varieties to the history of wine growing.

UK Bartenders Guild, *International Guide to Drinks*, Ebury Press, 2006 (ISBN 978-0-091-91202-4)

A global guide to the many different types of wines and spirits of the world. Covers the buying, storing, mixing and serving of beverages including mixing cocktails.

### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

*Decanter* (IPC Media)

A wine magazine providing recommendations on wine, interviews with leading figures in the industry and reviews.

*Food and Wine* (American Express Publishing Corporation)

A magazine providing recipes and information about latest trends and kitchen design.

**Videos**

[www.youtube.com/user/drinkawaretrust](http://www.youtube.com/user/drinkawaretrust)

Video about an alcohol awareness campaign videos (e.g. Drinkaware campaign).

[www.youtube.com/watch?v=6jl1ur2qrY8](http://www.youtube.com/watch?v=6jl1ur2qrY8)

Good explanation of units in beverages.

[www.youtube.com/watch?v=AB5DjbvW9Ps](http://www.youtube.com/watch?v=AB5DjbvW9Ps)

(Part 1) How wine is produced.

[www.youtube.com/watch?v=KkwQtGJVHNO](http://www.youtube.com/watch?v=KkwQtGJVHNO)

(Part 2) How wine is produced.

[www.youtube.com/watch?v=5Kxg5MEq8EQ](http://www.youtube.com/watch?v=5Kxg5MEq8EQ)

Health and impact of alcohol on health.

**Websites**

[www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)

Alcohol Concern, a national charity that works to reduce the harm caused by alcohol abuse.

[www.alcoholpolicy.net](http://www.alcoholpolicy.net)

Alcohol Policy UK, a blog aiming to keep people up to date with news and developments in the field of alcohol policy.

[www.barkeeper.co.uk](http://www.barkeeper.co.uk)

The resource for hospitality businesses.

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

British Beer and Pub Association.

[www.bii.org](http://www.bii.org)

The professional body for the licensed retail sector aiming to raise standards.

[www.ias.org.uk](http://www.ias.org.uk)

Institute of Alcohol Studies.

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

The sector skills council for hospitality, leisure, travel and tourism.



# Unit 18: Delivering the Hospitality Customer Experience

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## Delivery guidance

### Approaching the unit

Providing excellent customer service is important for all hospitality businesses. Learners need to be aware of how they can meet the needs of customers and how they could potentially exceed the expectations that customers have. Being able to ensure that customers are made to feel welcome and relaxed and get what they need is the key to providing excellent customer service.

Learners can role-play different situations in customer service and you as teacher can provide witness statements as evidence of their performances.

### Delivering the learning aims

For **learning aim A**, learners need to explore customer service within the hospitality industry and gain understanding of what is good or poor customer service. This could be achieved through observation of customer service or by interviewing customer service staff from differing hospitality businesses. Learners should have the opportunity to give their views on customer service and share them with the class. Local hospitality managers or customer service managers could be asked to talk to learners on the importance of good customer service.

For **learning aim B**, learners will demonstrate their customer service skills and techniques in different hospitality situations. You should provide a range of scenarios for learners to role-play these skills and techniques.

For **learning aim C**, inviting a customer services manager to talk to learners about monitoring customer service would be very beneficial. They would be able to explain the methods used in their business, giving examples and showing records of customer feedback. Learners could visit different businesses and interview customer service managers to gain understanding of how they monitor customer service.

For **learning aim D**, you could provide learners with different scenarios that have potential for improved customer service. This gives them the opportunity to explore how this could be achieved. Real-life examples from industry could also be used, such as local businesses that have recently changed levels of customer service or improved through changes in management or ownership. Customer service managers would be able to give realistic scenarios or situations from observed practice.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

| <b>Unit 18: Delivering the Hospitality Customer Experience</b>  |
|---|
| <p><b>Introduction</b></p> <p>In order to engage learners with this unit and provide context, it is essential to give learners role-play scenarios about customer service or organise situations where learners can provide customer service. Learners will gain greater understanding by taking part in, and observing, customer service. Learners need to gain a full understanding of the importance of customer service to the hospitality industry.</p>  |
| <p><b>Learning aim A: Explore customer service aims and customer needs in the hospitality industry</b></p> <ul style="list-style-type: none"> <li>● As a whole class, ask learners to contribute their experiences of good customer service and poor customer service. Write these examples down. Using the examples, come up with a definition for customer service.</li> <li>● Ask learners to work in small groups and give each group a different hospitality business type (e.g. hotels or contract food service providers). Ask each group to discuss how customer service is embedded within that business and produce a list of customer service aims for their area. They could create a poster or present their findings back to the class then look at whether size or type of business affects customer service.</li> <li>● To develop a better understanding of the type of information that is required, encourage learners to speak to hospitality managers or managers in human resources in hospitality businesses.</li> <li>● In groups or pairs, ask learners to investigate the impact of good or poor customer service. They could ask a range of different hospitality business managers what impact good or poor customer service has. Learners could then produce an informative poster to provide evidence of their understanding.</li> <li>● Ask learners to create a leaflet explaining how staff should deal with different customer service situations and customers. The leaflet should contain clear sections on how to meet the needs of different types of customer (e.g. internal customers, external customers, customers with specialist food requests, customers requiring physical assistance, health and safety procedures). Learners could include photos to illustrate the leaflet.</li> <li>● Teachers could produce a scenario that allows learners to respond to a given customer experience situation. The learners can then respond in writing, either by email or in a letter.</li> <li>● Customer experience role-play scenarios can be used to demonstrate verbal and face-to-face requests from customers. Learners can record responses as evidence of their participation.</li> </ul> |
| <p><b>Assignment 1: Customer Service Aims*</b></p>  |

**Unit 18: Delivering the Hospitality Customer Experience****Learning aim B: Demonstrate customer service skills and techniques in different hospitality situations**

- Ask learners to think about the types of communication that could be used in hospitality businesses. They could produce a range of informative posters highlighting good practice for these communication types and the skills and techniques required. The posters could be displayed in a staff room and could focus on areas such as communicating by phone, email, written letter, face-to-face or body language.
- Ask learners to prepare and plan for role-play situations by giving them some role-play scenarios. Learners could swap roles and feed back on each other's performance. It would be very constructive to video the role plays so that learners can assess their own performance (verbal and body language).
- Provide learners with a list of products and services. In groups ask them to research a product and a service. They can then conduct a role play about selling the product and service. Have two learners conduct the role play and two learners observe, then swap roles. Learners can start the role play by greeting a customer and explaining the services and product available. The learners who are observing should provide feedback on the disposition of the customer and how they reacted to the given situation.
- Ask learners to produce a leaflet to identify how to deal with a range of different types or dispositions of customers, such as aggressive or distressed customers, or language barriers.
- Learners can produce informative posters to show their understanding of different customer service situations such as selling, providing advice and dealing with problems. The poster could be for new staff or to promote better customer service in a hospitality business.

**Assignment 2: Customer Service Skills and Techniques\*****Learning aim C: Examine how customer service can be monitored and evaluated in the hospitality industry**

- Ask learners to produce a customer service mission statement. The statement will include how to meet and exceed the needs of customers to ensure excellent customer service.
- Ask learners to produce comment cards to be placed in hotel rooms that will enable the customer services manager to gauge the level of service being provided in the hotel.
- Learners could produce a range of customer survey questions for guests at a hotel, both for filling out at checkout time and for sending out via post or email after the guests have arrived back home.
- Ask learners to produce a list of points that a mystery shopper might look for when evaluating the customer service in a hospitality business.
- Ask learners to think of ways customer service can be evaluated. Learners could imagine they are a regional manager or owner of a business who wishes to evaluate the level of service their business provides. What information and statistics would they need? What would they put in place? They could produce a report of their ideas.

**Assignment 3: Customer Service Monitoring and Evaluation\***

## Unit 18: Delivering the Hospitality Customer Experience

### Learning aim D: Explore how improvements to the customer experience in hospitality can be made

- Ask learners to create a poster that identifies and describes how customer service can be improved. This could be from a given scenario, possibly where hospitality staff are not fulfilling the needs of the customers.
- Learners could research or investigate different situations where customer service has been improved and the impact that it has made to various businesses. This could be from interviewing customer service managers or from research carried out on the internet. This should include how to recognise that good customer service exists or has improved, for instance quantity of compliments received from customers.
- Learners could produce a presentation on the benefits of improving customer service, giving examples of how they could be put into place within a hospitality business. The presentation could be produced to promote the improvement of customer service to staff or other managers of businesses.

#### **Assignment 4:** Improving Customer Service in Hospitality Businesses\*

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 8: Front Office Services in the Hospitality Industry*
- *Unit 14: Teamwork in Hospitality*
- *Unit 20: Work Experience in Hospitality*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

## Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

## Websites

[www.bbc.co.uk/learningzone](http://www.bbc.co.uk/learningzone)

BBC Learning Zone – programme times.

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of *Caterer and Housekeeper* magazine.

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

Education, products and news for caterers.

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

The sector skills council for hospitality, leisure, travel and tourism.



# Unit 19: Hospitality Research Project

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## Delivery guidance

### Approaching the unit

This unit provides learners with an opportunity to carry out research into a hospitality-related topic and to gain detailed knowledge of that subject. By looking at something of interest or exploring a concern, learners will develop research skills that will be useful in other situations. It is essential that your learners develop independent research skills and provide examples of coherent communication techniques in response to some activities and questions.

Encourage learners to follow relevant items in the news to gain an appreciation of the issues and trends that have an impact on business generally, and the hospitality industry in particular.

You can help learners identify what factors are contributing to the success (or failure) of businesses and other organisations, by looking at how projects are undertaken and reported on. By exploring the stages in research project management, your learners can gain an understanding of the processes involved in planning, carrying out and reviewing their own performance. Your lessons should be packed with case studies and industry-related examples covering a broad range of hospitality-related industry practices, topics and issues. Having studied others' work and activities, learners will be well placed to propose and carry out a hospitality-related project of their own.

### Delivering the learning aims

To meet **learning aim A**, learners need to understand how to plan a research project in hospitality, including the use of SMART targets. It is important that the learners choose a topic that interests them so your exploration of trends, issues and factors should form the basis for further learning. It is vital that learners are able to identify the different factors that currently have an impact on the hospitality industry and collect relevant material from different sources. Engage your learners by providing speakers who can discuss the issues learners are addressing. These issues might relate to socio-economic factors, environmental issues, the use of technology, or planning and design considerations.

It is important that the learners are able to differentiate between a trend, an issue and a factor. Factors could impact on the success of the project as a whole, and are linked to the unit content. It might be useful if the learners maintained a 'news log' where items of interest are posted for later discussion. Your lessons could include one person's view of 'What's new this week', as a topic for discussion. Learners could ask industry personnel for their views on the factors that have an impact on their business, giving reasons for their choice.

For **learning aim B**, learners will produce a proposal for a research project in hospitality. Learning could be developed through the exploration of the topic or content of previous projects drawn from a range of contexts. Examples could include projects the learners have undertaken for other units or a project undertaken by a speaker, which is shared with the learners. Learners will need to research their choices. In groups, they can start by looking at the titles of published materials and choose a subject and title for their own project. They should discuss within their groups the relevance of their chosen project, its aim/s and objective/s, and the appropriateness of the study to be explored. They could present to the rest of the class their research and reviews of published articles from newspapers, trade magazines or websites and the reasons for their choice.

You could devise a template for learners to use to plan a project, identify the primary and secondary data-gathering techniques and establish the project constraints and limitations, deadlines and how the project will finally be presented. Before undertaking the project, the learners should gain the approval of a teacher or workplace supervisor by explaining the planned project to them and responding appropriately to any questions or concerns.

For **learning aim C**, learners should carry out their research project through the use of secondary data sources and data analysis methodologies. Learners should be able to comment on the robustness of their methods and sources. Health and safety and ethical factors may have an impact on the project, which learners must acknowledge and take account of, if relevant. The presentation of their project should be appropriate to the content. It can be in written form, in audio form, as web material, or a live presentation, which should be recorded. Where time and resources allow, the strengths and success of the projects can be celebrated within the group and constructive suggestions given for improvement.

For **learning aim D**, learners should review the outcomes of their hospitality research project. Learners' practical participation in role-play or simulation activities can be used as additional evidence alongside their use of skills and resources in the review process. Material could be developed listing the resources and the skills that have been used to complete the project tasks. This material could be shared with others, using interactive technologies. The whole class could share the skill development and the performance as a whole against the planned aim/s and objective/s of each learner.



## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

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| <b>Unit 19: Hospitality Research Project</b>  |
| <p><b>Introduction</b></p> <p>Introduce this unit by making clear that the choice of project should be related to a subject or topic that interests the individual learners. By sharing examples of project material and titles, learners will see the opportunities that are available and type of research that can be undertaken.</p> <p>Explain that this unit will require research using a range of sources, and that the sources should be recorded. A glossary of terms could be created to help learners develop an awareness of research project terms.</p>   |
| <b>Learning aim A: Understand how to plan a research project in hospitality</b>   |
| <ul style="list-style-type: none"> <li>● Begin by identifying types of research projects. Working in small groups, ask learners to identify projects that interest them. Identify the factors that could have an impact on the success of a project. Explore what learners think are the prime considerations when planning and undertaking a research project.</li> <li>● Draw a thought shower showing the questions, issues, problems and activities currently being reported in the news regarding the hospitality industry.</li> <li>● Ask groups to create a 'Factors Table' using some of the headings from Topic A.1 in the specification and share the findings.</li> <li>● Explore the stages of research project development. Establish the resources required, the monitoring periods, and the people involved in the process.</li> <li>● Pick one project and agree the factors that will contribute to the success of the project. Encourage learners to brainstorm all of the potential factors that could impact on the project. Through group discussions, explore how these factors could be managed effectively. Use a table to record the findings on the 'Factors Table'.</li> <li>● Show the learners a number of projects from different sources. Ask them to explore what the project had set out to achieve (e.g. promote a lifestyle, plan an event or activity, answer a question, solve a problem, increase sales, launch a new product).</li> <li>● Arrange for a speaker to describe how they managed a hospitality-related project and identify the factors that made the project successful (or otherwise).</li> <li>● Working in groups, choose a project and use discussion and the 'Factors Table', to explore the project's aims more fully.</li> </ul> |
| <b>Assignment 1: What is a Research Project in Hospitality?*</b>  |
| <b>Learning aim B: Produce a proposal for a research project in hospitality</b>   |
| <ul style="list-style-type: none"> <li>● Introduce this learning aim by inviting a guest speaker to describe how they planned a hospitality-related research project. Share a number of projects from different sources with the group and, in general terms, describe research methods, where and how information is sourced and how outcomes are presented.</li> <li>● Working in groups, use discussion and flow charts to explore three research projects more fully, show the activities that were undertaken and pinpoint where constraints and limitations could occur.</li> <li>● Working in groups, ask learners to choose a topic of interest, give reasons for their choice, select a working title and describe the research methods they could use.</li> <li>● Working in groups, develop a 'Project Planning Tool', e.g. a plan or a Gantt chart, for the hospitality research. Develop a research log, flow chart or template to</li> </ul>  |

**Unit 19: Hospitality Research Project**

monitor the planned activities and record the outcomes of the chosen research.

- Working in groups, develop the aims and objectives of the research and create a flow chart with timescales and the activities to be undertaken. Learners could propose ways of reducing the potential constraints and limitations with their peers.
- Learners could develop material and create a presentation for their peers about the planning and management of their project and the style of presentation that they could use. A planning log could be used to record their actions.
- Invite a researcher from the industry to lead discussions about project presentation. Working in groups, explore 'My style of presentation' where learners describe a particular format that they use.
- Where necessary, learners should gain the support of a teacher, supervisor or other appropriate person for their proposed project.

**Assignment 2: Plan a Hospitality Research Project\*****Learning aim C: Carry out a research project in hospitality**

- Support learners in their use of the project planning tool and planning log, which were developed for learning aim B, to carry out and monitor their planned activities and record the outcomes of their research.
- Provide directed input regarding the relevance of project resources and presentation styles, i.e. the formats that are available.
- Confirm the time frames involved and the format of the planning log that the learners are using to monitor their progress.
- Working in groups, help the learners implement their plan to carry out their research. Provide events and activities when data collection methodologies could be shared with other group members. Use the records developed in the planning logs to monitor activities and analysis techniques. Facilitate the presentation of learners' interim reports to their peers, teacher, or another person.
- Working in groups, learners should plan further stages in a project. Using examples, explore with learners how the project material could be presented and review the anticipated and actual project outcomes.
- Use a thought shower to review the resources that have been used to complete the projects by listing and comparing the items for the ease of use, the ease of access, the costs and the benefits.
- Working in pairs, ask learners to use the technology available to analyse the data that has been collected, draw conclusions and develop the reporting methodology.
- Support learners to review the outcomes of the research and identify the successes (and failures) of the project with another person. This could be done with you, a peer or a supervisor.

**Assignment 3: Carry Out the Hospitality Research Project\*****Learning aim D: Review the outcomes of the hospitality research project**

- Encourage learners to work with others to review their own performance against the stated aims and objectives and their project plan.

Use:

- feedback sheets and self-reflection to determine if the project aims and objectives have been achieved
- paired work to establish whether the research activity's questions or ideas have been explored in full
- learner's self-reflection to review organisational, planning and presentation skills

**Unit 19: Hospitality Research Project**

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- a thought shower to record areas for improvement and future research
- notes to develop presentation material to celebrate the achievement of each learner and the whole group.

**Assignment 4: Review Your Hospitality Project\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 12: Planning and Running a Hospitality Event*

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

The following textbooks provide a general introduction to the hospitality industry as a whole.

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

An accessible guide to the hospitality industry containing information about management, globalisation, getting a job, marketing and the restaurant business.

Robson, C., *Real World Research*, John Wiley & Sons, 2011 (ISBN 978-1-40518240-9)

Although not level 2 reading, you may find it useful to adapt information from this textbook.

#### Journals

*Caterer and Housekeeper* (Reed International)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

#### Websites

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of *Caterer and Housekeeper* magazine.

# Unit 20: Work Experience in Hospitality

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## Delivery guidance

### Approaching the unit

This unit prepares learners for work experience in the hospitality industry. Learners will be working towards their personal goals and reflecting on the benefits of the 'at work' experience. By looking at examples of the jobs that are available in the industry, learners will get a flavour for the different types of job roles and opportunities. Developing an understanding of the selection process and the roles and responsibilities of professionals will help learners gain confidence. Depending on the work experience planned, your support can help in the preparation for the placement, for instance by overseeing a job application and role-playing interviews.

Learners will need to know what is expected of them when they are in the workplace. You can use guest speakers to give insights into this area of study. Other strategies that can be used include work shadowing prior to the actual placement and training videos, for instance to show the stages of an activity. These can be used as the basis for discussions on topics such as hygiene, health and safety, uniforms and protective clothing. Appropriate work placements could be in accommodation preparation or service, front-of-house operations, support services (for example, customer services, public relations, sales and marketing), back-office services (for example, book-keeping and accounting, purchasing), food preparation or service, beverage service (for example, a coffee or tea shop or café), event services or maintenance services. Where a learner may want to develop specific skills or knowledge you as the teacher are well placed to support their individual aims or career goals.

By developing the skills and knowledge within a 30-hour work experience, the learners will be able to reflect on what they have learned and choose what they would like to do next. You will be able to help the learners determine what went well in your school or college's supportive learning environment. By enhancing the learners' ability to judge and summarise their progress, you will be able to suggest a further possible direction or improvements in learning. Work experience can form the basis for a change in direction or reinforce what a learner wants to undertake in the next period of their life.

### Delivering the learning aims

**Learning aim A** will develop the learners' skills and knowledge regarding the preparation required for a work experience in the hospitality industry. You could introduce the unit by getting your learners to talk about jobs in the hospitality industry as a whole. Your learners could list or record the jobs that are available in their local area by looking in local media, job centres, company websites and noticeboards. This activity could be undertaken through research, as part of a visit or be based on personal experience. A guest speaker would be able to explain how vacancies are managed and what is considered to be the usual selection practice in the chosen industry or area of work. Job search skills will be enhanced if the learners can focus on a particular job role.

By undertaking preparation for job applications, your learners will be able to engage in activities that will be useful throughout their lives. Learners should be encouraged to set SMARTER targets for the work experience, the choice of placement being determined and linked to the learner's goals. Job application preparation could be based on company material (e.g. job descriptions, application forms, letters of introduction) sourced from industry representatives, websites or directly from the

companies themselves. Prior to interviews being undertaken a third party could be invited to review the learners' completed application materials. Role-playing interviews would also provide useful preparation. Once a placement is settled, it can be supported by the completion of relevant pro forma or the capture of images or data, by the learner and their supervisor. This material will be used when the review of the activities is undertaken.

To meet **learning aim B** learners will work towards personal and professional development goals. Some of the targets, identified for learning aim A, will form the basis for demonstrating that aspects of learning aim B have been met.

Learners need to be aware of health and safety considerations in the workplace. Initially learners could undertake hazard-spotting activities using images, workplace reviews or observation of working practice, via a video or work-shadowing activity.

A food hygiene specialist, an environmental health or health and safety officer might support learning by explaining what tasks they undertake in hospitality settings and how they record their activities and findings. Risk assessments could be undertaken by the learners for simple hospitality tasks that they are familiar with or have experienced through observation. During the work placement, the tasks undertaken will be the subject of health and safety, data protection and employment law. An induction could be simulated with the learners, prior to their placement at work. It is essential that the learners work safely, and within their capabilities, if the work experience is to be seen to be successful.

The development within and beyond the workplace experience will be largely based on the relevance of the activity and the learners', and others', ability to review the skills and knowledge developed. A well-planned work experience should enhance learning, build motivation and be used as the basis for further development. The skills of reflection will be essential if the learner is to benefit from their experiences. Maintaining a journal of their experience is required to record what happened during the placement and monitor the completion of their SMARTER targets. These records will provide a useful tool for the reflective aspect of this task and for development of material for learning aim C.

To meet **learning aim C** learners will reflect on the benefits of undertaking a work experience in the hospitality industry. The learners' journals, developed as part of their work for learning aim B, will be used to reflect on what tasks were attempted and completed during the work placement. Feedback must be collected from the learners' supervisors, teachers and, as appropriate, colleagues and customers, and this feedback, together with the learners' reflections, used to consider the features and benefits of the experience as a whole. Short- and long-term benefits and future steps should emerge from the reflections for the individual learners. This reflection should be undertaken within the school or college environment. This activity could be stimulated by the development of a presentation about what happened before the placement and during the placement, which could be shared with others.

If the aims of this unit are fulfilled within a successful work experience learners' skills, knowledge and self-esteem will have been developed and enhanced. The 30 hours of work experience should be carefully monitored to ensure that the learners feel comfortable in the workplace, and regard the experience as one of support for their learning. It is essential that the placement is linked to the learners' individual skills and aptitude.

Since this is an internally assessed unit, teachers will need to ensure that learners have the opportunity to experience all aspects of the unit's learning aims through planned, interesting interventions which involve a well-supported work experience. The application of relevant assessment methods, which support individual learner's needs, need to be considered carefully.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

| <b>Unit 20: Work Experience in Hospitality</b>   |
|--|
| <p><b>Introduction</b></p> <p>Introduce this unit by reinforcing the diversity and uniqueness of the hospitality industry and the wide range of job opportunities that are available today. Give your learners a snapshot of the areas for employment and current job roles and tasks.</p> <p>Explain that this unit will require research into the job opportunities offered in the local area and the process of gaining a work experience or a job. Start by exploring career paths and looking for job advertisements. Encourage learners to keep a note of the sources of the information that they have researched or used.</p>  |
| <b>Learning aim A: Prepare for a work experience in the hospitality industry</b>   |
| <ul style="list-style-type: none"> <li>● As a whole class discuss the different jobs in the hospitality industry. Learners could work in groups looking at the jobs in accommodation, front of house, food and beverages, and support services. Record the jobs on Post-it® notes, which are placed on a poster.</li> <li>● Let learners choose three jobs that interest them and explain the different tasks and the skills related to the work activities. Learners could work in pairs to prepare posters showing common tasks in preparation and/or service for an event or activity of their choice.</li> <li>● Learners should conduct a SWOT analysis to identify any gaps in their knowledge or qualifications that might affect their suitability for their chosen job role or barriers to finding appropriate work experience.</li> <li>● In groups, learners could prepare a noticeboard with job advertisements for a selected career path. Each learner will choose a job and investigate job descriptions and present their findings as a table. They should use headings including job title, tasks and skills involved, hours of work, location of the job.</li> <li>● Introduce a guest speaker who will explore the job application process, procedures and job selection processes.</li> <li>● Using previously developed material, e.g. CV and a standard application form, ask learners to apply for a job that interests them. Develop a covering letter with the whole class. Ask learners to check each other's written material and supply feedback.</li> <li>● Show a video of a job selection interview. Compose a list of questions that could be asked by the interviewer and the candidate. In pairs, or small groups, ask the learners to develop their responses to the questions. Conduct simulated interviews. Record the process by some means.</li> <li>● As a class, discuss what the learners expect to achieve from their work experience and confirm how their achievements might be monitored and recorded. Explain SMARTER targets. Working in small groups, ask the learners to list their own expectations and targets and record their expectations.</li> </ul> |
| <p><b>Assignment 1:</b> Preparation for My Work Experience in Hospitality*</p>   |

**Unit 20: Work Experience in Hospitality****Learning aim B: Work towards personal and professional development goals during a work experience in hospitality**

- Health and safety considerations could be introduced through directed learning. They include the following:
  - listing the current legislation that will impact on the hospitality workplace
  - working in groups, using images to show aspects of protective work wear, hygienic practices, safe handling procedures, fire precautions and practices and the safe storage and disposal of waste. Develop a table showing how health and safety measures are undertaken in different settings
  - undertake risk assessments for practices that are part of a work experience task.
- During the 30 hours of work experience, your learners will undertake a range of activities that involve the use and development of skills and knowledge. Learners should utilise observation records, witness testimony and a personal diary/logbook to record narratives, notes, images, customer comment sheets, team briefing records, printouts of the outcomes of an activity or event. Teachers should agree the format of the records with the group before they undertake their placement at work.
- Monitor the expected outcomes developed for learning aim A as part of a self- or peer-review.
- In pairs, learners could explore what went well at the placement, what skills were learned and what they enjoyed most. They could use PowerPoint® slides to create a presentation.
- Provide a template for a Personal Development Plan for the learners to complete.

**Assignment 2: My Work Experience Log and Review\*.****Learning aim C: Reflect on the benefits of undertaking a work experience in the hospitality industry**

- The work undertaken for learning aims A and B could be used as the basis for reflection for this learning aim. This material will include the list that learners developed of their own expectations and targets for their work experience, the record of the expectations for the individuals and the group, the template of the Personal Development Plan, the learners' personal diaries/logs and the report pro forma.
- Using this material, together with the input of a guest speaker, learners could brainstorm the tasks that were undertaken, the skills that were involved and the communication and team skills used during the work experience. Learners could work in pairs to review their achievements and propose what they would like to do next. These notes could be used to prepare a table showing the benefits of the work experience for the individual and for the host. PowerPoint® slides could be used to share the material. Ask a speaker to explore the routes to future job roles or activities. Emphasis could be placed on skill development, training and accreditation, i.e. gaining qualifications as part of a career path. The Personal Development Plan should be completed and confirmed by an industry representative, for example a workplace supervisor.

**Assignment 3: Benefits of a Work Experience in Hospitality\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.



## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 10: Marketing and Promotion in Hospitality*
- *Unit 11: Accommodation Services in the Hospitality Industry*

### Resources

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#### Textbooks

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An accessible guide to the hospitality industry containing information about management, globalisation, getting a job, marketing and the restaurant business.

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This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality. Articles relating to employment are included.

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For hospitality news and copies of *Caterer and Housekeeper* magazine.



# Unit 21: Hospitality Community Volunteering

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## Delivery guidance

### Approaching the unit

This unit prepares learners for undertaking hospitality community volunteering activities within their local area. You will help learners to gain the skills and confidence required in preparing for their voluntary placement. Learners will work towards their personal goals and reflect on the benefits of the voluntary placement. By looking at examples of the voluntary job roles that are available in the area, learners will see that there are many opportunities for voluntary activities.

Learners will need to understand their roles and responsibilities, including aspects of health and safety, and reflect on the benefits, the disadvantages and the outcomes of community volunteering. Learners may want to develop specific skills or knowledge via a particular activity. They will need to know what volunteering opportunities are available in their local area and which organisations support voluntary placements. Videos could help to show the range of voluntary roles and be used as the basis for discussions about skill development. Fundraising activities and the provision of hospitality services could be explained by a guest speaker.

Learners will reflect on what they have learned and may choose what they would like to do next, as a volunteer. You will be able to help the learners determine what went well, summarise their progress and suggest further activities, e.g. training and other volunteering roles. Voluntary activities can form the basis for a change in direction, or reinforce what a learner wants to achieve in the next period of their life.

### Delivering the learning aims

To meet **learning aim A**, learners will need to explore the importance of hospitality community volunteering in organisations currently. Teachers could introduce the unit by asking learners to talk about hospitality community volunteering in organisations as a whole. Learners could list the placement opportunities available in their local area by looking at local media, organisation websites and noticeboards or talking to local group leaders. This activity could be undertaken through research, as part of a visit, or be based on personal voluntary placement (e.g. for a charitable group). A guest speaker would be able to explain the role of volunteers, how volunteers are managed and what is considered to be the usual practice in recruitment for a chosen organisation or area of work. A visit to a hospitality-based activity, e.g. a food bank, church coffee morning or fundraising event could be the basis for review. Interest will be enhanced if the learners can focus on a particular volunteer job role within an organisation. The benefits and disadvantages for both the volunteer and the organisation as a whole could form the basis of discussion and help to direct the choice of placement. Learners could use the internet to explore worldwide volunteering opportunities.

To meet **learning aim B**, learners will investigate opportunities for hospitality community volunteering and the organisations involved. Learners should consider local, regional and national organisations that use volunteers. You could introduce this learning aim by looking at the work of a large charity and the role that volunteers play and how important that role is. For example, youth groups rely on volunteers for weekly activities, away days and summer camps. In small groups, learners could investigate the range of volunteering activities and placement opportunities for a particular job role.

A youth group leader could motivate and inspire learners to help provide support in a local area. A visit to a local sports club could illustrate the provision of refreshments for a particular event. Fund raising for a particular charity, e.g. Children in Need could provide sales opportunities for food that the learners have produced as part of their hospitality activities. By choosing an area of personal interest, each learner will be able to work independently in their preparation for a voluntary placement. A well-planned voluntary placement should enhance learning, build motivation and be used as the basis for further development. The skills of reflection will be essential if the learner is to benefit from their voluntary placement.

To meet **learning aim C**, learners will undertake a hospitality community voluntary placement. Before the placement, teachers can help learners to identify the aims and purposes of the organisations involved in providing volunteering opportunities. General work skills can be identified through looking at the volunteer roles required. Videos or work shadowing could be used to show work activities in different work contexts, e.g. food and beverage preparation and service, contributing to hospitality events or supporting customer service activities. The aims and objectives of the placement could be recorded in a log or diary. Aspects of health and safety should be confirmed prior to the placement activities being undertaken. Learning will be enhanced if role play is used to explore particular tasks or activities prior to the voluntary placement being undertaken.

To meet **learning aim D** learners will review their personal experience of a hospitality community voluntary placement against their own aims and objectives. During the placement, learners will have been encouraged to collect feedback using a variety of tools, from colleagues, supervisors, teachers, customers or others. This material, together with the learners' reflections, will be used to consider the strengths of the voluntary placement, the areas for improvement and the benefits of the activity as a whole. Future training and development activities can be identified. Learners can create presentations of their preparation, placement and review and successful placements can be celebrated with other learners, a speaker or the supervisor.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 21: Hospitality Community Volunteering

#### Introduction

Introduce this unit by reinforcing the diversity and uniqueness of community volunteering in the hospitality industry today. Explore the wide range of placement opportunities that are available here and abroad. Give your learners a snapshot of the areas for community volunteering and current volunteer roles and tasks. Use volunteers within youth groups and those who support hospitality events, community/church coffee mornings, food kitchens and food banks to create interest and direct learning.

Explain to your learners that this unit will require research into the community volunteering opportunities, leading to 20 hours of community volunteering.

#### Learning aim A: Explore the importance of hospitality community volunteering

- As a whole class, discuss the different tasks and jobs in community volunteering in the hospitality industry. Record the tasks and roles on Post-it® notes, and put on a poster.
- Choose one task that interests the learners and ask them to suggest three different settings (e.g. work with young people/work with youth groups, work within charities, work in a food bank) for the task. A guest speaker could explain their role in a specific setting that involves volunteers. A video could show the activities that involve hospitality at an event, a club, a camp or a hostel.
- Ask the learners to explain the different tasks or roles and the work skills that are related to voluntary activities. Learners could prepare posters showing common tasks for an event of their choice. In groups, learners could prepare a noticeboard with community volunteering advertisements for a selected career path or area of interest.
- Invite each learner to choose one job and ask them to look for a job description. Present the learners' findings as a table under the headings: job title, tasks to be undertaken, skills involved, hours of work, location of the job.
- Introduce a guest speaker who will explore the volunteer application process and procedures and talk to the learners about the selection process.
- As a class, discuss what the learners believe are the benefits and disadvantages for the individual and the organisation of volunteering.
- In small groups, ask learners to prepare a PowerPoint® presentation showing the benefits and disadvantages for the individual and the organisation of volunteers and volunteering.

**Unit 21: Hospitality Community Volunteering****Learning aim B: Investigate opportunities for hospitality community volunteering and the organisations involved**

- Ask learners to research the media, charity websites and local outlets for placement opportunities that involve volunteers. Ask learners to write advertisements for volunteer placement opportunities.
- As a whole class, discuss and list the aims and the purposes of the named organisations. Using posters, show the volunteer roles and confirm the importance of voluntary activities. Invite a guest speaker to explain the importance of schools and college students in supporting community and organisational activities.
- Develop a range of questions with learners, which they could use to elicit information from volunteers about what they do, and how they contribute to the organisational activity of the group for which they provide voluntary support.
- Explore volunteers' roles and activities within local organisations by using a questionnaire as the basis for the work. The questionnaire could be used for face-to-face interviews, telephone interviews or as part of a survey of the school/college teacher and support staff's activities.
- As a group, plan and undertake some school/college or community volunteering activity, e.g. raising funds by cooking for a charity fundraising event, providing refreshments for a sports team or a drama activity, contributing to the planning and running of an event or activity including celebrations, exhibitions, conferences, or launch events.

**Assignment 1: Hospitality Community Volunteering\*****Learning aim C: Undertake a hospitality community voluntary placement**

- During their 20 hours of community volunteering in a hospitality setting, learners will undertake a range of activities that use and develop skills and knowledge. Observations and witness testimony can be used to confirm the content of the individual's personal diary/logbook. The diary can be maintained in a format of your choice.
- As a whole class, discuss the tasks that are to be undertaken, the skills that will be involved and the communication and team skills needed during the hospitality community voluntary placement. List the general work skills, attitudes and problem-solving skills that the learners could apply in a range of suggested contexts or case studies.
- Discuss group and individual aims, objectives and expectations of the voluntary placement. Record the expectations of the individuals and the group on a chart or poster. Confirm aspects of health and safety for a particular placement and the skills needed to undertake particular tasks.
- Provide the learners with the template for a personal diary/logbook or report. Ask learners to complete the diary for one day prior to their voluntary placement.
- Share appropriate pro-forma documents which could be used by teachers, witnesses or others to review the learners' work and general skills.
- During the placement, encourage learners to gain signed witness statement(s) from an organisation/group representative. The statement and log will be used to review learners' progress.

**Unit 21: Hospitality Community Volunteering****Learning aim D: Review own experience of a hospitality community voluntary placement**

- After the placement has been undertaken, learners could work in small groups to review each other's diaries/logbooks, signed witness statement(s) and observation record(s) from the organisation, other representatives or clients. Learners could review their achievements by using each other's records of their practice, e.g. customer comment cards, questionnaires, photos, video diaries.
- Small groups could compare the content of their diaries by looking for similarities in the tasks undertaken and the work skills that were used. Each learner should also review material produced by teachers, witnesses or others to document the learner's work and general skills.
- Working in pairs, learners could consider what has been achieved, how this was demonstrated, or confirmed, and what they would like to do next. Post-it® notes could be used to prepare a table showing strengths and areas for improvement. The notes could be rearranged and enhanced to show the strengths and benefits for the individual and the organisations.
- A speaker could be invited to talk about the routes to future voluntary roles or activities. Emphasis could be placed on the role of voluntary placements and the training and skill development processes as part of a volunteer career path.
- A personal development plan could be used to record the next stages of training and development.

**Assignment 2: Being a Hospitality Community Volunteer\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*

This unit has possible links with other units within other qualifications, including:

- Pearson/BTEC NVQ (QCF) Level 1 Certificate in Hospitality Services:
  - *Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment*
  - *Unit 2: Working Effectively as Part of a Hospitality Team*
- Pearson/BTEC NVQ (QCF) Level 2 Diplomas in Hospitality:
  - *Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment*
  - *Unit 3: Working Effectively as Part of a Hospitality Team*

### Resources

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# Unit 22: Sales and Merchandising in Hospitality

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## Delivery guidance

### Approaching the unit

From the outset, learners need to understand that they are customers of hospitality products and services, and so they need to recognise that they are targeted regularly by well-trained sales staff to spend their money on particular products and services. Some learners will not be aware that they are being targeted to spend more of their money and may confuse this with being offered a good service, so a good explanation of both of these aspects is essential.

On commencing this unit you could arrange a visit to a busy town centre to identify and investigate sales and merchandising techniques used in a variety of hospitality businesses. Smaller groups could dine at, or take refreshments in, different businesses with a big brand to identify and experience at first-hand the sales and merchandising techniques being used. This could be in a range of well-known fast food businesses, coffee shops, quick-service restaurants or pubs. Experiences could then be shared on returning to the classroom through discussion and presentation, when learners will recognise the degree to which staff working in hospitality are involved in selling, and how their own learning and training will involve sales and merchandising activities.

### Delivering the learning aims

For **learning aim A**, learners should be introduced to the stages of the selling process and the skills required for selling a range of hospitality products and services effectively. They should be able to define the term 'selling' in this context and understand the importance of sales to hospitality businesses with the main objective being to generate sales and profit. Learners should be able to recognise and break down the stages of the selling process into seven distinct parts and give examples from their own experiences. They need to understand legal obligations that sellers operate under, and motivation for workers engaged in selling activities.

Learners should be able to identify the variety of skills needed to be effective and successful when engaged in the selling process and to demonstrate and develop these skills through their learning activities.

For **learning aim B**, learners need to recognise and give examples of different types of merchandising techniques from having visited suitable hospitality businesses. Learners should understand the purpose of merchandising, why hospitality businesses use a variety of merchandising activities and explain which activity may be more appropriate for different hospitality products and services by considering how customers' five senses are involved.

Learners should be able to give current examples of merchandising techniques being used in local hospitality businesses and explain why they think these techniques have been selected and why they are likely to be more effective.

For **learning aim C**, learners need to understand the importance of customer service within the selling environment and how the selling process and good customer service must work together for selling to be the most effective.

Learners will need to relate their learning to different customer types and what may influence their decisions to buy and they will need to apply their learning to face-to-face, telephone and online selling situations.

For **learning aim D**, learners need to participate in role plays to prove that they understand and can demonstrate selling skills and selling processes. They will need to consider a specific product or service and how they are going to 'sell' it through good product knowledge, preparation and communication. The role plays could involve face-to-face and telephone selling. A demonstration of online selling could be achieved through the design of a simple website or an email alert.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

### Unit 22: Sales and Merchandising in Hospitality

#### Introduction

Ask your learners to work independently and get them to think about a recent occasion where they bought a hospitality product or service. This could be a cappuccino in a coffee shop, a value meal in a fast food outlet or a family dinner in a pub restaurant. Ask them to think about why they chose the item(s) they did and any influencing factors, e.g. special offers, displays, behaviour of the server. Did they spend more than they had intended to? Group the learners based on the hospitality product they purchased and ask them to discuss their experiences further and compare. Use the lesson to help define the terms 'sales' and 'merchandising' by generating plenty of examples from the learners and discussing own previously prepared examples, such as photographs, videos and recollections.

#### Learning aim A: Understand the selling process and skills required for selling hospitality products and services

- Ask learners to define the term 'selling' – they are likely to come up with the description of a sales transaction. Expand this response by asking them to recall a recent visit to a fast food business or branded coffee shop and to break down their experience of buying a product in step-by-step stages. This should be much more than a sales transaction. The steps the learners identify should include reading the menu boards, noticing special offers/meal deals, being greeted by the server, requesting what they want, being asked if they want a large size/additional product, making a special request (e.g. skimmed milk, no gherkins), being asked for anything else, then the sales transaction. Use this to emphasise that selling is much more than a sales transaction and to present in detail the stages of the selling process.
- Arrange for learners to visit a local town's high street/shopping area so they can identify and investigate sales and merchandising techniques used by a variety of hospitality businesses. Specifically arrange for smaller groups to dine or take refreshments in different big-branded operators to identify and experience at first-hand the sales and merchandising techniques being used as the staff in these businesses are likely to be highly trained.
- Ask learners to discuss in pairs and write down three reasons why they think selling is important in different types of hospitality businesses. Share responses and construct a definitive list. Ask learners to then consider the consequences of poor selling on different types of hospitality businesses.
- Ask learners to state what benefits staff in hospitality businesses may get from carrying out the selling process effectively. Explain how staff can be motivated at work to sell more products. Give examples of the commissions some hospitality staff get for up-selling products and work out the monetary reward of a successful food server working on commissions.
- Show a video clip of a sales person delivering an effective sale. Ask learners to identify what skills this person is demonstrating. Get learners to collate these responses into groupings, i.e. interpersonal skills, customer service skills, personal presentation skills, communication skills and to add more thoughts and ideas to each of the groupings.
- Ask small groups of learners to carry out observations on staff in hospitality businesses identifying by means of a checklist the selling skills they are or are not demonstrating.

### Unit 22: Sales and Merchandising in Hospitality

- Invite a guest speaker to talk with your learners about the selling techniques used within their hospitality business and how staff can earn more by being successful when selling specific products or services.
- Use case studies of selling situations where learners can evaluate what was good and what would need to be improved on to ensure customers get a good service as well as the business making a sale.

#### Assignment 1: Hospitality Selling Process Stages and Skills\*

#### Learning aim B: Know how hospitality businesses use merchandising techniques to increase sales

- Define the term merchandising and ask learners to think of examples from hospitality businesses they have visited relating to the definition, e.g. the display of cakes and pastries in a coffee shop, the presentation of special offers on signs and boards, being offered a sample of a new product.
- Give small groups of learners a hospitality product or service and ask them to think of different merchandising techniques that could be used to promote the sale of this product or service, for example a giant cookie, a tribute band dinner dance, a cocktail, a weekend spa break package, a room-service menu. Ask learners to identify which of the five senses could be engaged in each of their suggested techniques.
- Give small groups of learners a hospitality product or service, as above, and ask them to create and design merchandising materials for each one, for example a display, posters, shelf-talkers, table-talkers. Remind learners that they will need to consider any health and safety implications.
- Ask learners to research articles in the trade press to find out more about current trends in the industry for selling and merchandising products. Groups to feed back to the class by means of a poster or presentation.
- Give learners a scenario for starting a new restaurant/bar/café and the merchandising techniques that could be used in the opening months. Ask them to write a plan with images for this.
- Give learners the scenario of creating a display promoting Christmas party nights at a town-centre hotel, which could be real or simulated.

#### Assignment 2: Hospitality Merchandising Techniques\*

**Unit 22: Sales and Merchandising in Hospitality****Learning aim C: Understand the importance of customer service within the selling environment of hospitality businesses**

- Ask learners to identify different types of customers in different hospitality businesses. Divide the class into groups and give each group a different type of customer. Learners should discuss how the selling process may need to be adapted to meet the needs of their customer in offering them a good service. Groups should then share their findings with the rest of the class.
- Give each group a hospitality product and ask them to state how their decision to buy this product may be affected by the following: price, quality, reputation, loyalty, recommendation. These products could be a weekend break to a coastal resort, a meal deal in a fast food restaurant, a bottle of sparkling wine in a pizzeria restaurant, a 2 for 1 bar meal, an overnight stay in a roadside motel.
- Following on from the above give each group a customer type and ask them to state how their decision to buy the products listed above may be affected. These customer types could be an elderly couple on a state pension, a single mother with 12-year-old twin boys, a group of young ladies planning a 'hen' night, a family of four Chinese tourists, a pair of businessmen.
- Hospitality staff need to be trained in their company's customer service policies and procedures. Issue copies of various customer service policies from hospitality businesses and ask learners to compare them. Ask them to identify any points relating to sales and selling.
- Discuss the content of various companies' customer service policies and ask learners to discuss how customer expectations could be exceeded.
- Visit a 4- or 5-star hotel and ask the guest services manager to talk to your learners on how they aim to meet customer expectations and offer the best customer service.
- Ask learners to make a telephone call to a hospitality business enquiring about an overnight stay or a restaurant meal. The learners should evaluate how well their telephone enquiry was handled and how pushy the business was in wanting to make a sale.
- Allow your learners to surf the internet looking at websites for hospitality businesses. Ask them to evaluate the websites in terms of the balance between offering a good service and wanting to make a sale.

**Assignment 3:** Importance of Customer Service within the Hospitality Selling Environment\*

**Unit 22: Sales and Merchandising in Hospitality**

**Learning aim D: Demonstrate hospitality selling skills and processes**

- Give individual learners a hospitality product or service and ask them to research it so that they can answer any questions relating to it, e.g. the menu from a local restaurant or the brochure from a local hotel or conference venue.
- Learners need to prepare for a role play demonstrating the sales process and selling skills. Ask them to prepare a checklist of the process and steps they need to go through.
- Arrange for your learners to go on a work placement where they can be observed in sales situations, for example serving customers at a counter or serving customers in a dining area.
- Arrange for your learners to get experience of working in a local college's training restaurant to enable them to get experience of serving customers in a real working environment where they can practise their selling skills.

**Assignment 4: Selling Skills and Processes in Hospitality\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 1: Introducing the Hospitality Industry*
- *Unit 2: Working in the Hospitality Industry*
- *Unit 5: Enterprise in the Hospitality Industry*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*
- *Unit 8: Front Office Services in the Hospitality Industry*
- *Unit 10: Marketing and Promotion in Hospitality*
- *Unit 12: Planning and Running a Hospitality Event*
- *Unit 18: Delivering the Hospitality Customer Experience*
- *Unit 20: Work Experience in Hospitality*

### Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

#### Textbooks

Bowie, D. and Buttle, F., *Hospitality Marketing: Principles and Practice* (2nd edition), Butterworth-Heinemann, 2011 (ISBN 978-0-080-96791-2)

This is ideal for learners who are new to the topic of marketing.

Kotler, P., Bowen, J. and Makens, J., *Marketing for Hospitality and Tourism* (5th edition), Pearson Education, 2009 (ISBN 978-0-132-45313-4)

This book showcases real people and companies, demonstrating how marketing impacts every member of the hospitality team.

Mawson, S., *The Fundamentals of Hospitality Marketing*, Cengage Learning EMEA, 2000 (ISBN 978-0-826-44832-3)

This book uses real examples from the industry to illustrate how the principles of marketing are applied.

#### Journals

*Caterer and Hotelkeeper* (Reed Business Information)

This is the leading journal for the UK hospitality community, covering the hotel, restaurant, food service, pub and bar areas of the hospitality industry. It delivers a wide range of information about the industry, including latest news and in-depth profiles of the leading figures and businesses in hospitality.

*The Grocer* (William Reed Business Media)

News, events, opinion pieces, reports and advice about the food and beverage industry.

*The Publican's Morning Advertiser* (William Reed Business Media)

News, key industry events and opinion pieces related to the pub area of the hospitality industry.

#### Websites

[www.bha.org.uk](http://www.bha.org.uk)

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

[www.bighospitality.co.uk](http://www.bighospitality.co.uk)

Comprehensive site including current hospitality news, features, video links and other general information.

[www.catererandhotelkeeper.co.uk](http://www.catererandhotelkeeper.co.uk)

For hospitality news and copies of *Caterer and Housekeeper* magazine.

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

Free marketing resources for learners, teachers and professionals.



# Unit 23: Barista Skills in Hospitality

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## Delivery guidance

### Approaching the unit

This unit can be delivered in a very practical way and gives a great opportunity for learners to explore and understand the different types of coffee and other hot and cold beverages served. A really good way to encourage learners is to take them to different businesses and show them the coffees and beverages being served. Encourage them to watch skills on display, such as a barista creating different patterns on the milk foam of a latte contrasting with the deep brown crema on the top of the coffee. This type of coffee art gives real inspiration to learners and is a skill for them to try to replicate. There is a multitude of different internet clips that show this coffee art and it is fun to have a go if you have access to the equipment. Stencils are also available for dusting powdered cocoa on top of a latte or a cappuccino.

Schools and colleges usually have a hospitality budget for events which may be available for you to use. You can take part in events and get learners to produce and serve hot beverages. This will give them some insight and experience.

### Delivering the learning aims

To meet **learning aim A**, learners need to know about the wide range of products and ingredients used in the creation of beverages sold by coffee shops. Learners should be encouraged to visit establishments to see what products are offered and to observe how beverages are made. Learners need to understand where ingredients come from, and how they are sourced, picked, handled, processed, stored and brought to market. They could speak to staff about the variance between ingredients and why, for example, they use a particular roast or blend. Learners could mark on a world map the different locations ingredients come from and create a timeline which shows the stages ingredients go through from being selected to a shop's storage room.

To help deliver **learning aim B**, it is essential to get access to the relevant equipment to demonstrate its use and appropriate skills. Most schools and colleges have a basic range of hospitality equipment that might include filter coffee machines, urns and cafetières, which you can show to learners. To meet the learning aim, learners need to know how to handle and clean equipment in a safe manner. If possible, show them a selection of different equipment and demonstrate how to check and clean each piece. Learners could create a safety guide for equipment which lists the steps required when handling equipment.

For **learning aim C**, you can capture the imagination of learners by demonstrating different aspects of the processes involved in producing coffee. They will also enjoy the aroma of the different coffees and teas and will start to gain an understanding of the characteristics and properties of available products.

Learners can be inspired by visual styles of learning, so showing them types of coffee beans and teas, as well as videos on roasting beans, is a good way to engage them. Green coffee beans can be roasted simply in a hot pan to demonstrate the process to learners. Local establishments are often open to having learners visit and given a demonstration, but when you approach a manager or owner do offer to pay for the goods consumed or used. You could also try your local hospitality association, as they are often happy to support learners and help with training.

Getting learners involved in an activity where they select different vessels and ancillaries for serving beverages is a good way of getting them to think about the presentation side of producing beverages and what equipment they need. They could rate each other on different aspects, such as choice of serving equipment, presentation, taste, temperature and overall presentation.

## Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

|   |
|---|
| <b>Unit 23: Barista Skills in Hospitality</b>   |
| <p><b>Introduction</b></p> <p>To introduce this unit you could encourage learners to visit a café bar to get a feel for the unit content. Learners could obtain beverage menus from the businesses that they visit to see the variety of beverages on the market.</p>   |
| <b>Learning aim A: Understand beverage products and ingredients</b>   |
| <ul style="list-style-type: none"> <li>● Learners should visit a variety of different businesses so that they see a wide selection of beverages. When visiting they can collect menus or list the available beverages.</li> <li>● The types of beverage can be researched on the internet or through reading to gain an understanding of their origins and the characteristics of each of the beverages, and how they are processed (including things like decaffeination), packaged and transported. They should look at the different ways beverages are served and what with, for instance flavoured syrups and the different types of milk used. Learners should investigate fruit beverages and their origins as well as coffee, tea and chocolate.</li> <li>● Learners should also find out how to store the raw materials for making beverages. Some ingredients require cold storage or need to be refrigerated, and some have to be kept in dry conditions. It is important that learners have a clear understanding of how and why this is. They should also look at stock rotation and shelf life. Learners could create a list of beverage ingredients and how they are stored.</li> <li>● Learners need to understand that beverages can become contaminated with other products and there are the same risks as with food products of poisoning from bacteria. Learners should list the different safety issues associated with storing, making and serving beverages.</li> </ul> |
| <b>Assignment 1: Beverage Products and Ingredients*</b>   |
| <b>Learning aim B: Be able to clean and check beverage equipment</b>  |
| <ul style="list-style-type: none"> <li>● Learners need to understand how to make beverages safely. Hot beverages are often produced with boiling water, milk or steam, which can cause serious scalds.</li> <li>● Learners could produce a checklist for cleaning beverage equipment. The checklist will need to be relevant to the equipment being used and learners should demonstrate cleaning of the equipment. The complexity of the piece of equipment will guide the amount of checks and cleaning required. They should demonstrate knowledge of before- and after-use checks, and the required frequency of cleaning.</li> <li>● Learners could list all the different types of machines and equipment used to make beverages in hospitality and the processes involved (brewing, grinding, etc.). Learners could explain how the machines and equipment work or are used, and the checks and cleaning required for each. Learners could also identify some of the problems and difficulties of using the equipment, or common faults that can occur and how to remedy these.</li> <li>● Learners could produce a safety poster for working with beverages, highlighting possible risks such as broken glass, hygiene issues (including personal hygiene) and scalds. The poster should identify employer and employee responsibilities with regards to health and safety, focusing on the Health and Safety at Work Act and the Food Hygiene Act.</li> </ul>                          |
| <b>Assignment 2: Cleaning and Checking Beverage Equipment*</b>  |

### **Unit 23: Barista Skills in Hospitality**

#### **Learning aim C: Be able to produce beverages**

- Learners could video themselves using various pieces of equipment used to produce different beverages. They could take photographs and write a production method for each of the beverages they produce.
- Teachers or supervisors could produce witness statements that comment on learners' performance. Learners could produce a checklist in advance that clearly show what they are to use and how and the expectation of the end product. This could also include how the product is to be served and the vessel in which it will be served.
- Learners should reflect on their performance and on the quality of the products they have produced commenting on the sensory qualities of the products and how they could be improved if required.

#### **Assignment 3: Producing Beverages\***

\*Full details for the assignment and scenario can be found in the relevant qualification specification.

## Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Level 1/Level 2 Firsts in Hospitality:

- *Unit 3: Food Safety and Health and Safety in Hospitality*
- *Unit 7: Food and Beverage Service in the Hospitality Industry*

## Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Hospitality. Check the website ([www.edexcel.com/resources](http://www.edexcel.com/resources)) for more information as titles achieve endorsement.

### Textbooks

Pendergrast, M., *Uncommon Grounds: The History Of Coffee And How It Transformed Our World*, Basic Books, 2010 (ISBN 978-0-465-01836-9)

The story of coffee from its first discovery on a hillside in ancient Abyssinia, to the rise of Starbucks.

Zimmer, S., *I Love Coffee! Over 100 Easy and Delicious Coffee Drinks*, Andrews McMeel Publishing, 2007 (ISBN 978-0-740-76377-9)

A guide for both professional and at-home coffee makers.

### Websites

[www.coffeetea.about.com](http://www.coffeetea.about.com)

Lots of recipes and articles about tea and coffee, including 'how to' videos, health aspects, history and preparation.

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

Coffee roasters. Site includes information on coffee products and coffee production and preparation.

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

A retail site selling everything to do with making coffee.



# Annexe

## Definitions of terms used in assessment criteria grids

Most assessment criteria start with a command word – ‘describe’, ‘explain’, ‘evaluate’ etc. These words relate to how complex a learner’s answer should be.

Learners will need to provide evidence that meets the command-word requirements of a criterion. Some terms in the assessment criteria grids have particular meanings in the hospitality industry. For clarification, definitions are given below for each of the terms used.

You can use this glossary with your learners to:

- help them understand what the language used in the criteria means
- help them understand what they will need to do to attain a specific grade
- give further clarification on how their work has been assessed.

You may also find it useful as a means of providing further guidance when you are assessing learner work against the assessment criteria.

| Assessment word    | Definition   |
|--------------------|--|
| <b>Adequate</b>    | Satisfactory or acceptable in quality or quantity.   |
| <b>Agree</b>       | Agree with the teacher and other members of the team.  |
| <b>Analyse</b>     | Examine methodically and in detail, typically in order to interpret.   |
| <b>Apply</b>       | Put skills/knowledge/understanding into action in a particular context.  |
| <b>Appropriate</b> | Selection and use of materials, equipment and processes in ways that reflect a creative aim, brief or theme.   |
| <b>Assess</b>      | Give careful consideration to all the factors or events that apply and identify which are the most important or relevant.                                      |
| <b>Calculate</b>   | To work out the answer. Usually in arithmetic.   |
| <b>Compare</b>     | Identify the main factors relating to two or more items/situations, and explain the similarities and differences, and in some cases say which is best and why. |
| <b>Competent</b>   | Having the necessary skill or knowledge to do something suitably or sufficiently, in amount or extent.   |
| <b>Confident</b>   | Demonstrate secure application of skills or processes.   |
| <b>Create</b>      | Design a plan, proposal or outline to illustrate a concept or idea.  |
| <b>Creative</b>    | Using techniques, equipment and processes to express ideas or feelings in new and engaging ways.   |
| <b>Demonstrate</b> | To carry out practically or show sound knowledge.  |
| <b>Describe</b>    | Give a clear description that includes all the relevant features – think of it as ‘painting a picture with words’.   |
| <b>Develop</b>     | Bring out potential/formulate.   |

| <b>Assessment word</b>       | <b>Definition</b>   |
|------------------------------|---|
| <b>Discuss</b>               | Consider different aspects of a topic and how they interrelate, and the extent to which they are important.   |
| <b>Effective</b>             | Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.  |
| <b>Evaluate</b>              | Bring together all information and review it to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information.  |
| <b>Explain</b>               | Provide details and give reasons and/or evidence to support an argument.  |
| <b>Gather</b>                | Bring together the appropriate information.   |
| <b>Give examples</b>         | Use relevant options/examples to illustrate points being made.  |
| <b>Identify</b>              | Indicate the main features or purpose of something.   |
| <b>Justify</b>               | Give reasons or evidence to support own opinion to show how these conclusions were arrived at.  |
| <b>List</b>                  | Name.   |
| <b>Negotiate</b>             | Have formal discussions to reach a mutually satisfactory agreement.   |
| <b>Organise</b>              | To form parts or elements of something into a structured whole.   |
| <b>Outline</b>               | Provide a summary, overview or brief description.   |
| <b>Plan</b>                  | Work out in advance how to carry out a task or activity.  |
| <b>Prepare</b>               | Gather together and organise.   |
| <b>Present</b>               | Show in an organised manner, either in writing or verbally.   |
| <b>Produce</b>               | Create, construct or make. This may involve a practical task.   |
| <b>Recommend</b>             | Make relevant and appropriate suggestions; usually for improvement.   |
| <b>Review</b>                | Look at again or reconsider.  |
| <b>Run</b>                   | Arranging and managing the details of an event.   |
| <b>Select</b>                | Choose the best or most suitable option.  |
| <b>Set</b>                   | Determine or fix definitely.  |
| <b>Use</b>                   | Apply as appropriate.   |
| <b>With guidance/support</b> | The learner has to be guided and advised throughout to ensure that progress is made. The learner relies on the support of the teacher, who has to assist in most aspects of the work. The level of support restricts the learner's to level 1, irrespective of the quality of the outcomes. |





HOSPITALITY

# Delivery Guide

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Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE.

VAT Reg No GB 278537121

ISBN 978-1-4469-0673-6  
9 781446 906736 >