



**BTEC  
FIRST**

 **BTEC**

Award

# Specification

## HOSPITALITY

**From January 2013**

Pearson BTEC Level 1/Level 2 First Award in Hospitality

**Issue 2**



# **Pearson BTEC Level 1/Level 2 First Award in Hospitality Specification**

First teaching January 2013

Issue 2

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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ISBN 978 1 446 93626 9

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# Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

## BTECs are evolving

Informed by recent policy developments, including the *Review of Vocational Education – The Wolf Report* (March 2011), we have designed this new suite of BTEC Firsts to:

- ensure high quality and rigorous standards
- conform to quality criteria for non-GCSE qualifications
- be fit for purpose for learners, pre- or post-16, in schools and in colleges.

We conducted in-depth, independent consultations with schools, colleges, higher education, employers, the Association of Colleges and other professional organisations. This new suite builds on the qualities – such as a clear vocational context for learning and teacher-led assessment based on centre-devised assignments – that you told us make BTECs so effective and engaging.

This new suite introduces additional features to meet the needs of educators, employers and the external environment. They are fully aligned with requirements for progression – to further study at level 3, into an apprenticeship or into the workplace. We believe these features will make BTEC even stronger and more highly valued.

## What are the key principles of the new suite of BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations with you and embedded four key design principles into the new BTEC Firsts.

### 1 Standards: a common core and external assessment

Each new Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

### 2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

### **3 Breadth and progression: a range of options building on the core units; contextualised English and mathematics**

The **essential core**, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

The **optional specialist units** provide a closer focus on a vocational area, supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

### **4 Recognising achievement: opportunity to achieve at level 1**

The new BTEC Firsts are level 2 qualifications with Pass, Merit, Distinction and Distinction\* grades.

However, we recognise that some learners may fail to achieve a Pass at Level 2, so we have included the opportunity for learners to gain a level 1 qualification.

## **Improved specification and support**

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

## **Thank you**

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.

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# Purpose of this specification

The purpose of this specification, as defined by OfQual, is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

## Qualification title and Qualification Number

Qualification title	<b>Pearson BTEC Level 1/Level 2 First Award in Hospitality</b>
Qualification Number (QN)	<b>600/7044/4</b>

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Information Manual* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

# 1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the hospitality industry, typical employment opportunities may include working as a:

- bar person/manager
- chef
- cleaner
- concierge
- conference and banqueting assistant/manager
- hotel porter
- hotel receptionist
- receptionist
- waiter/waitress.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a level 3 course or an apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The BTEC First suite continues to reflect this ethos and builds on the recommendations outlined in the *Review of Vocational Education – The Wolf Report* (March 2011). That report confirmed the importance of a broad and balanced curriculum for learners.

## The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Application of Science
- Applied Science
- Art and Design
- Business
- Children’s Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Health and Social Care
- Hospitality

- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Sport
- Travel and Tourism.

Visit [www.btec.co.uk](http://www.btec.co.uk) for information about these qualifications and also for information about additional qualifications in larger sizes and in different vocational sectors.

## **Objectives of the BTEC First suite**

The BTEC First suite will:

- enable you, as schools, colleges and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways into further study, an apprenticeship or employment.

## **Breadth and progression**

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

## **Progression from Level 1**

This qualification has been designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Hospitality
- Pearson BTEC Level 1 Diploma in Hospitality

This qualification is also designed to provide a progression route from the following qualifications.

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies

See website for details: [qualifications.pearson.com](http://qualifications.pearson.com)

## 2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is a level 2 qualification; the grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified U result.
- is for learners aged 14 years and over
- is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core units and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the Regulated Qualifications Framework (RQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional specialist units. See *Annexe D* for more detailed information.

Learners can register for this BTEC Level 1/Level 2 First Award qualification from January 2013. The first certification opportunity for this qualification will be 2014.

### Types of units within the qualification

The BTEC First qualifications have core, mandatory and optional specialist units. See *Section 4* for more detailed information.

#### Core units

- All qualification sizes in the sector share a common core of two compulsory units totalling 60 guided learning hours (GLH).
- Core units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19 year old learners.
- One unit will be internally assessed and one unit will be externally assessed.

#### Mandatory units

- Mandatory units assess additional knowledge, skills and understanding that are not covered within the core units but that are essential to the curriculum area or vocational sector for either the qualification size or sector.
- The mandatory unit in this qualification is a 30 GLH unit that is internally assessed.

#### Optional specialist units

The remainder of the qualifications in the sector will be formed from optional specialist units.

- Optional specialist units are sector specific, focus on a particular area within the vocational sector, and provide an opportunity to demonstrate knowledge, skills and understanding.
- Optional specialist units will normally be 30 GLH, but may be smaller or larger.

## Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

## Qualification sizes for BTEC Firsts in the Hospitality industry

This suite of BTEC Firsts for the Hospitality industry is available in the following sizes:

	GLH	TQT
<b>First award</b>	120	155
<b>First certificate</b>	240	310
<b>First extended certificate</b>	360	465
<b>First diploma</b>	480	630



# **Pearson BTEC Level 1/ Level 2 First Award in Hospitality**



### 3 Pearson BTEC Level 1/Level 2 First Award in Hospitality

#### Rationale for the Pearson BTEC Level 1/Level 2 First Award in Hospitality

The rationale for all qualifications in the BTEC First suite in Hospitality is to:

- inspire and enthuse learners to consider a career in the hospitality industry, rather than just being a customer or patron
- support progression to a more specialised level 3 vocational or academic hospitality and catering course or an apprenticeship in hospitality and catering
- give learners the opportunity to gain a broad understanding and knowledge of, and skills in, the hospitality industry
- give learners the potential opportunity to enter employment within a wide range of junior job roles across the hospitality industry, for example waiter/waitress, assistant front-of-house staff, temporary events/matchday hospitality staff, concessions catering assistants, fast food servers.

The smallest qualification in the suite is the **Pearson BTEC Level 1/Level 2 First Award** (120-guided-learning-hour (GLH)) qualification. This qualification has been developed to provide an engaging and stimulating introduction to the world of hospitality. It includes two **core units** and a **mandatory unit** that form the fundamental knowledge and understanding of hospitality principles followed by a selection of five optional specialist units from which a further unit is chosen.

The core units are:

*Unit 1: Introducing the Hospitality Industry* – this unit covers the different aspects of the hospitality industry, looking at its component parts and the different products and services that are offered as well as the essential processes involved in operating a hospitality business.

*Unit 2: Working in the Hospitality Industry* – this unit covers the importance of team working and customer service for working in a variety of roles within the hospitality industry, and looks at other important aspects such as personal appearance and personal attributes necessary to work successfully.

The mandatory unit is:

*Unit 3: Food Safety and Health and Safety in Hospitality* – where learners will discover the various aspects of health and safety, and food safety law in relation to those working in the hospitality industry.

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of the hospitality industry, depending on their interests and motivation.

The optional specialist units include the underpinning knowledge required for a broad understanding of the hospitality industry. The units are:

- *Unit 4: Costing and Controlling Finances in the Hospitality Industry* – where learners will explore the costs that are incurred within the hospitality industry and how they are controlled, as well as understanding how hospitality businesses can make a profit.
- *Unit 5: Enterprise in the Hospitality Industry* – where learners look at what hospitality businesses do, trends that affect how they operate, as well as business ownership in the hospitality industry.

Three of the optional specialist units relate to specific areas of the hospitality industry. These units contain a mixture of practical skills and theory related to these areas. The units are:

- *Unit 6: Planning, Preparing, Cooking and Finishing Food* – where learners will explore the understanding and skills required for proficiency in planning, preparing, cooking and finishing a range of food types in the hospitality industry.
- *Unit 7: Food and Beverage Service in the Hospitality Industry* – where learners will explore the understanding and skills required to deliver food and beverage service in the hospitality industry.
- *Unit 8: Front Office Services in the Hospitality Industry* – where learners will explore the understanding and skills required to work in front-office roles in the hospitality industry.

## Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Hospitality includes one externally assessed unit in the core unit, *Unit 1: Introducing the Hospitality Industry*, to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning, or to academic qualifications, by providing independent evidence of learning and progression alongside the portfolio-based assessment. This approach will also assist learners with developing their transferable skills in analytical writing, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to receive feedback on their progress throughout the course as they gather and provide evidence towards meeting the unit assessment criteria.

Delivery strategies should reflect the nature of work within the hospitality industry by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

## Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Hospitality provides the skills, knowledge and understanding for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Hospitality
- related academic qualifications
- employment within the hospitality industry for example, working in junior roles such as assistant chef, waiter/waitress, hotel porter, assistant front-of-house staff, temporary events/matchday hospitality staff, concessions catering assistants, fast food servers, etc or apprenticeships in hospitality and catering.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

## Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

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. These skills include: self-management, teamworking, business awareness and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Hospitality, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the suggested assignment outlines at the end of each unit.

For example, across the optional specialist units learners develop:

- project-/self-management and independent-learning skills, through units such as *Unit 5: Enterprise in the Hospitality Industry*, where learners will investigate how current trends affect a business start-up in hospitality, plan an idea for a new business in the industry, and present a relevant business case
- communication skills, through units such as *Unit 7: Food and Beverage Service in the Hospitality Industry*, where learners will need to communicate with a range of people, such as colleagues and customers, collecting feedback from both
- business awareness and customer awareness skills, as assignments are set in a vocational context.

## Stakeholder support

The Pearson BTEC Level 1/Level 2 First Award in Hospitality reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

## 4 Qualification structure

The Pearson BTEC Level 1/Level 2 First Award in Hospitality is taught over 120 guided learning hours (GLH). It has core, mandatory and optional specialist units.

Learners must complete the two core units, the mandatory unit, plus one optional specialist unit to reach a total of 120 GLH.

This BTEC First Award has units that your centre assesses (internal) and a unit that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Hospitality			
Unit	Core units	Assessment method	GLH
1	Introducing the Hospitality Industry	External	30
2	Working in the Hospitality Industry	Internal	30
	<b>Mandatory unit</b>		
3	Food Safety and Health and Safety in Hospitality	Internal	30
	<b>Optional specialist units</b>		
4	Costing and Controlling Finances in the Hospitality Industry	Internal	30
5	Enterprise in the Hospitality Industry	Internal	30
6	Planning, Preparing, Cooking and Finishing Food	Internal	30
7	Food and Beverage Service in the Hospitality Industry	Internal	30
8	Front Office Services in the Hospitality Industry	Internal	30

## 5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the hospitality industry could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the hospitality industry. It is recommended that examples are taken from a range of hospitality settings, from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs and events, so learners gain an appreciation of the wide scope of the industry
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace. For example, in hospitality you could ask learners to reflect on the importance of safe and hygienic considerations when preparing and cooking food and serving food and beverages
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers to provide examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employer help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

### Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms, industrial kitchens) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

## Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the industry. Maximum use should be made of the learners' experience where relevant, for example, by encouraging them to reflect on their own experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. It is suggested that the delivery of the BTEC Firsts can be enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners visiting local workplaces
- inviting relevant experts or contacts to come to speak to the learners about either what it is like to work in the hospitality industry or their experiences as customers of hospitality businesses
- arranging visits to employers in hospitality, such as hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs or events organisers
- asking a local employer to give a talk to learners about particular case studies and real-life experiences, related to the units within the qualification
- arranging role plays or simulated activities to illustrate examples of good and bad practice, such as the effective or ineffective application of communication skills within hospitality scenarios (e.g. between staff, or between staff and customers)
- referring to trade journals, magazines or newspaper articles relevant to the industry.

## Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

## English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (\*), *Annexe B* for mapping to GCSE English subject criteria (including functional elements) and *Annexe C* for mapping to the GCSE mathematics subject criteria (including functional elements).

## 6 Access and recruitment

Our policy regarding access to our qualifications is that:

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

This is a qualification aimed at level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this information shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

### Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

### Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

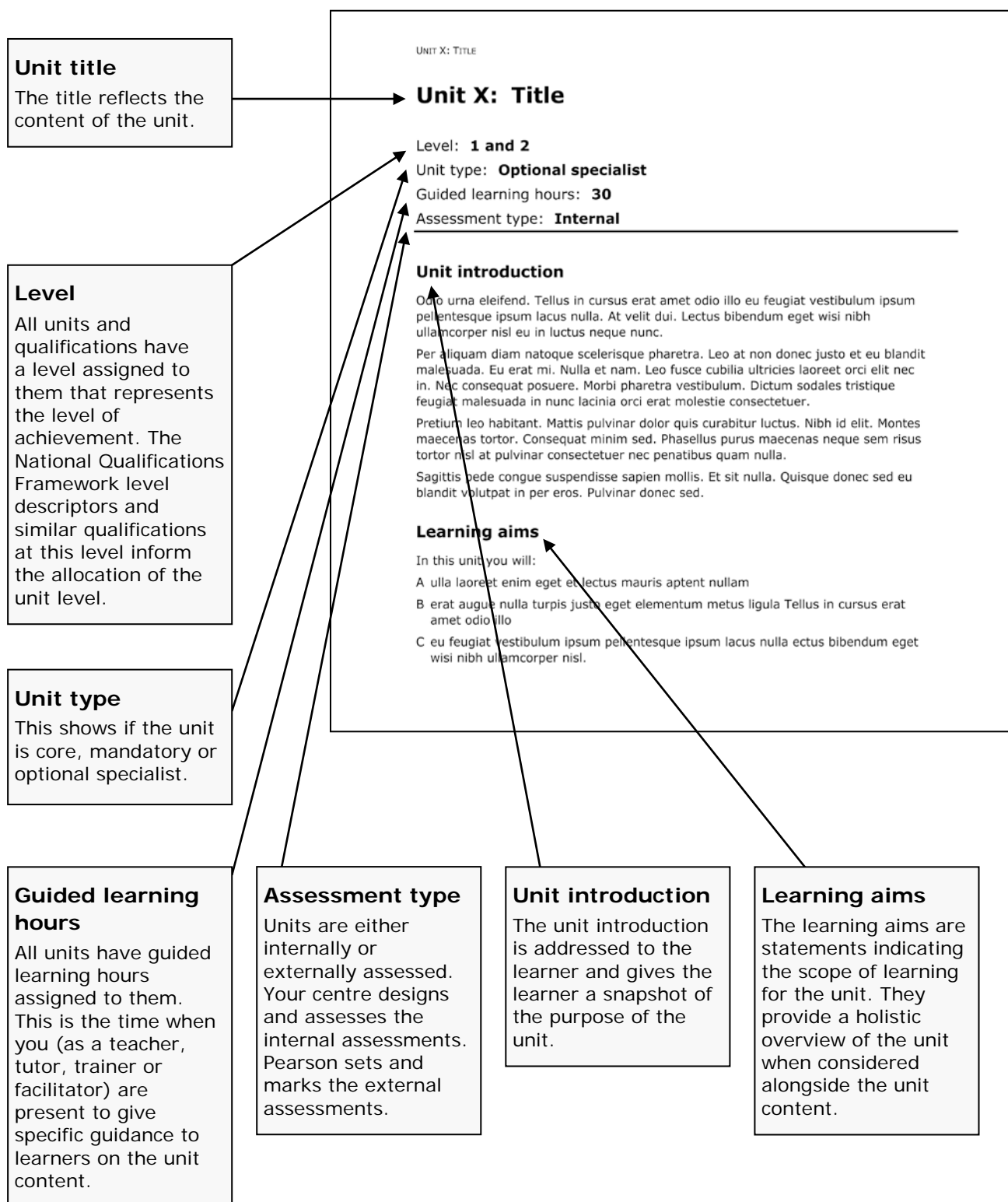
We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below uses placeholder text and is for **illustrative purposes only**.



UNIT X: TITLE
<b>Learning aims and unit content</b>
<b>What needs to be learnt</b> <b>Learning aim A: Elit elit libero felis ligula ut</b> <b>Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu:</b> In cursus ac sem in urna: <ul style="list-style-type: none"> <li>erat dignissim eros sed</li> <li>ornare condimentum condimentum</li> <li>quis risus dui</li> <li>lutate magnis pede dui nibh aliquam</li> <li>scelerisque nec in ut orci arcu.</li> </ul> Elit elit libero felis ligula ut: <ul style="list-style-type: none"> <li>ac sem in urna assa in a mauris</li> <li>mattis dui interdum vitae aptent</li> <li>etiam nec nullam dum dui adipiscing</li> <li>adipiscing tellus at orci ut</li> <li>orem in nullam amet interdum commodo.</li> </ul> Vulputate magnis pede: <ul style="list-style-type: none"> <li>dolor quis curabitur luctus ibh id elit ontes maecenas tortor</li> <li>onsequat minim sed hasellus purus maecenas neque sem</li> <li>risus tortor nisl at pulvinar consectetur</li> <li>magnis pede dui nibh aliquam.</li> </ul> <b>Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur:</b> <ul style="list-style-type: none"> <li>eleifend ellus in cursus erat</li> <li>amet odio illo eu feugiat vestibulum ipsum</li> <li>pellentesque ipsum lacus nulla velit du ectus bibendum eget</li> </ul>

## Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

## Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

➔ Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Enim lorem et elit libero felis ligula ut</b>			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empot sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
<b>Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum</b>			
1B.3 Felis non ut libero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Integer erat dignissim eros sed ornare condimentum condimentum quis risus dui ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetur scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

## Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

**Resources** – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

### Teacher guidance

#### Resources

Tellus in cursus erat amet odio illo:

- sem risus
- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empot sed.

Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et.

#### Assessment guidance

Nec consequat posuere. Moris pharetra vestibulum. Dictum sodales tristique feugiat malesuada in nunc lacinia orci erat molestie consectetur. Pretium leo habitant. Mattis pulvinar dolor quis curabitur luctus.

Nibh id elit. Montes maecenas tortor. Consequat minim sed. Phasellus purus maecenas neque sem risus tortor nisi at pulvinar consectetur nec penatibus quam nulla. Sagittis pede congue suspendisse sapien mollis. Et sit nulla. Quisque donec sed eu blandit volutpat in per eros. Pulvinar donec sed.

Nulla laoreet enim eget et lectus mauris aptent nullam. Erat augue nulla turpis justo eget elementum metus ligula.

Odio urna eleifend. Tellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla. At velit dui. Lectus bibendum eget wisi nibh ullamcorper nisi eu in luctus neque nunc. Ultrices ultrices ut. In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum dui adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Tempor sed facilisis. Moris pretium non. Felis mauris porttitor. Velit malesuada volutpat non ut volutpat.

Massa eget aliquam. Sed consequat magna. Mauris ut hymenaeos. Dapibus mauris ut. Felis non ut. Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut.

Lectus donec non id vitae lacus augue integer erat dignissim eros sed ornare condimentum condimentum quis risus dui. Vulputate magnis pede dui nibh aliquam. Neque magna consectetur scelerisque nec in ut orci arcu. Nec elit nec ut vitae lectus dolor sed cras. Rutrum ipsum convallis. Massa bibendum nulla sollicitudin elit praesent.

Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

**Assessment guidance** – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

**Suggested assignment outlines** – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.

UNIT X: TITLE

### Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus dui.	Pulvinar donec.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3	Massa in a mauris mattis dui amet interdum	In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum dui adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos.	Felis mauris porttitor. Velit malesuada volutpat non ut volutpat. Massa bibendum nullas. Interdum.

## 8 Internal assessment

### Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

### Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

### Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

**The Lead Internal Verifier** must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

**Internal Verifiers** must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

**Assessors** make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

## Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

## Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc
- presentations.

## Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

## Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final 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 all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance 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 performance 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. A Level 1 criterion is not achieved through 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.

## Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

## Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

## Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 10 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

## **Appeals**

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

## **Dealing with malpractice**

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

## **Reasonable adjustments to assessment**

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

## **Special consideration**

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

(Exemplar for centres)

## Learner Assessment Submission and Declaration

**This sheet must be completed by the learner and provided for work submitted for assessment.**

Learner name:		Assessor name:	
Date issued:	Completion date:	Submitted on:	
Qualification:			
Assessment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description

Comments for note by the assessor:

### Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date:

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## 9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

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 marked by Pearson. 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

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website [www.Pearson.com](http://www.Pearson.com)

## Grade descriptors for the internal and external units

### Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

### External units

The externally assessed unit is assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

#### Level 2 Pass

Learners will be able to recall and apply knowledge in familiar everyday situations of how the hospitality industry is structured, the types of business within the industry and of the products and services it provides. They are able to recall knowledge of how hospitality businesses are owned and the type of support given by other industries to the hospitality industry. They will have a sound understanding of key terms, hospitality operational processes with reference to purchasing materials, goods and services, types of suppliers, documents used in the purchasing cycle, managing costs and revenue, controlling staffing, and standards and quality. They will be able to interpret information about trends and issues affecting the hospitality industry and how the industry responds to these in order to select and apply knowledge of social, environmental and ethical issues and trends. They will be able to define terms and communicate key issues currently concerning the hospitality industry. They will be able to relate knowledge of factors determining success in the hospitality industry. They will be able to relate aspects of how hospitality businesses respond to trends and issues, with some appreciation of benefits and drawbacks of hospitality businesses responses.

#### Level 2 Distinction

Learners will be able to synthesise knowledge of how the hospitality industry is structured, the types of business within the industry and of the products and services it provides, bringing together understanding of how each business is owned, and the ways in which other industry businesses support businesses within the hospitality industry. They will be able to assess the advantages and disadvantages of types of suppliers for hospitality businesses, applying knowledge to sometimes complex

contexts involving case studies related to hospitality. They will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about the impact of current issues and trends on businesses within the hospitality industry. They will draw on understanding of the social, environmental and ethical issues and trends that impact on hospitality, and be able to make effective judgements of positive and negative impact based on analysis of given information. They will be able to explore and evaluate the factors determining success in the hospitality industry, and the way hospitality businesses respond to trends and issues, drawing on appropriate concepts.

## 10 Awarding and reporting for the qualification

The awarding and certification of this qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

### Calculation of the qualification grade

This qualification is a level 2 qualification, and the certification may show a grade of Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*.

If these are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a level 1 will receive an unclassified U result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction\* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified U for that unit.

### Award of Distinction\* (D\*)

D\* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination. See the *Calculation of qualification grade* table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 12 points
- achieve the minimum number of points for a Level 1. See the *Calculation of qualification grade* table.

### Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example:

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

### Calculation of qualification grade

<b>Award (120 GLH)</b>	
<b>Grade</b>	<b>Minimum points required</b>
U	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

The tables below give examples of how the overall grade is determined.

**Unit numbering is for illustrative purposes only.**

#### Example 1: Achievement of an Award with a Level 2 Merit grade

		<b>GLH</b>	<b>Weighting (GLH/10)</b>	<b>Grade</b>	<b>Grade points</b>	<b>Points per unit (weighting × grade points)</b>
Unit 1	Core unit	30	3	Level 2 Merit	6	18
Unit 2	Core unit	30	3	Level 2 Pass	4	12
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	<b>Qualification grade totals</b>	<b>120</b>	<b>12</b>	<b>Level 2 Merit</b>		<b>66</b>

The learner has more than sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Merit grade.

### Example 2: Achievement of an Award with a Level 2 Pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 2 Merit	6	18
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 1	2	6
	<b>Qualification grade totals</b>	<b>120</b>	<b>12</b>	<b>Level 2 Pass</b>		<b>48</b>

The learner has sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Pass grade.

### Example 3: Achievement of an Award at Level 1 but a Level 2 Pass grade points total

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 1	2	6
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	<b>Qualification grade totals</b>	<b>120</b>	<b>12</b>	<b>Level 1</b>		<b>48</b>

The learner has not achieved sufficient points across the core units to achieve a Level 2 but has sufficient points to be considered for a Level 1.

Although the learner has gained enough points overall for a Level 2, they will get a Level 1 as they did not achieve sufficient points across the core units.

### Example 4: The learner has not achieved sufficient points in the core units to gain a Level 2 or Level 1 qualification

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Unclassified	0	0
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	<b>Qualification grade totals</b>	<b>120</b>	<b>12</b>	<b>Unclassified</b>		<b>42</b>

The learner has not achieved sufficient points across the core units to achieve a Level 2 or Level 1.

Although the learner has gained enough points overall for a Level 1, they will receive an Unclassified grade as they did not achieve sufficient points across the core units.

# 11 Quality assurance of centres

Pearson will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

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

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

## 12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website [qualifications.pearson.com](http://qualifications.pearson.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations*
- *Quality Assurance Handbook* (updated annually).
  - Publications on the quality assurance of BTEC qualifications are on our website at [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

### Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit [www.btec.co.uk/2012](http://www.btec.co.uk/2012) for more information.

### Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website [qualifications.pearson.com](http://qualifications.pearson.com)

## 13 Professional development and support

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

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

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

The national programme of training we offer is on our website at [qualifications.pearson.com](http://qualifications.pearson.com). You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualification

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: [www.btec.co.uk/training](http://www.btec.co.uk/training)

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Call **0844 576 0027** to contact the curriculum team for your centre.

### Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [qualifications.pearson.com/subjectadvisors](http://qualifications.pearson.com/subjectadvisors)
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query

# Units



# Unit 1: Introducing the Hospitality Industry

Level:	<b>1 and 2</b>
Unit type:	<b>Core</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>External</b>

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## Unit introduction

Hospitality is one of the largest industries in the UK. It has over two million employees and makes a significant contribution to the UK economy. It is a dynamic industry that responds quickly to changing market needs, through rapid growth, innovation and diversity. This enables the hospitality industry to offer many different types of employment, with opportunities for you to work in this country and around the world.

In this unit you will explore different aspects of the hospitality industry by looking at its component parts, gaining an insight into the business of hospitality and the different products and services it provides. You will further explore how these products and services are offered in a range of settings to meet the requirements of different hospitality areas.

You will then concentrate on the essential processes involved in operating a hospitality business. A hospitality business does not function in isolation: it is dependent on the support of other industries for its success. You will investigate how hospitality interacts with other industries, gaining knowledge and understanding of these important business relationships.

Finally, you will investigate the trends and issues that affect how hospitality businesses function. Here you will explore the significance of a range of distinct factors affecting business operations. You will also discover how the hospitality industry responds and manages the impact of these influences.

## Learning aims

In this unit you will:

- A understand the structure and service provision in the hospitality industry
- B understand hospitality operations
- C understand how current issues and trends impact on businesses within the hospitality industry.

## Learning aims and unit content

### What needs to be learnt

#### Learning aim A: Understand the structure and service provision in the hospitality industry

##### Topic A.1 The structure and services of the hospitality industry

Understand how the hospitality industry is structured, the types of business within the industry and products and services it provides:

- hotels, including 1 star to 5 star, budget hotels, bed and breakfast accommodation, hostels, halls of residence
- restaurants, including fast food establishments, cafes, coffee shops, mainstream restaurants, fine dining – classification by cuisine, including North American, Asian, Oriental, Central and Southern American, European
- public houses (pubs) and bars, including managed, tenanted or leased, free houses, and nightclubs
- contract food service providers – catering outsourced to support the following sectors: travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, armed services, leisure venues and events
- hospitality services – catering managed in-house for the following industrial areas: travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, leisure venues and events
- membership clubs, including professional or employment associated clubs, politically affiliated clubs, clubs for particular cultural interests, sporting clubs
- events, including temporary sporting events, music events, themed events and functions, meetings and conferences, exhibitions
- industry scope and range – local, national, international, locations, size of business
- industry scale – size of industry, turnover, numbers of businesses, number employed in industry, economic value of industry, purchasing power
- products, including food, beverage, accommodation, information on products
- services, including food and beverage service provision to other industries, facilities management, event management, vending.

##### Topic A.2 Business ownership within the hospitality industry

Understand how the range of hospitality businesses are owned:

- advantages and disadvantages of different types of business ownership – sole traders, partnerships, limited companies, franchises, in-house and outsourced catering.

##### Topic A.3 Type of support given by other industries to the hospitality industry

- The ways in which other industry businesses support businesses within the hospitality industry, including:
  - travel agents and tour operators – providing holiday bookings, advertising, excursions
  - transport – providing taxi service, trains, buses, flights
  - banks – providing financial services, financial advice, including loans, online/telephone banking, insurance
  - telecommunications – providing internal and external communication systems

**What needs to be learnt**

- suppliers – providing food, beverage, equipment, dry goods
- recruitment/staffing agencies – providing staff, pre-screening, web recruitment, recruitment campaigns
- personal services – hairdressing, beauty treatments, ticket booking, retail services
- waste removal and recycling services
- technology suppliers – internet, software, hardware provision
- utilities – electricity, gas, water.

**Learning aim B: Understand hospitality operations****Topic B.1 Operational processes**

Understand the operational processes throughout the hospitality industry and how staffing, standards and quality can impact positively and negatively on the performance of businesses:

- Purchasing materials, goods and services, including –
  - types of suppliers – wholesale, retail, specialised, local, national, daily market lists, cash and carry, company nominated suppliers
  - advantages and disadvantages of types of suppliers for hospitality businesses – price, quantity requirement, items supplied on credit basis, range of choice of items, reliability, consistency.
- Features and purpose of documents used in the purchasing cycle, including –
  - purchase specification, purchasing order, delivery note, returns note, credit note, invoice, statement.
- Managing costs and revenue, including –
  - controlling costs and prices of products and services
  - estimating gross profit, and gross profit margins
  - factors that impact on gross profit, including wastage, pilferage, changing costs of raw materials, poor stock control, portion control.
- Controlling staffing, including –
  - training, inductions, supervising staff and monitoring their performance
  - setting workplace rules and procedures and checking their compliance for the maintenance of health and safety for staff, customers, and visitors
  - using legal disciplinary and grievance procedures
  - ensuring provision of excellent customer service.
- The importance of maintaining standards and quality and their impact on hospitality businesses, including –
  - at business level – quality procedures, brand standards, customer service standards, health, safety and hygiene standards, standard communication protocol
  - at staff level – appropriate and clean personal presentation, adherence to dress code, use of appropriate communication skills and appropriate language with customers and colleagues, effective timekeeping, professional behaviour and conduct with customers and colleagues
  - ensuring customer service is the main objective of the business.

*continued*

**What needs to be learnt****Learning aim C: Understand how current issues and trends impact on businesses within the hospitality industry****Topic C.1 Trends and issues affecting the hospitality industry and how the industry responds to these**

Understand the trends and issues that impact on the hospitality industry:

- Issues concerning the hospitality industry –
  - lack of investment in tourism funding to help market the country and its many attractions
  - healthy eating and lifestyle choices
  - the licensing reform
  - the annual increase in the National Minimum Wage
  - handling food waste.
- Factors determining success in the hospitality industry –
  - product quality
  - pricing
  - the effectiveness of distribution networks
  - innovative marketing – the increasing importance of the internet, increasing use of information technology, telephony and web developments.
- Social issues and trends, including –
  - population changes
  - labour market
  - contribution of hospitality businesses to community projects.
- Environmental issues and trends, including –
  - increase in renewable energy
  - increased use of reuse and recycling facilities
  - reducing pollution, noise, waste.
- Ethical issues and trends, including –
  - ethical concerns of potential and existing customers
  - carbon footprint
  - food miles
  - use of disposable packaging, cutlery, crockery
  - use of fair trade products
  - equal opportunities for staff – appropriate pay level, employment and promotion opportunities
  - animal welfare.

Understand how hospitality businesses respond to trends and issues:

- changes to methods of operation
- development of new products, services or type of business
- changes in marketing or promotions
- changes in prices
- increase or decrease in employees
- changes in policy.

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

There are no special resources needed for this unit.

## Assessment guidance

It is advisable for centres to teach the content of this unit towards the beginning of the course as the content of other units builds on the content of this one.

This unit is externally assessed using a paper-based exam.

The assessment must be taken by the learner under examination conditions.

All questions in the exam paper will be compulsory.

The exam is set and marked by Pearson.

The exam lasts for 1 hour, 15 minutes and contains 50 marks.



## Unit 2: Working in the Hospitality Industry

Level:	<b>1 and 2</b>
Unit type:	<b>Core</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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### Unit introduction

How do you have an enjoyable working life in the hospitality industry? What knowledge must you develop to be successful in a demanding job role working with colleagues and customers?

This unit gives you the opportunity to explore the importance of team working and customer service required to work successfully in a variety of job roles within the hospitality industry.

Employers can have strict requirements on how their staff present themselves and conduct themselves at work. Because of this you need to learn how to maintain your own personal appearance as well as identify the personal attributes necessary to work successfully in hospitality.

Understanding the importance of customer service and working as an effective team member is an essential requirement for anyone who wants to work in a successful hospitality business. How staff present themselves and interact with customers can make or break a business. Where this is done well, customers will return and the business will gain a good reputation that will help its profitability. You will learn how to develop effective team working skills so that you can give excellent customer service and gain an understanding of the essential interpersonal skills needed by all of those who work with customers and colleagues in a service situation. You will also learn how to make a good impression on others as well as using a range of appropriate communication skills when working with customers and other team members in real situations.

### Learning aims

In this unit you will:

- A understand effective working skills in the hospitality industry
- B use working skills in a hospitality situation.

## Learning aims and unit content

### What needs to be learnt

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

##### Topic A.1 Job roles within the hospitality industry

- Job roles, e.g. chef, barista, food server, bar person, receptionist, room attendant, marketing assistant, hotel/hostel housekeeper, food and beverage supervisor, hospitality manager, events' organiser.
- Hospitality industry businesses, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.

##### Topic A.2 Working skills in the hospitality industry

- Occupational skills, e.g. cooking skills, food service skills, drinks service skills, accommodation skills, front office skills, excellent customer service skills.
- Personal skills or personal attributes, e.g. patience, tact, diplomacy, effective team working skills, honesty, initiative, self-motivation.
- Working with others, e.g. team working, realising that goals cannot be achieved without the help and support of others, independent working, problem solving, self-reliance (reliability, honesty), good timekeeping (meeting deadlines and goals).
- Interpersonal skills, e.g. positive attitude, appropriate behaviour, greeting customers positively, respect for customers (courtesy, interest).
- Communication skills, including:
  - speaking, e.g. appropriate language use, tone, pitch, pace, avoiding use of jargon
  - listening skills, e.g. asking customers appropriate questions, repeating back important information to customer, looking attentive
  - body language, e.g. posture, facial expression, hand gestures, eye contact
  - styles of communication, e.g. face to face, on the telephone, in writing (letter, email, fax), urgent, non-urgent, difficult, routine
  - writing skills
  - interpreting written information
  - appropriateness of communication style to situation.

##### Topic A.3 The effect of good working skills on hospitality businesses and staff

- Benefits to businesses, including:
  - improving efficiency in workplace
  - helping to meet work deadlines and business goals
  - establishing and maintaining a good reputation for the business
  - encouraging repeat custom
  - boosting staff morale and creating a positive working environment
  - improving working relationships with customers and colleagues
  - competitive advantage.
- Benefits to customers, including:
  - promoting reliability and trust in products and services
  - enhancing the customer experience.

*continued*

### What needs to be learnt

- Benefits to self:
  - transferability of skills, including –
    - improving own productivity
    - supporting career progression.

#### **Topic A.4 The consequences of poor working skills on hospitality businesses and staff**

- Damage to reputation, e.g. sub-standard products, poor value for money, unreliable and/or untrustworthy service.
- Reduced profit and custom.
- Negative publicity, e.g. word-of-mouth, newspapers.
- Competitive disadvantage.
- Staff dissatisfaction, lack of motivation, high staff turnover.

#### **Topic A.5 Providing consistent and reliable service in hospitality through business procedures**

- Ways that businesses in the hospitality industry can provide consistent and reliable service, e.g. by monitoring customer service, following policies and procedures (business, professional), meeting legal and regulatory requirements and having ethical standards:
  - ensuring that correct procedures are followed, e.g. referring to someone in authority, dealing with questions you cannot answer, treating customers equally.
- The purpose of business procedures that contribute to consistent and reliable working skills in the hospitality industry, including:
  - ensuring staff compliance with expected standards of service
  - ensuring business mission/vision statements are followed
  - ensuring external quality benchmarks are met.

#### **Topic A.6 Complying with legislative and regulatory service requirements in the hospitality industry**

- Meeting all legal and regulatory requirements, including sale of goods, health and safety, data protection and equal opportunities.

*continued*

**What needs to be learnt****Learning aim B: Use working skills in a hospitality situation****Topic B.1 Creating a positive first impression with customers**

- Personal presentation, including:
  - personal hygiene, e.g. fresh appearance, wash or shower daily, no bad body odours, clean hands and short fingernails, keeping cuts and wounds covered with appropriate waterproof dressing
  - personal appearance, e.g. clean uniform and in good repair, hair – neat, tidy and clean, not wearing too much make-up, jewellery, perfume or aftershave, avoiding chewing gum.

**Topic B.2 Working effectively with customers and colleagues**

- Customers, including:
  - internal, e.g. team colleagues, other teams, supervisors, managers
  - external, e.g. existing, new, individuals, groups, business people, non-English speaking, different ages, different cultures, gender, families with young children
  - customers with special needs, e.g. physical disability such as hearing or sight impairment, with special dietary needs or preferences, accompanied by a small baby or child, with learning difficulties.
- Working with colleagues, including:
  - positive approach/attitude to work
  - accepting instructions willingly
  - cooperating with other team members
  - offering help and assistance
  - respecting and understanding others
  - showing fairness and consideration to others.
- Communicating effectively with customers and colleagues.
- Improving performance: reflecting on problems, updating and improving procedures, maintaining standards, identifying areas for improvement.

## Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Understand effective working skills in the hospitality industry</b>			
1A.1 Identify working skills needed to work effectively in the hospitality industry, using examples from two different businesses.	2A.P1 Describe, using examples from two different hospitality businesses, the importance to the businesses, customers and staff of having effective working skills in the hospitality industry.	2A.M1 Explain, using examples from two contrasting hospitality businesses, the benefits for the business, its customers and staff of having appropriate working skills.	2A.D1 Evaluate the consequences of poor working skills on a selected hospitality business, including the effect on its staff and customers.
1A.2 Describe business procedures, legislation and regulatory requirements that contribute to consistent and reliable service provision in the hospitality industry.	2A.P2 Explain how business and professional policies and procedures, and legislation and regulatory requirements contribute to consistent and reliable service provision in the hospitality industry. #	2A.M2 Explain the impact of following business and professional policies and procedures, and legislative and regulatory requirements affecting service provision on a selected hospitality business. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim B: Use working skills in a hospitality situation</b>			
1B.3 Demonstrate working skills in one hospitality situation.	2B.P3 Demonstrate working skills in two hospitality situations to meet given business requirements.	2B.M3 Apply communication and team working skills in addressing a work-related problem in a hospitality situation. #	2B.D2 Evaluate the effectiveness of own communication and team working skills in addressing a work-related problem in a hospitality situation, justifying areas for improvement. #
1B.4 Identify examples of teamwork skills that are important in the hospitality industry	2B.P4 Explain the use of teamworking skills in the hospitality industry and why they are important.		
1B.5 Use verbal and non-verbal communication skills in a team in one hospitality situation. #	2B.P5 Use effective verbal and non-verbal communication skills in a team in two contrasting hospitality situations. #		

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

The special resources required for this unit are access to an appropriate hospitality working area, or an appropriate realistic working environment (RWE). This could include a food and drink service area, such as a training restaurant, a food production area, a reception area or housekeeping. The centre could organise a number of set events, such as an afternoon tea, a governors' meeting with light refreshments or a careers event where guests are directed/guided to specific points in a building or other similar events/occasions where customer service skills can be used and developed by learners.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed to work in the hospitality industry and the importance to hospitality businesses of employing staff with the appropriate work skills. They must also show how they have demonstrated work skills in different realistic hospitality situations.

To achieve all the assessment criteria, learners should research two different hospitality businesses. Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events' organisers, etc.

## Learning aim A

**For 2A.P1:** learners need to describe, using examples from two different hospitality businesses, the importance to the businesses, customers and staff of having effective working skills in the hospitality industry. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example a cafe and a hotel. Learners could interview representatives from each business to obtain their requirements and views.

**For 2A.P2:** learners need to explain how business and professional policies and procedures, and legislation and regulatory requirements contribute to consistent and reliable service provision in the hospitality industry. Examples from staff handbooks from real businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study. The explanation should be clear and detailed.

**For 2A.M1:** learners need to expand on **2A.P1** and explain, using examples from two contrasting hospitality businesses, the benefits for the business, its customers and staff of having appropriate working skills. Learners could use the findings from the interviews they may have conducted with representatives from two contrasting hospitality businesses.

**For 2A.M2:** learners need to expand on **2A.P2** and explain the impact of following business and professional policies and procedures, and legislative and regulatory requirements affecting service provision on a selected hospitality business. The research completed for **2A.P2** could be used to help achieve this criterion.

**For 2A.D1:** learners need to evaluate the consequences of poor working skills on a selected hospitality business, including the effect on its staff and customers. It is recommended that learners use one of the businesses researched for **2A.P1** and **2A.M1** to achieve this criterion.

**For 1A.1:** learners need to identify working skills needed to work effectively in the hospitality industry, using examples from two businesses. This should involve demonstrating knowledge of the occupational and personal skills that staff should have for working in the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of hospitality working skills required for **1A.1** can be drawn from research carried out in two businesses.

**For 1A.2:** learners need to describe business procedures, legislation and regulatory requirements that contribute to consistent and reliable service provision in the hospitality industry. This information could be included in the staff leaflet created for **1A.1**.

## Learning aim B

**For 2B.P3:** learners need to demonstrate working skills in two realistic hospitality situations to meet given business requirements. Centres will need to set up some situations where learners can use and develop their skills. This could be a small buffet lunch or afternoon tea, or preparing a room for a meeting (for example, where light refreshments are to be served), a hotel reception, or food production area.

**For 2B.P4:** learners need to explain which team working skills are used in the hospitality industry and why they are important for a workplace. Learners need to include reference to the importance of each skill and its benefits for the customer, employer and self.

**For 2B.P5:** learners should demonstrate use of effective verbal and non-verbal communication skills when working in a team in two contrasting hospitality situations. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

Then **2B.P5** can be developed for **2B.M3** where learners need to apply communication and team working skills in order to address a work-related problem in a hospitality situation. Work should be supported with observation records and personal statements. When addressing a work-related problem in a hospitality situation, learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations. Evidence should include the learner's own plan for dealing with the problem. This could involve their written script for a telephone conversation or their draft notes for a role play.

**For 2B.D2:** learners need to reflect on their performance and evaluate how well they handled the situations, identifying lessons learned and justifying areas for improvement.

**1B.3** requires a demonstration of working skills in one hospitality situation. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

**For 1B.4:** learners should identify teamwork skills that are important to work in one hospitality situation, giving an example for each type of skill. This could be presented in the form of a table.

**1B.5** requires a demonstration of the use of verbal and non-verbal communication skills in a team in one hospitality situation. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	What are Working Skills in Hospitality?	You are working for a large hospitality company that owns a number of hospitality businesses in different areas of the industry, such as hotels, restaurants, bars. You are the assistant to the manager at one of the hotels. You have been given the task of assisting the hotel manager to prepare training materials for new staff. To do this, you will need to investigate how working skills are applied in other hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about demonstrating hospitality working skills.	<p>Training handbook for new staff in the business.</p> <p>The handbook should use examples from contrasting hospitality business within the company to highlight the importance and benefits for the business, its customers and staff of having effective working skills in the hospitality industry. The potential impact and consequences of poor working practices on the business, its staff and customers should also be evaluated.</p> <p>The handbook should also use examples to show how business and professional policies and procedures, and legislation and regulatory requirements contribute to consistent and reliable service provision in the hospitality industry and its impact.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M3, 2B.D2	Professional Standards	You continue in the same role of assistant to the hotel manager. You need to develop your skills to work in different hospitality situations. You will be observed in two hospitality situations to meet given business requirements. You will need to demonstrate the use of effective verbal and non-verbal communication skills in a team in two contrasting hospitality situations. When demonstrating your working skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor /manager from either a part-time job or work placement.	<p>Leaflet or handbook explaining appropriate team working skills in the hospitality industry and why they are important.</p> <p>Work experience or role play to demonstrate the application of hospitality working skills learned including addressing a work-related problem in a hospitality situation, supported with personal statement and observation record.</p> <p>This needs to be followed by an evaluation of their effectiveness of own communication and team working skills in addressing a work-related problem in a hospitality situation, justifying areas for improvement.</p>



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

Level:	<b>1 and 2</b>
Unit type:	<b>Mandatory</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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### Unit introduction

What must you do to ensure your hospitality business complies with food safety and health and safety law? Health and safety law and food safety regulations apply to all businesses, whether big or small. All staff working in hospitality businesses are responsible for food safety and health and safety.

In this unit you will learn the importance of following appropriate procedures to maintain food safety. You will learn about the procedures to maintain food safety when storing, preparing, cooking and serving food. Businesses within the hospitality industry adopt these procedures to prevent any problems with potential food safety hazards.

It is vital to understand the controls and monitoring procedures for food safety hazards that can be put into place in hospitality businesses. If you identify any potential food safety hazards at any stage when storing, preparing, cooking or serving food, you will need to consider effective and practical controls to be implemented in your specific business.

Hospitality businesses are regulated by legislation to prevent hazards causing injury or ill health to staff and customers. You will explore how hospitality businesses enforce compliance with legislation. You will also learn about how safety signs, information and documentation should be used in businesses within the hospitality industry.

### Learning aims

In this unit you will:

- A understand food safety when dealing with food in the hospitality industry
- B understand safety legislation and regulations that control safe working practices in the hospitality industry.

## Learning aims and unit content

### What needs to be learnt

#### Learning aim A: Understand food safety when dealing with food in the hospitality industry

##### Topic A.1 Procedures to maintain food safety when storing, preparing, cooking and serving food

- Food safety procedures, including:
  - following food safety regulations – ensuring safe and hygienic food operations
  - identifying all steps in food-related activities that are critical to food safety
  - ensuring adequate food safety controls are in place, maintained and reviewed
  - storing food – prevention of cross-contamination, prevention of infestation, keeping food for future use, chilling/freezing, wrapping, storage times, defrosting, use-by dates, techniques for monitoring and maintaining food safety and quality of food, e.g. audit, stock rotation, checklists, monitoring
  - preparing food – using appropriate surfaces, using suitable equipment, good hygiene practices, e.g. washing hands, keeping raw meat separate from ready to eat food
  - cooking food – selecting and using appropriate equipment, minimising bacterial activity, applying correct cooking temperatures and cooking times for different foods, e.g. fish, meat, poultry, vegetables
  - serving food – using clean dishes and serving equipment, avoiding cross-contamination, using gloves, monitoring holding times for cooked foods.

##### Topic A.2 Food safety hazards in hospitality businesses

- Microbiological, chemical or physical food hazards, including:
  - harmful bacteria, mould or foreign bodies present in or on food during purchase and delivery
  - bacterial growth or further contamination by micro-organisms, chemicals during food storage and preparation stage and further storage after cooking stage
  - survival of harmful bacteria during cooking of food
  - toxic chemicals getting into the food, e.g. cleaning chemicals
  - dangerous glass shards or pests getting into food.
- Hospitality industry business types, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.

##### Topic A.3 Controls and monitoring procedures for food safety hazards in hospitality businesses

- Controls, e.g. using reputable suppliers, checking food deliveries on receipt, storing food at safe temperatures, separating raw and cooked foods, limiting food handling, using clean equipment, good personal hygiene, hygienic premises, adequate cooking, pest control, storing food in appropriate conditions (including dried, chilled, frozen, canned):
  - controls must be effective, practical and understood – aiming at either completely eliminating the hazard or reducing it to a safe level; they must be applied in a realistic way and staff should be informed of their importance and the controls they are responsible for.

*continued*

**What needs to be learnt**

- Monitoring, e.g. checking delivery vehicles, date marks, temperatures and condition of food, storage conditions, visual checks, cleaning schedules.

**Topic A.4 Reasons to follow appropriate procedures to maintain food safety**

- Avoiding food poisoning incidents that are the result of poor practices, which only become known after incidents have occurred.
- Reducing the likelihood of problems occurring and causing harm to customers and the business by analysing the potential hazards in the business and being aware of those activities that may be critical to food safety.
- Benefits, e.g. good reputation, happy workforce, effective use of resources, safe environment.
- Drawbacks, e.g. prosecution, fines, imprisonment, negative publicity, damage to reputation.

**Learning aim B: Understand safety legislation and regulations that control safe working practices in the hospitality industry****Topic B.1 Safety legislation regulating working practices in hospitality**

- Safety legislation as current at time of delivery, including requirements for food standards, food hygiene, risk assessment legislation.
- Safety regulations, e.g. Food Labelling Regulations, Hazard Analysis Critical Control Point (HACCP) procedures, Food Premises (Registration) Regulations, health and safety, food safety, fire, manual handling, reporting of injuries, diseases and dangerous occurrences (RIDDOR), HASAWA regulation and guidance.
- How hospitality businesses enforce compliance with legislation to control hazards and prevent injury or ill health to staff and customers, including:
  - enforcing legislation, e.g. supervising and checking compliance of food hygiene regulations including temperature control, providing the correct work equipment, personal protective equipment (PPE), food storage
  - actions and responsibilities of environmental health officers, local authorities and trading standards officers in enforcement of legislation, e.g. inspections, consequences of non-compliance including legal action, closing businesses, fines.

**Topic B.2 Safety signs, information and documentation used in businesses within the hospitality industry**

- Importance of signs, information and documentation to the improvement of safety and the maintenance of safe conditions and good practice, including:
  - safety signs, e.g. warning, prohibition, mandatory, emergency, use of fire fighting equipment
  - safety information and documentation, e.g. first-aid books, Control of Substances Hazardous to Health (COSHH) assessments, Hazard Analysis and Critical Control Points (HACCP), personal protective equipment (PPE) literature, health and safety, food safety, manual handling, first aid, fire drills
  - maintaining records, e.g. of accidents, fire drills.
- Use of risk assessments to include notification forms and practices that should be followed, e.g. for food preparation, food and beverage service in cafes, pubs, restaurants, housekeeping, front office.

## Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Understand food safety when dealing with food in the hospitality industry</b>			
1A.1 Identify procedures to maintain food safety when storing, preparing, cooking and serving food.	2A.P1 Describe, using examples, procedures to maintain food safety when storing, preparing, cooking and serving food.	2A.M1 Explain, using examples the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food.	2A.D1 Analyse the benefits and potential consequences to hospitality businesses of complying with appropriate procedures for food safety when storing, preparing, cooking and serving food.
1A.2 Identify potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.	2A.P2 Describe, using examples, potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.		
1A.3 Identify controls for potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.	2A.P3 Describe, using examples, controls and monitoring procedures for eliminating potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim B: Understand safety legislation and regulations that control safe working practices in the hospitality industry</b>			
1B.4 Give examples of legislation and regulations that require safe working practices to control risks in hospitality businesses.	2B.P4 Describe, using examples, how hospitality businesses enforce safe working practices to control risks to staff and customers. #	2B.M2 Explain how compliance with legislation and regulations is used to control risks to staff and customers, and its benefits to businesses. #	2B.D2 Evaluate how legislation, safety information and safe working practices are implemented in and benefit hospitality businesses. #
1B.5 Identify safety signs, information and documentation used in businesses within the hospitality industry.	2B.P5 Describe, using examples, how safety signs, information and documentation should be used in two contrasting businesses within the hospitality industry.	2B.M3 Explain how safety signs, information and documentation improve safety in two contrasting businesses within the hospitality industry.	

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

The special resources required for this unit are access to a range of hospitality industry locations to enable learners to see different food production systems and cover what is appropriate to their local area. Learners should have access to appropriate food safety and health and safety standards, resources and equipment.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of procedures to maintain food safety when storing, preparing, cooking and serving food and the legislation and regulations that control safe working practices to prevent hazards to staff and customers in the hospitality industry.

To achieve all the assessment criteria, learners should research a hospitality business. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, or events.

## Learning aim A

**For 2A.P1:** learners need to describe, using examples, procedures to maintain food safety when storing, preparing, cooking and serving food. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

**For 2A.P2:** learners need to describe, using examples, potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

**For 2A.P3:** learners need to describe, using examples, controls and monitoring procedures for eliminating potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

**For 2A.M1:** learners need to explain the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food. Learners could use the findings from the interviews they may have conducted with representatives from hospitality businesses.

**For 2A.D1:** learners need to analyse the benefits and potential consequences to hospitality businesses of complying with appropriate procedures for food safety when storing, preparing, cooking and serving food. It is recommended that learners use the business researched for **2A.P1**, **2A.P2**, **2A.P3** and **2A.M1** to achieve this criterion.

**For 1A.1:** learners need to identify procedures to maintain food safety when storing, preparing, cooking and serving food. This could be provided in the form of a leaflet for new staff. Examples of procedures to maintain food safety required for **1A.1** can be drawn from research, for example identifying practices required for service in the business they visited.

**For 1A.2:** learners need to identify potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. This information could be included in the staff leaflet created for **1A.1**.

**For 1A.3:** learners need to identify controls for potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food. This information could be included in the staff leaflet created for **1A.1**.

## Learning aim B

**For 2B.P4:** learners need to describe, using examples, how hospitality businesses enforce compliance with legislation and regulations that control safe working practices to prevent hazards causing injury or ill health to staff and customers. Learners could, while visiting hospitality businesses, interview staff to find out how compliance with legislation and regulations is enforced. Evidence could be provided in the form of an induction booklet for new staff.

**For 2B.P5:** learners need to describe, using examples, how safety signs, information and documentation should be used in two contrasting businesses within the hospitality industry. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the safety signs, information and documentation used in different types of business, for example those used in a cafe and those used by event organisers. Learners could interview representatives from each business to find out about the signs, information and documentation they use.

**For 2B.M2:** learners need to explain how compliance with legislation and regulations is used to control hazards and prevent injury or ill health to staff and customers, and benefits businesses. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

**For 2B.M3:** learners need to explain how safety signs, information and documentation improve safety in two contrasting businesses within the hospitality industry. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

**For 2B.D2:** learners need to evaluate how compliance with legislation and regulations and the use of safety signs, information and documentation are implemented to control hazards and prevent injury or ill health to staff and customers, and how this benefits businesses. It is recommended that learners use one of the businesses researched for **2B.P5** to achieve this criterion.

**For 1B.4:** learners need to give examples of legislation and regulations that control safe working practices to prevent hazards causing injury or ill health to staff and customers in hospitality businesses. This could be provided in the form of a leaflet for new staff. Examples of legislation and regulations required for **1B.4** can be drawn from research, for example identifying legislation and regulations that control safe working practices in hospitality businesses.

**For 1B.5:** learners need to identify safety signs, information and documentation used in businesses within the hospitality industry. This information could be included in the staff leaflet created for **1B.4**.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1	How to Maintain Food Safety	You are working in the hospitality industry as a catering member of staff. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate how to maintain food safety when dealing with food within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about controls and monitoring procedures for eliminating potential food safety hazards in hospitality businesses when storing, preparing, cooking and serving food.	Training handbook for new staff in a hospitality business, to include guidance on, using examples, the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and serving food, potential food safety hazards in hospitality businesses. The handbook should also use examples to show controls and monitoring procedures for eliminating potential food safety hazards. The handbook must also include an analysis of the benefits and potential consequences to hospitality businesses of complying with appropriate procedures for food safety when storing, preparing, cooking and serving food.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2	What is the Safety Legislation and Regulations that Control Safe Working Practices in the Hospitality Industry?	<p>You continue in the same role of member of the catering staff team. You have been asked to update the training materials for new staff to include safety legislation and regulations.</p> <p>To do this, you will need to investigate safety legislation and regulations that control safe working practices within different hospitality industry businesses. You will then use your research to create training materials that new staff can use to learn about how compliance with legislation and regulations that control safe working practices is enforced and how safety signs, information and documentation should be used in hospitality industry businesses.</p>	<p>Training handbook for new staff in a hospitality business, to include guidance on how compliance with legislation and regulations is used to control risks to staff and customers, its benefits to businesses, and how safety signs, information and documentation improve safety in two contrasting businesses within the hospitality industry.</p> <p>This needs to be followed by an evaluation of how legislation, safety information and safe working practices are implemented in and benefit hospitality businesses.</p>



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

Level:	<b>1 and 2</b>
Unit type:	<b>Optional specialist</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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### Unit introduction

How do hospitality businesses stay in business or make a profit from the products they sell or the services they provide? What are the costs involved?

Hospitality businesses have to spend money and when they spend money, they incur costs. In this unit, you will explore the types of costs that hospitality businesses incur and ways in which they can control them. You will then explore the ways in which the sale of products and provision of services generate revenue, so that you can develop your understanding of profit.

For some areas of hospitality provision, products and services are provided without having to show a profit but still have to cover costs. This could be for hospitality businesses in the public sector, such as in hospitals or schools. You will explore the ways in which costs are determined and calculated.

Next, you will examine how hospitality businesses plan their finances and learn about the techniques used to assist the planning process. In particular, you will learn how to determine an appropriate selling price for selling a product or providing a service in order to break even in a hospitality event. You will then learn how to apply break-even analysis in this situation and understand the benefits of using it as a planning tool.

As well as breaking even, making a profit could be a desired outcome of selling products and providing services in the hospitality industry. You will learn about how to use an income statement (profit and loss account) to measure the success of a hospitality event to produce a profit and use the information generated to identify ways that profits could be maintained or increased.

### Learning aims

In this unit you will:

- A understand how hospitality businesses control costs
- B understand the use of selling prices and break-even analysis for a hospitality event
- C be able to use an income statement (profit and loss account) to measure the success of a hospitality event.

## Learning aims and unit content

What needs to be learnt
<p><b>Learning aim A: Understand how hospitality businesses control costs</b></p> <p><b>Topic A.1 Costs involved in running a hospitality business</b></p> <ul style="list-style-type: none"> <li>• Types of costs, including:             <ul style="list-style-type: none"> <li>◦ fixed costs (direct costs), e.g. rent, rates, insurance, telephone, tax, heating, lighting, leasing of equipment</li> <li>◦ variable costs, e.g. food or drinks used to prepare items for sale, labour costs (wages, staff benefits, accommodation and meals).</li> </ul> </li> <li>• Calculating simple costs, e.g. costs of products, ingredients or other items, portions and recipes for dishes and drinks, meals or functions, services provided.</li> </ul> <p><b>Topic A.2 Controlling costs</b></p> <ul style="list-style-type: none"> <li>• Controlling ordering methods and systems, e.g. forecasting sales, checking prices, managing relationships with suppliers.</li> <li>• Controlling deliveries, e.g. using purchase specifications and checking product quality.</li> <li>• Controlling storage, e.g. using stock rotation.</li> <li>• Controlling the issuing of goods or resources, e.g. serving food at set times of day.</li> <li>• Preventing wastage, e.g. weighing ingredients or goods precisely, using portion control.</li> <li>• Accurately costing recipes.</li> <li>• Changing suppliers for utilities, insurance, financial service providers, employment services.</li> <li>• Importance of identifying costs and controlling them, e.g. to ensure the business breaks even or makes a profit, to ensure that information is available to record on a financial statement to meet legal requirements.</li> <li>• Consequences of not accurately identifying costs and controlling them, e.g. financial losses to the business.</li> </ul>
<p><b>Learning aim B: Understand the use of selling prices and break-even analysis for a hospitality event</b></p> <p><b>Topic B.1 Generating revenue and making a profit</b></p> <ul style="list-style-type: none"> <li>• Understand how hospitality businesses make money (generate revenue) from:             <ul style="list-style-type: none"> <li>◦ selling products, e.g. dishes on a menu</li> <li>◦ providing services, e.g. room service in a hotel.</li> </ul> </li> <li>• Types of costs (expenditure) hospitality businesses have, including overheads (the everyday running costs of a business).</li> <li>• Understand how hospitality businesses must know how much money is coming in (revenue) and going out (expenditure), before they can work out whether they have:             <ul style="list-style-type: none"> <li>◦ made a profit (when revenue is more than expenditure)</li> <li>◦ made a loss (when expenditure is more than revenue).</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

**What needs to be learnt****Topic B.2 Calculating appropriate selling prices for products or services**

- Identifying gross profit – the money made from selling a product/providing a service (revenue) after the cost of producing the product/providing the service (cost of sales) has been deducted.
- Identifying net profit – the money made from selling the product/providing the service after all costs (expenditure) have been deducted.
- Calculating appropriate selling prices, considering factors that affect selling price:
  - adding and subtracting tax, for example Value Added Tax (VAT)
  - adding service charge
  - subtracting discounts.

**Topic B.3 Using break-even analysis**

- Understanding the concept of break-even – when enough revenue has been generated from selling a product/providing a service to cover the costs involved in making the product/providing the service (no profit and no loss).
- How to calculate break-even.
- The effect on the break-even point if selling price, sales or costs (fixed and variable) change, and the impact of these changes on hospitality events.
- How to use break-even analysis to ensure the success of hospitality events, e.g. to determine an appropriate selling price to give the best chance of breaking even or making a profit.
- The value and importance of using break-even analysis as a financial planning tool in the hospitality industry.
- The associated risks to hospitality businesses of not completing a break-even analysis.

**Learning aim C: Be able to use an income statement (profit and loss account) to measure the success of a hospitality event****Topic C.1 Preparing an income statement (profit and loss account)**

- Understand the purpose of an income statement (profit and loss account) – to show how a business performed financially over a period of time (usually one year).
- How to complete an income statement (profit and loss account) from given figures, including:
  - trading account (top section of the income statement) – includes figures for revenue (turnover) and cost of sales and calculates the amount of gross profit
  - expenses/overheads (bottom section of the income statement)
  - calculating net profit.
- How to use the information in an income statement (profit and loss account) to identify ways in which a hospitality event or business could be more successful and increase profits, e.g. by reducing costs or expenses, which costs are more significant than others.
- How to use an income statement (profit and loss account) as a forecasting tool, e.g. by comparing month by month with previous year's figures.

## Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Understand how hospitality businesses control costs</b>			
1A.1 Identify, using examples the difference between fixed and variable costs for a given hospitality business.	2A.P1 Describe, using examples the difference between fixed and variable costs for two contrasting hospitality businesses.	2A.M1 Compare the importance of accurately identifying types of costs and controlling them in two contrasting hospitality businesses. #	2A.D1 Evaluate the impact of inaccurately identifying costs and the consequences of not controlling them in two contrasting hospitality businesses.
1A.2 Outline how costs are controlled in a given hospitality business.	2A.P2 Explain how different costs are controlled in two contrasting hospitality businesses. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand the use of selling prices and break-even analysis for a hospitality event			
1B.3 Calculate a selling price for a product/service for a selected hospitality event, with guidance, using given information. *	2B.P3 Calculate an appropriate selling price for a product/service for a selected hospitality event, using given information. *	2B.M2 Assess how changing selling prices will affect the break-even point of a product/service for a selected hospitality event. *#	2B.D2 Evaluate the importance of break-even analysis for a selected hospitality event. *#
1B.4 Calculate break-even for a product/service for a selected hospitality event, with guidance, using given sets of data. *	2B.P4 Calculate break-even for a product/service for a selected hospitality event, using given sets of data. *		
1B.5 Outline the uses of break-even in a selected hospitality event.	2B.P5 Explain how break-even analysis can be used to help ensure the success of a selected hospitality event. #		
Learning aim C: Be able to use an income statement (profit and loss account) to measure the success of a hospitality event			
1C.6 Prepare an income statement (profit and loss account) for a selected hospitality event, with guidance. *	2C.P6 Prepare an accurate income statement (profit and loss account) for a selected hospitality event. *	2C.M3 Analyse the impact of expenses incurred on the success of a selected hospitality event. *#	2C.D3 Justify recommendations for improving the net profit of a selected hospitality event, in relation to an analysis of a profit and loss sheet. #

\*Opportunity to assess mathematical skills

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

There are no special resources needed for this unit.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

To achieve the assessment criteria, learners must be able to use and manipulate data relating to financial planning and reporting, as well as understanding the significance of the results obtained. Knowing how the information is used to make decisions that keep a hospitality event/business under control and ensure it is meeting its financial objectives, is an important aspect of good business management in the hospitality industry.

To achieve the Pass, Merit and Distinction assessment criteria, learners should research two different hospitality businesses. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, or events.

## Learning aim A

**For 2A.P1:** learners need to describe the difference between fixed and variable costs that are typical in two contrasting hospitality businesses of their own choice. Learners could research real hospitality businesses to provide evidence for this criterion. If data from real hospitality businesses is not available, this could be provided by the teacher as part of a case study or scenario in the assignment brief.

The businesses chosen should be sufficiently contrasting to achieve the criterion, for example a hospital and a hotel. Learners should use examples to show the difference between the fixed and variable costs in the businesses.

**For 2A.P2:** learners need to explain how different costs are controlled for the two contrasting hospitality businesses selected for **2A.P1**. The explanation should be clear and detailed.

**For 2A.M1:** learners need to compare the importance of accurately identifying types of costs involved, and successfully implementing methods of controlling them, in the hospitality businesses selected for **2A.P1**. This criterion lends itself to a report or learner presentation which includes relevant examples from each business.

**For 2A.D1:** learners need to evaluate the impact of inaccurately identifying costs and the consequences of not controlling them in the two contrasting hospitality businesses selected for **2A.P1**. Learners should use examples from their research to supplement their evaluation.

**For 1A.1:** learners need to identify the difference between fixed and variable costs that are typical in a given hospitality business. If data from real hospitality businesses is not available, this could be provided by the teacher as part of a case study or scenario in the assignment brief. Suitable examples could be a hospital or a hotel. Learners should use examples to identify the different costs in the two businesses. Learners can use a list to identify costs.

**For 1A.2:** learners need to outline how costs are controlled in the hospitality business given for **1A.1**.

The scenario used for learning aim A can be extended to give learners raw data to calculate selling prices and break-even in learning aim B.

## Learning aim B

**For 2B.P3:** learners need to calculate an appropriate selling price for a product or service for a selected hospitality event, using given information. A suitable event could be, for example, a seasonal menu launch at a restaurant (with learners calculating a selling price for a dish that is to be sold) or a wedding (with learners calculating the fee for the services provided by catering staff).

**For 2B.P4:** learners need to calculate break-even for the product or service selected for the hospitality event in **2B.P3**, using given sets of data. It is important that learners state any assumptions they made when calculating break-even.

**For 2B.P5:** learners need to explain how break-even analysis of the product/service selected for **2B.P3** can be used to help ensure the success of the hospitality event. Learners could present an appropriate argument for using a particular selling price for the product/service selected for **2B.P3**. This can be developed in **2B.M2**, where learners assess the impact of how changing the selling price of the product/service can affect the break-even point and affect the hospitality event selected for **2B.P3**. So, for example, if costs rise, what might that mean for break-even and profitability?

**For 2B.D2:** learners need to evaluate the importance of break-even analysis in a selected hospitality event by showing how this information can inform planning and decision making.

**For 1B.3:** calculate a selling price for a product/service for a given hospitality event, using given information. A given event could be a hospitality function or event with learners calculating a selling price for a dish that is to be sold or the fee for the services provided by catering staff. At Level 1, a structured approach to calculating a selling price may be required and teachers may supply all data required and a template for completing calculations.

**For 1B.4:** learners need to calculate, breakeven for a product/service for a given hospitality event, using given sets of data. At Level 1, learners will need a structured approach to calculating breakeven and may need support from teachers to complete this activity, this support could include templates for assisting the calculation of breakeven.

**For 1B.5:** learners need to outline how break-even analysis of the product/service selected for **1B.3** can be used to help ensure the success of the hospitality event.

## Learning aim C

**For 2C.P6:** learners need to prepare an accurate income statement (profit and loss account) for a selected hospitality event. The income statement must include a trading account and accurately identify gross and net profit in order to achieve this criterion. A realistic template of an income statement (profit and loss account) and sets of data should be provided by the teacher to allow learners to provide evidence for this criterion.

**For 2C.M3:** learners need to analyse the impact of expenses incurred on the success of the hospitality event selected for **2B.P3**. Their analysis should relate to the effects of expenses on the final net profit figure. This leads to **2C.D3** where learners need to justify recommendations for improving the net profit of the hospitality event selected for **2B.P3**. The recommendations should be realistic and relevant to the information generated in the income statement (profit and loss account).

**For 1C.6:** learners need to prepare an income statement (profit and loss account) for a selected hospitality event. The income statement must include a trading account in order to achieve this criterion. A realistic template of an income statement (profit and loss account) and sets of data should be provided by the teacher to allow learners to provide evidence for this criterion. At Level 1 with will provide a structured approach to completing an income statement.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2C.D3	Costs, Revenue and Profit in Hospitality Businesses	You are working as an event coordinator for an events management company and provide support for hospitality events. You have been asked to provide support for two events – a wedding that will require catering staff and the launch of a new seasonal menu at a local restaurant. The events manager has asked for your help in preparing some financial information for each event. They need to know about the costs involved and how they can control them. You need to describe the differences between the fixed and variable costs involved in each event, identify the types of costs that will be involved and explain how they can be controlled. You need to ensure that the events manager understands the importance of accurately identifying costs and controlling them, as well as what could happen if they do not accurately identify costs and control them.	Presentation or report.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Getting it Right to Ensure Success	For the seasonal menu launch event at a local restaurant in the scenario above, the events manager has asked you for further help. At the request of the head chef, they would like you to calculate an appropriate selling price for the dish that they think will be the most popular among their customers. The head chef will also need to know when they will break even with this dish, so you will need to provide them with accurate information to enable them to plan their finances appropriately. In order to assist their understanding, you need to explain to them how break-even analysis can be used to ensure that the launch of the dish on the seasonal menu is successful. You should include evidence of how changing the selling price would affect the break-even point and an evaluation of the importance of using break-even analysis for this hospitality event.	A report supported by an accurate break-even analysis.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M3, 2C.D3	How Did We Do?	The restaurant has now launched their seasonal menu and would like to know how much profit was made from the event. You need to provide the owners of the restaurant with an accurate trading account of the event that identifies the gross profit made, as well as an accurate income statement (profit and loss account) to show them the net profit made once all of their overheads were taken into consideration. To supplement this information and help the owners of the restaurant with planning future events, you need to analyse the impact of the expenses incurred on the success of the launch event and justify recommendations for improving net profit.	A report supported by an accurate income statement (profit and loss account) that includes a trading account.



# Unit 5: Enterprise in the Hospitality Industry

Level:	<b>1 and 2</b>
Unit type:	<b>Optional specialist</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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## Unit introduction

What is a hospitality business and what does it do? The term 'business' can cover anything from a sole trader selling sandwiches in a local market to a multinational hotel chain, such as Hilton or Holiday Inn, providing services to millions of people all over the world.

This unit introduces you to the language and terminology used in businesses in the hospitality industry. It explores what hospitality businesses do, trends that affect them, how they operate and the factors that influence their success.

You will explore different formats of business ownership, and how these relate to the size and scale of a hospitality business, from small businesses such as a local cafe or village pub to large catering companies like Compass Catering or hotels such as Ramada Jarvis which service large numbers of people everyday. You will examine how the type of ownership impacts on the responsibilities of the owners of a hospitality business. Combined with looking at types of business model, you can begin to understand how diverse the hospitality industry is.

You will explore what makes a hospitality business successful by looking at real life examples of recognisable, innovative businesses in the industry. You will also look at the people behind these concepts, some of whom you will recognise, and the reason for their success.

You will use your understanding of business language to investigate what hospitality businesses do by examining the aims and objectives they set, the importance of knowing their market and understanding the influence of their stakeholders.

You will then plan an idea for a realistic hospitality business start-up in your local area, based on your research, select a format and then present the business model and plan.

## Learning aims

In this unit you will:

- A understand how trends and the current business environment may impact on a hospitality business start-up
- B plan an idea for a new hospitality business
- C present a business model for a hospitality business start-up.

## Learning aims and unit content

What needs to be learnt
<p><b>Learning aim A: Understand how trends and the current business environment may impact on a hospitality business start-up</b></p> <p><b>Topic A.1 Finding information</b></p> <ul style="list-style-type: none"> <li>• Sources of information, e.g. broadsheet and local newspapers, professional and trade journals, websites, business networking organisations.</li> <li>• Reliability of sources and bias and currency of information.</li> </ul> <p><b>Topic A.2 Size of hospitality business and type</b></p> <ul style="list-style-type: none"> <li>• Micro hospitality business – up to 9 staff.</li> <li>• SMEs (small and medium enterprises):             <ul style="list-style-type: none"> <li>◦ small enterprises – between 10 and 49 staff</li> <li>◦ medium enterprises – between 50 and 249 staff.</li> </ul> </li> <li>• Large hospitality business – more than 250 staff.</li> <li>• Start-ups and existing hospitality businesses.</li> </ul> <p><b>Topic A.3 Factors to consider in the current business environment that affect businesses in the hospitality industry</b></p> <ul style="list-style-type: none"> <li>• National factors – political issues, level and type of government support for hospitality business, taxation, the economy, e.g. level of employment, inflation, exchange rates, cost of loans.</li> <li>• Local factors – location of business, requirements for resources, e.g. premises, staff, equipment, location of suppliers, competitors and customers.</li> <li>• Impact of factors – on a selected target group of customers, relevance to business proposition.</li> <li>• Risks and opportunities in the current business environment that could affect a hospitality business start-up – SWOT analysis (strengths, weaknesses, opportunities, threats).</li> </ul> <p><b>Topic A.4 Trends affecting hospitality businesses</b></p> <ul style="list-style-type: none"> <li>• Social trends, e.g.:             <ul style="list-style-type: none"> <li>◦ population changes, increasing life expectancy</li> <li>◦ households and families, e.g. more couples cohabiting</li> <li>◦ education and training, e.g. increasing achievements in craft qualifications at different levels and at GCSE, Apprenticeships</li> <li>◦ labour market, e.g. increase in flexible working</li> <li>◦ increasing travel for work, e.g. longer commutes to work.</li> </ul> </li> <li>• Technology trends, e.g. increasing use of information technology, telephony and web developments.</li> <li>• Environmental trends, e.g. increase in renewable energy and recycling.</li> <li>• Ethical trends – ethical concerns of potential customers, e.g. carbon footprint, sources of timber, child labour, inadequate pay, animal welfare, identification of values of an organisation and ethical codes to address ethical concerns, contribution of business to the community.</li> <li>• How trends can impact on hospitality businesses, e.g. customers with more disposable income, changing processes to be more environmentally friendly.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**What needs to be learnt****Learning aim B: Plan an idea for a new hospitality business****Topic B.1 How hospitality business ideas can be successful**

- Finding innovative solutions, e.g. Jamie's Fifteen, River Cottage.
- Meeting customer needs, e.g. products or services, filling a gap, doing it better than competitors.
- Identifying new needs, e.g. mentoring and coaching, using digital media (such as social networking websites).
- Continuing to meet established customer needs, e.g. adapt when gap in provision, review and improve provision.
- Being entrepreneurial – ideas of recent entrepreneurs in the hospitality industry, e.g. Rose Grimond, Jamie Oliver, Hugh Fearnley-Whittingstall.
- Importance of having a strong vision and seeing it through, e.g. Compass Catering.
- Measures of success, e.g. financial, social, customer satisfaction.

**Topic B.2 Hospitality business ideas**

- Researching the market and identifying gaps or opportunities.
- Selecting a product or service.
- Selecting a location, e.g. property, shape, style, accessibility.
- Targeting customers, e.g. by age, location, interests, eating styles.
- How a selected product or service will meet the need or demand of targeted customers.
- Difference between 'benefits' and 'features' of a product or service.

**Topic B.3 Assessing the suitability of an idea for a hospitality business start-up**

- Estimating resources required to develop ideas, including:
  - own time, others' time, skills and areas of expertise
  - personal commitment
  - finance, premises, materials, equipment.
- Selecting the most appropriate idea.
- Likelihood of success or failure, e.g. access to prospective customers, existing demand, estimating profitability.
- Identification of major barriers for a hospitality business start-up, e.g. large start-up costs, cash flow, licences, competitors.

**Topic B.4 Producing an initial plan for a new hospitality business idea**

- Producing a plan, including:
  - a rationale for a realistic idea, including vision and concept
  - supporting evidence, e.g. possible customers, strategy for dealing with competitors, ideas for financing, ideas for implementation.

*continued*

**What needs to be learnt****Learning aim C: Present a business model for a hospitality business start-up****Topic C.1 Choice of format**

- Definition, features, advantages and disadvantages of the following formats:
  - sole trader
  - partnership
  - limited company
  - public limited company (plc).

**Topic C.2 Sources of help and support in developing a new hospitality business**

- Sources of help, e.g. finance (bank manager), start-up capital (selling shares to family members, Prince's Trust), research (other hospitality businesses), independent advice (Business Link).
- Support networks, e.g. Chambers of Commerce, trade associations, professional bodies, friends and family.

**Topic C.3 Business model**

- Definition of a business model; shows how a hospitality business aims to generate revenue and make a profit from operations – the model includes the components and functions of a hospitality business, as well as revenues it generates and expenses it incurs.
- Components of a business model, including:
  - results of researching the market, including identifying potential customers (businesses or individual customers) and competitors
  - goods or services – make or buy
  - means of delivering to customer, e.g. franchise, selling direct to the public, internet only
  - business aims – the long-term visions or goals
  - business objectives – measurable targets to help achieve the overall aims of a hospitality business, importance of making objectives SMART (specific, measurable, achievable, realistic and time-related)
  - stakeholders and their influence on the business, e.g. owners, employees, customers, financiers, suppliers, local community
  - finances and costs for start-up.
- Providing evidence to justify why the idea will succeed.

## Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how trends and the current business environment may impact on a hospitality business start-up			
1A.1 Identify factors of the business environment that can affect a hospitality business start-up.	2A.P1 Outline how the business environment can affect a hospitality business start-up.	2A.M1 Explain how changes in the current business environment are likely to affect a hospitality business start-up.	2A.D1 Assess the current risks, opportunities and trends in the business environment for a hospitality business start-up. *
1A.2 Identify current trends that may affect a hospitality business start-up.	2A.P2 Explain how current trends will affect a hospitality business start-up. *	2A.M2 Compare how two trends have affected a hospitality business start-up. *	
Learning aim B: Plan an idea for a new hospitality business			
1B.3 Identify four features of successful hospitality businesses.	2B.P3 Describe, using relevant examples, features of successful hospitality businesses.	2B.M3 Compare features, strengths and weaknesses of two successful hospitality businesses.	2B.D2 Justify how the initial plan for a new hospitality business idea has potential for success in relation to existing local hospitality businesses. *
1B.4 Prepare an initial plan for a new hospitality business idea for the local area. *#	2B.P4 Prepare a realistic initial plan for a new hospitality business idea suitable for the local area. *#	2B.M4 Explain how the initial plan for a new hospitality business idea has the potential to respond to market needs. *	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim C: Present a business model for a hospitality business start-up</b>			
1C.5 Outline the choice of format selected for a hospitality business start-up.	2C.P5 Explain the reasons for the choice of format selected for a hospitality business start-up.	2C.M5 Present a realistic business model for a hospitality business start-up, explaining how the format and business model will enable it to carry out its activities successfully. #	2C.D3 Present a realistic business model for a hospitality business start-up, explaining how the format and supporting evidence justifies the initial business idea. #
1C.6 Produce, with guidance, a business model for a hospitality business start-up. #	2C.P6 Produce a realistic business model using sources of help and support for a hospitality business start-up. #		
1C.7 Present, with guidance, a business model for a hospitality business start-up. #	2C.P7 Present a realistic business model for a hospitality business start-up. #		

\*Opportunity to assess mathematical skills

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

There are no special resources needed for this unit.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Potentially, the unit covers a large amount of ground and the intention is that, rather than becoming knowledgeable about all aspects of the business environment in the hospitality industry, learners instead become aware of the need to monitor the business environment and develop the skills to research what they need in order to develop a specific hospitality business idea.

Learners should be encouraged to actively take responsibility for finding information and applying it to their own business model.

The unit gives learners opportunities to explore current affairs and reflect on the impact that changes could have on businesses in the hospitality industry.

It is recommended that assessment evidence for this unit is presented in a portfolio, with the following sections, under which the learner places their evidence to meet the criteria:

- idea for the hospitality business start-up
- research for the hospitality business start-up
- initial plan for the new hospitality business idea
- format of the hospitality business start-up, reasons for choice
- business model
- presentation
- observation records and/or witness statements.

Work should be broken up into manageable stages. The assessment programme could be presented as a series of interlinked and coordinated tasks from which the outline business plan is derived. It will be necessary to have detailed and well-maintained tracking records so as to track the achievement of individual criteria.

Supporting evidence in the form of presentation materials, learners' notes and peer observations must be retained. Learners need to provide the initial rationale for the choice of development of a new hospitality business idea and a brief project plan; then later they need to provide the more specific detail in the business plan.

Learners' presentations need to be supported by completed assessor observation records detailing individual learner achievement against the target criteria. This is particularly important if a group presentation has been made. If learners have worked in groups on an idea for a hospitality business start-up, the groups should be no more than three or four learners.

## Learning aim A

**For 2A.P1:** learners need to outline how the business environment can affect a hospitality business start-up. Learners must consider national and local factors, the impact of these factors, and risks and opportunities.

**For 2A.P2:** learners need to explain how current trends will affect a hospitality business start-up. If they wish, they could focus on trends that have a particular impact on their own idea for a hospitality business start-up.

**For 2A.M1:** learners need to explain how changes in the current business environment are likely to affect a hospitality business start-up. They should be encouraged to support their explanations with additional information, such as articles, data and statistics relating to the issues they are explaining. This leads to **2A.M2** where learners will compare how two trends have affected a hospitality business start-up. If they wish, they could focus their evidence on the impact this will have on their own idea for a hospitality business start-up. This evidence could be developed further in **2A.D1**, where learners will assess the current risks, opportunities and trends in the business environment for a hospitality business start-up. This should go beyond expressing a hunch or opinion but rather should draw upon relevant data or balance one argument with the opposing argument before coming to a decision.

**For 1A.1:** learners need to identify factors in the business environment that can affect a hospitality business start-up. Learners will provide minor factors that may affect a hospitality business start-up and work will lack detail.

**For 1A.2:** learners need to identify current trends that may affect a hospitality business start-up. These should be related to reliable sources of information. It may be useful for the learner to consider the trends that may be relevant to their idea for a new hospitality business idea.

## Learning aim B

**For 2B.P3:** learners need to describe, using relevant examples, the features of successful hospitality businesses they have individually identified. Evidence could come from interviews with representatives of the businesses. This could be developed for **2B.M3** where learners need to compare the features, strengths and weaknesses of two of the successful hospitality businesses used for **2B.P3**. This criterion lends itself to a report or learner presentation which includes relevant examples from each business.

**For 2B.P4:** learners need to prepare a realistic initial plan for a new hospitality business idea suitable for the local area. This must include an individual rationale with supporting evidence. The supporting evidence will show appropriate research and detail and be appropriate for the local area.

**For 2B.M4:** learners need to provide a full explanation of how their idea has the potential to respond to local market needs. Explanations should be clear and detailed and include resource estimation, likelihood of success or failure and major barriers. And for **2B.D2**, justify how their idea has potential for success in relation to specific local hospitality businesses. Evidence should include examples of how their business idea will ensure competitor advantage.

**For 1B.3:** learners need to identify the features of successful hospitality businesses. A minimum of four features need to be identified.

**For 1B.4:** learners need to prepare an initial plan for a new hospitality business idea for the local area, including a rationale and supporting evidence. At this stage the idea should be individual. It may be that learners then work together to select the best idea to take forward for the rest of the unit, but if that is the case all criteria must be evidenced individually.

## Learning aim C

**For 2C.P5:** learners need to explain the reasons for the choice of format selected for their hospitality business start-up, demonstrating an understanding of the characteristics of different types of format available.

**For 2C.P6 and 2C.P7:** learners need to produce and present a realistic business model using sources of help and support for a hospitality business start-up. Their business model must include all of the components listed in Topic C.3. of the unit content section of this unit. Their presentation should be in front of a suitable audience, such as their teacher and/or their peers, or visiting employers in a 'Dragon's Den'-style set up. They can develop their model further in **2C.M5** by explaining how the format and business model will enable the hospitality business to carry out its activities successfully, based on its potential for success in relation to existing local hospitality businesses. This will be detailed and original, showing thorough research and thought. There will be a detailed explanation of how the business model has the required features to respond to market needs and be successful, giving reasons for its suitability.

**For 2C.D3:** learners will explain how their chosen format and supporting evidence justifies the initial hospitality business start-up idea. They should explain a vision that traces the steps along the way from the original idea to a plan for a hospitality business start-up that could be potentially successful. They will come up with one idea that responds creatively to market needs and will be able to articulate their thoughts well. They will justify and evaluate the likelihood of success of the development of the hospitality business start-up idea. Learners will need to define what success is and use one or more sources of information, such as their business plan, to support judgements on whether the idea is likely to be successful, using comparisons to existing hospitality businesses.

**For 1C.5:** learners need to outline the choice of format selected for a hospitality business start-up. Learners will define and identify features, advantages and disadvantages of the format selected but they may be incomplete or there may be some errors present.

**For 1C.6 and 1C.7:** learners need to produce and present, a basic business model for a hospitality business start-up. The plan may not show that they are fully informed of all the components of a business model (as outlined in Topic C.3 of the unit content section of this unit) and research may be incomplete. Learners will need guidance from teachers in order to proceed with the activity, this could include supplying templates for completion.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Investigating the Local Hospitality Business Environment	You have decided that you would like to set up a hospitality business. You will research local hospitality businesses to understand the local business market and to see whether there is a gap in the market that you could fill with your new business. To do this, you will need to consider both current trends and the current business environment, and their impact on hospitality businesses.	Leaflet, presentation, discussion.
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.M4, 2B.D2; 1C.5, 1C.6, 1C.7, 2C.P5, 2C.P6, 2C.P7, 2C.M5, 2C.D3	My Hospitality Business Idea	You will research which hospitality businesses in the local area are currently successful, and why. You will then plan and decide on a realistic idea for a proposed hospitality business start-up, as well as deciding on the format for the ownership of the business. When presenting your realistic business model, you need to include your research, the type of ownership proposed, whether you have chosen to provide products or services, your aims, objectives and sources of finance for the business, who your stakeholders are and a justification of why you think your business will be successful.	Presentation with explanatory notes, of idea, format and business model.

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

Level:	<b>1 and 2</b>
Unit type:	<b>Optional specialist</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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## Unit introduction

Have you ever considered what has to happen to produce appetising and nutritious meals? Hospitality is an exciting and demanding industry and food preparation and cooking is a very important part of it.

This unit gives you the opportunity to explore the understanding and skills required for proficiency in planning, preparing, cooking and finishing a range of food types. You will learn how to select and prepare ingredients and plan a two-course meal. You will also learn about the tools and equipment used to prepare, cook and finish food. Knowledge of each food course is supported with understanding about planning and selecting ingredients and safe and hygienic working practices.

The success of the hospitality industry relies on workers at all levels understanding the importance of the quality of food used in preparing meals, working in a safe and hygienic manner and storing food items correctly. If you identify any potential hazards in the food production area, or related to the quality of the ingredients, you will need to react immediately, to avoid injuries to customers or staff.

This unit will help you to develop safe and hygienic working practices, using appropriate methods to cook a nutritious two-course meal and using appropriate finishing methods to ensure the meal meets given requirements and specifications. You will then gather feedback on the meal you cooked and finished to determine any improvements it may require.

## Learning aims

In this unit you will:

- A understand how to plan a nutritious meal
- B be able to prepare food in a safe and hygienic manner
- C be able to cook and finish food in a safe and hygienic manner.

## Learning aims and unit content

What needs to be learnt
<p><b>Learning aim A: Understand how to plan a nutritious meal</b></p> <p><b>Topic A.1 Planning a meal using a range of ingredients</b></p> <ul style="list-style-type: none"> <li>Understanding food classifications, including:             <ul style="list-style-type: none"> <li>cereals, grains, legumes/pulses, e.g. rice, wheat, peas</li> <li>vegetables, e.g. potatoes, sugar beet, cauliflower, lettuce, onions, carrots, peppers, cucumber, mushrooms, spinach</li> <li>fruits, e.g. citrus fruits, apples, peaches, strawberries, grapes, bananas, tropical fruits – pineapple</li> <li>nuts and seeds, e.g. sunflower seeds, walnuts, pecan nuts</li> <li>spices and herbs, e.g. paprika, cinnamon, oregano, nutmeg, peppermint</li> <li>meat, poultry and fish, e.g. beef, pork, lamb, chicken, plaice, cod, haddock</li> <li>dairy, e.g. milk, butter, cream, yoghurt, crème fraîche.</li> </ul> </li> <li>Planning, including:             <ul style="list-style-type: none"> <li>selecting recipes for courses, e.g. starter, main course, dessert, style of food – North American, Asian, Oriental, Central and South American, European, vegetarian</li> <li>timings, e.g. time of year, preparation, cooking, assembling ingredients and equipment.</li> </ul> </li> <li>Nutrition, e.g. contribution to five-a-day initiative, Eatwell plate – how much of what is eaten should come from each food group from fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice, potatoes and pasta, high fat/sugar food, substituting ingredients in recipes, age- and condition-based variations of food groups, maximising the retention of nutritional values of food during cooking, calorie content of food, controlled portion sizes, health benefits of eating a balanced diet.</li> <li>Food types, e.g. canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, vegetarian dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit.</li> </ul>
<p><b>Learning aim B: Be able to prepare food in a safe and hygienic manner</b></p> <p><b>Topic B.1 Preparing different types of food items</b></p> <ul style="list-style-type: none"> <li>Food preparation methods, e.g. beating, chopping, creaming, dicing, grating, folding, mixing, peeling, rubbing, and the correct weighing, portioning and measuring of foods.</li> </ul> <p><b>Topic B.2 Tools and equipment used to prepare food</b></p> <ul style="list-style-type: none"> <li>Tools, e.g. spoons, spatulas, peelers, zesters, kitchen scissors, knives, hand graters, slicers, colanders, hand or bench food processors.</li> <li>Large- and small-scale equipment, e.g. steamers, combi ovens, bratt pans, floor standing mixers, rack ovens; and bench mixers, blenders, microwaves, pastry breaks, bread moulds.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**What needs to be learnt****Topic B.3 Importance of quality of food**

- Quality issues, e.g. appearance, smell, texture, damaged goods, expired 'use-by' date.
- Importance, e.g. fresh produce, 'use-by' dates, customer satisfaction, health and safety, business standards, food hygiene, reporting problems with food.
- Problems with ingredients, e.g. ingredients not fresh, not the right quality, not the right type, not kept at the right temperature/storage conditions, pests.

**Topic B.4 Importance of working in a safe and hygienic manner and storing food items correctly**

- Knowing personal responsibilities under the Health and Safety at Work Act.
- Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce.
- Wearing correct clothing, footwear and headgear.
- Reporting accidents and near accidents.
- Identifying potential hazards in the food production area.
- Storage, e.g. refrigerating, freezing, dry store, sell/use by dates.
- Consequences of not following safe and hygienic working procedures and storing food correctly.
- Following safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination.
- Separating raw foods and ready to eat foods.
- Legislation, e.g. Food Hygiene Regulations.
- Importance of correct food storage, e.g. preventing cross-contamination, preventing growth of bacteria.

**Learning aim C: Be able to cook and finish food in a safe and hygienic manner****Topic C.1 Cooking different types of food items in a safe and hygienic manner**

- Food cooking methods, e.g. boiling, grilling, deep frying, shallow frying, stir frying, roasting, baking, stewing, poaching, simmering, braising, steaming, microwaving, pot-roasting, sautéing.
- Appropriate methods for cooking different types of food:
  - boiling, e.g. eggs, rice, pasta, potatoes, broccoli
  - grilling, e.g. salmon, minute steaks, peppers
  - deep frying, e.g. haddock, potatoes, doughnuts
  - shallow frying, e.g. plaice, beef steaks, turkey escalope
  - stir frying, e.g. cut breasts of chicken, carrots, bamboo shoots
  - roasting, e.g. chicken, lamb, potatoes, root vegetables, beetroot, fennel
  - baking, e.g. fish pie, shepherd's pie, potatoes, squash, fruit pies, tarts, cakes
  - stewing, e.g. lamb, veal
  - poaching, e.g. trout, eggs
  - simmering, e.g. rice, pasta
  - braising, e.g. lamb shanks, fennel, potatoes
  - steaming, e.g. rice, kale, purple sprouting

*continued*

**What needs to be learnt**

- microwaving, e.g. fish, meat, poultry, vegetables, soups, sauces, desserts
- pot-roasting, e.g. lamb tagine, chicken, beef
- sautéing, e.g. potatoes, mushrooms, onions.
- Seasoning, tasting, ensuring food is cooked properly.
- Following recipes, e.g. weights and measures, temperatures, timings.
- Correct temperatures, e.g. cooking hot food above 63°C, ensuring food safety, preserving nutritional value.
- Healthy eating considerations, e.g. grilling, steaming, boiling, baking, microwaving, preserving nutritional value, using low fat oil.
- Minimising food wastage.

**Topic C.2 Tools and equipment used to cook food**

- Tools and equipment, e.g. salamanders, grills, deep fat fryers, shallow fryers, salmon kettles, ovens, saucepans, frying pans, sauté pans, steamers, baking trays, greaseproof paper, ovenproof dishes, protective gloves.

**Topic C.3 Finishing food**

- Finishing dishes, e.g. meeting given requirements and specifications, appearance, portion size, correct temperature, seasoning, colour, consistency, flavour, customer preferences.
- Garnishes, e.g. herbs, vegetables, dressings, redcurrants, toasted dried fruit, croutons, citrus fruit, cream, butter, dish requirements.
- Accompaniments, e.g. tartare sauce.
- Presentation equipment, e.g. plates, platters, silver salvers, serving dishes, sauce boats.

**Topic C.4 Reviewing food preparation, cooking and finishing practices and methods**

- Review techniques, including:
  - collecting information, e.g. comments cards, questionnaires, staff meetings
  - sources of information, e.g. customers, colleagues.
- Reviewing preparation, cooking and finishing, including:
  - planning
  - timing
  - working method
  - quality, appearance, taste, colour and texture of food
  - recommendations for improvement.

## Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Understand how to plan a nutritious meal</b>			
1A.1 Select ingredients for a two-course meal following recipes. *	2A.P1 Plan a nutritious two-course meal that requires different preparation and cooking methods for each course. *	2A.M1 Plan a nutritious two-course meal that requires different preparation and cooking methods for each course, justifying the choice of ingredients used in the plan. *	2A.D1 Assess the importance of a balanced nutritional content of meals to health. *
<b>Learning aim B: Be able to prepare food in a safe and hygienic manner</b>			
1B.2 Prepare food items for a two-course meal following recipes, using safe and hygienic working practices with support.	2B.P2 Demonstrate independent safe and hygienic working practices when preparing different food items for a nutritious two-course meal.	2B.M2 Review the effectiveness of own working practices when preparing different food items for a nutritious two-course meal.	2B.D2 Evaluate the consequences of poor working practices when preparing different food items.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to cook and finish food in a safe and hygienic manner			
1C.3 With guidance, use cooking methods and safe and hygienic working practices when following recipes for a two-course meal. *	2C.P3 Demonstrate independent safe and hygienic working practices when using appropriate methods to cook a nutritious two-course meal. *	2C.M3 Justify the methods used to cook and finish a nutritious two-course meal.	2C.D3 Recommend improvements to the quality of the two-course meal, based on feedback gathered. #
1C.4 Use finishing methods for a two-course meal following recipes.	2C.P4 Use appropriate finishing methods for a two-course meal to ensure the meal meets given requirements and specifications.		
1C.5 Gather feedback on the two-course meal. #	2C.P5 Gather feedback on the two-course meal, using appropriate techniques. #	2C.M4 Use feedback gathered to analyse the quality of the two-course meal. #	

\*Opportunity to assess mathematical skills

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

Learners will need access to professionally equipped industrial kitchens and support areas for successful completion of this unit. Appropriate large and small commercial equipment should be provided that is up to date and in good working order. Learners will benefit from having access to equipment that is fuelled by both gas and electricity. Learners will also benefit from as much realism as possible. They must have access to the range and quality of food items needed for them to complete the learning and assignment tasks successfully.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the importance of safe and hygienic working practices when preparing, cooking and finishing different food items in the hospitality industry and are able to plan a nutritious two-course meal using different ingredients. They must also show how they have demonstrated safe and hygienic working practices when using appropriate methods to prepare, cook and finish a nutritious two-course meal.

To achieve all the assessment criteria, learners should plan for, prepare, cook and finish a nutritious two-course meal, using different ingredients. Learners should consider the assessment as if they were preparing, cooking and finishing food for an actual hospitality business.

Examples could be from hotels, restaurants, pubs, hospitality service providers, memberships clubs, events, etc. Recipes they might follow can be their own creation or provided to them by teachers or relatives.

## Learning aim A

**For 2A.P1:** learners need to plan a nutritious two-course meal, not repeating the main food items in both courses. For example, if learners are cooking a salmon starter and then go on to cook a main course, the main ingredient should not be salmon. It could be for example lamb or a different type of fish, such as squid, as long as it is significantly different in type and requires different preparation and cooking methods. The evidence should include a list of the ingredients needed, a description of the methods of preparation and cooking, the equipment required to prepare, cook and finish the courses, timings for assembling ingredients and equipment, preparation, cooking and finishing the meal, and key hygiene and safety points (e.g. avoiding cross-contamination, core cooking temperatures, safety with hot liquids etc.). The plan should also show how the meal will contribute to a balanced diet.

**For 2A.M1:** learners need to plan a nutritious two-course meal not repeating the main food items in both courses, justifying the choice of ingredients used in the plan. Evidence presented to achieve **2A.M1** should show that learners are able to determine the nutritional value of ingredients selected to be included in the two-course meal and establish the nutritional benefits of, for example using different ingredients and methods of cooking. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

Learners can develop evidence for **2A.M1** into evidence for **2A.D1**, which requires them to assess the importance of a balanced nutritional content of meals to health. Evidence presented to achieve **2A.D1** should show that learners understand the effects a balanced nutrition has on the body. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

**For 1A.1:** learners need to select ingredients for a two-course meal following recipes. The evidence should include a list of the correct ingredients needed for the two-course meal they have selected, including the required weights and measurements.

## Learning aim B

**For 2B.P2:** learners need to demonstrate safe and hygienic working practices when preparing different food items for a nutritious two-course meal. Learners should work independently. Learners need to follow the instructions for preparing the ingredients in the recipes for two courses by selecting the correct ingredients and using the measurements and preparation methods given. The two courses could include a starter and a main course, a main course and a dessert or a starter and a dessert. Evidence will be through records of how these working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

**For 2B.M2:** learners need to review the effectiveness of own working practices when preparing different food items for a nutritious two-course meal. Learners need to reflect on their performance and review how well they prepared the food items using safe and hygienic working practices.

**For 2B.D2:** learners need to evaluate the consequences of poor working practices when selecting and preparing different food items. Learners could interview representatives from hospitality businesses to obtain their views and use the findings as part of their evidence.

**For 1B.2:** learners need to prepare food items for a two-course meal following recipes. Learners need to follow the instructions for preparing the ingredients in the recipe by selecting the correct ingredients, using the measurements and preparation methods given. Evidence will be through records of how the preparation methods have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the preparation methods (e.g. in a log or diary if they have demonstrated the preparation methods during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will require safety supervision in order to work safely and hygienically.

## Learning aim C

**For 2C.P3:** learners need to demonstrate safe and hygienic working practices when using appropriate methods to cook a nutritious two-course meal. Learners will work independently. Learners need to demonstrate the cooking methods required by the recipes safely and hygienically. Evidence will be through records of how the cooking methods and working practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal

statement from evidence they have gathered to show how they demonstrated the cooking methods and working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Centres could use an observation record for this criterion supported by appropriate images, (e.g. photos).

**For 2C.P4:** learners need to use appropriate finishing methods for a two-course meal to ensure the meal meets given requirements and specifications. Learners will need to present the meal attractively to meet given requirements and specifications. Evidence will be through records of how the finishing methods and given requirements and specifications have been applied and met (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the appropriate finishing methods and have met given requirements and specifications (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Centres could use an observation record for this criterion supported by appropriate images, (e.g. photos).

**For 2C.P5:** learners need to gather feedback on the two-course meal, using appropriate techniques. Learners must apply appropriate review techniques to the two-course meal they have cooked and finished. These techniques may involve producing customer comment cards to be placed on the tables, or may take the form of short interviews with customers after eating the meal. Learners should also get feedback from colleagues. Evidence can be presented as a written statement, or as a verbal presentation to the food production staff consisting of other learners and assessors.

**2C.P3** and **2C.P4** can be developed for **2C.M3**, where learners need to justify the methods used to cook and finish a nutritious two-course meal. This should include the effects of cooking methods on the ingredients and the finished product.

**2C.P5** can be developed for **2C.M4**, where learners need to use feedback gathered to analyse the quality of the two-course meal. This analysis could be presented in a written format, using graphs and tables to present the review techniques findings.

**2C.M4** can be developed for **2C.D3**, where learners need to recommend improvements to the quality of the two-course meal based on feedback gathered. Evidence presented to achieve **2C.D3** should show that learners are able to make recommendations for improvements to the quality of the two-course meal based on their analysis of the results from the review techniques. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

**For 1C.3:** learners need to use cooking methods and safe and hygienic working practices when following recipes for a two-course meal. Evidence will be through records of methods and safe and hygienic working practices used when cooking a two-course meal (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the cooking methods and working practices (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will need safety supervision from teachers in order to work safely and hygienically.

**For 1C.4:** learners need to use finishing methods for a two-course meal following recipes. Evidence will be through records of methods used when finishing a two-course meal (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the finishing methods (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

**For 1C.5:** learners need to gather feedback on the two-course meal. Feedback gathered could be presented in a written format.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	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.	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 of a balanced nutritional content of meals to health.
1B.2, 2B.P2, 2B.M2, 2B.D2	Preparing Food	You continue in the same role of trainee chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing a nutritious two-course meal. You will be observed demonstrating your skills to meet given requirements and specifications. When demonstrating your skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	Work experience or role play supported with personal statement and observation record.  This needs to be followed by a review of the effectiveness of own working practices when preparing different food items for a nutritious two-course meal and an evaluation the consequences of poor working practices when preparing different food items.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.3, 2C.P3, 1C.4, 2C.P4, 2C.M3, 1C.5, 2C.P5, 2C.M4, 2C.D3	Cooking and Finishing Food	You continue in the same role of trainee chef. You need to develop your skills to demonstrate safe and hygienic working practices when cooking and finishing a nutritious two-course meal. You will be observed demonstrating your skills to meet given requirements and specifications. When demonstrating your skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	<p>Work experience or role play supported with personal statement and observation record.</p> <p>This needs to be followed by a justification of the methods used to cook and finish a nutritious two-course meal. Learners will also need to show how they have gathered feedback, used the feedback, and then analysed and made recommendation upon it.</p>

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

Level:	<b>1 and 2</b>
Unit type:	<b>Optional specialist</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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## Unit introduction

Have you ever wondered what it would be like to work in a busy, vibrant hospitality business? Have you watched the staff in a restaurant, a bar or a cafe when they are dealing with lots of different tasks, all at the same time, and are still smiling? Providing food and beverage service requires a passion for excellence and means you take pride in giving customers a memorable experience.

In this unit you will learn to develop the skills and practices required to work in this area of the hospitality industry. You will learn how to prepare the service area using appropriate personal presentation, professional, safe and hygienic practices, as well as using the appropriate equipment for the service style used.

Anyone who wishes to work in a successful hospitality business must understand the importance of following professional, safe and hygienic practices when providing food and beverage service. It is also essential to understand the impact of *not* doing so.

You will have the chance to practise your newly learned skills to serve customers with food and beverages. During this process, you will be able to collect feedback from your customers and colleagues, and you will then have the opportunity to review and reflect on the success of your performance.

## Learning aims

In this unit you will:

- A understand how to use professional, safe and hygienic practices when preparing the food and beverage service area
- B provide food and beverage service to customers professionally, safely and hygienically.

## Learning aims and unit content

### What needs to be learnt

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

##### Topic A.1 Professional, safe and hygienic practices when preparing the food and beverage service area

- Professional practices, including:
  - behaviour and attitude, e.g. attentiveness to customers, positive body language, attention to detail
  - communication skills, e.g. listening, speaking, relaying messages and orders accurately and promptly
  - teamwork, e.g. working effectively with others
  - complying with codes of practice, e.g. customer service policy, disability discrimination, equality and diversity, data protection
  - personal presentation, including:
    - personal hygiene, e.g. fresh breath, short fingernails, not wearing nail varnish, using discreet deodorant, perfume or aftershave
    - appearance, e.g. clean clothes, clean hair, tying back long hair, minimal jewellery
    - dress, e.g. smart and ironed uniform, polished shoes, appropriate footwear.
- Safety and hygiene considerations, including:
  - general safety, e.g. opening and closing doors safely, carrying trays, dealing with spillages and breakages appropriately
  - hand hygiene – washing hands at appropriate times
  - handling food and beverages safely during service
  - hazard spotting, e.g. spillages on the floor, trip hazards, carrying heavy equipment
  - safe storage of items, e.g. equipment, crockery, cutlery, glassware
  - maintaining a clean work area using hygienic working practices
  - complying with food hygiene regulations.

##### Topic A.2 Preparing for food and beverage service

- Hospitality industry businesses providing food and beverage service, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.
- Preparing the food and beverage service area, including:
  - cleaning and organising service areas, laying tables
  - reporting any problems identified, e.g. with food, beverages, service equipment.

*continued*

**What needs to be learnt**

- Preparing the service area using the appropriate type of service equipment for the food and beverage to be served, including:
  - service units, e.g. heated, refrigerated
  - trays
  - crockery
  - cutlery
  - glasses, e.g. water, wine, champagne
  - table coverings, e.g. linen, disposable items, table mats
  - menus, e.g. booklet, card, blackboard
  - service utensils, e.g. tongs, serving spoons
  - condiments, e.g. sugars, sweeteners, cruets, sauces, dressings.

**Learning aim B: Provide food and beverage service to customers professionally, safely and hygienically**
**Topic B.1 Providing food and beverage service**

- Styles of food and beverage service, e.g. plate service, platter service, family-style service
  - service concepts, e.g. buffets, counter, cafeteria, self-service.
- Food types, e.g. canapés and other appetisers/starters, soups, egg dishes, pasta and rice dishes, vegetarian dishes, fish, meats, poultry, game, vegetables, salads and dressings, accompaniments, sauces, cold buffet, cheese, sweets, savoury, dessert fruit.
- Beverages, including:
  - types, e.g. coffee, hot chocolate, teas, tisanes, steamed milk beverages, cold beverages, iced beverages, fresh juices, alcoholic beverages
  - service styles, e.g. using different cups or glassware, bottles, cans, cartons, draught, fountain or measured/optic dispensers.
- Greeting customers and taking orders, including:
  - welcoming customers, checking any booking history and identifying their requirements
  - providing information on menu items
  - maximising the order using appropriate sales techniques
  - passing and receiving orders
  - serving customers in a timely manner
  - communicating effectively with customers and colleagues
  - effective teamwork
  - dealing with special requirements and requests, e.g. allergies, religious requirements, disability requests, young children
  - dealing with customers' departures.

*continued*

**What needs to be learnt**

- Serving customers' orders and maintaining the service area, including:
  - serving food and beverages with appropriate service equipment and service style at the appropriate times
  - complying with legal requirements for temperatures of food for service and storage
  - ensuring condiments and accompaniments for served food are available for customers
  - maintaining appropriate stock levels of food, beverage and service equipment
  - maintaining cleanliness of food and beverage service area throughout service
  - clearing work areas, including customer and service areas
  - ensuring customer payment.

**Topic B.2 Reviewing effectiveness of food and beverage service provision**

- Review techniques, including:
  - collecting information, e.g. comments cards, questionnaires, staff meetings
  - sources of information, e.g. customers, colleagues.
- Reviewing effectiveness, including:
  - timings
  - appropriateness of service style
  - quality and appearance of food and beverage served
  - working methods
  - service skills
  - attitude and behaviour
  - recommendations for improvement.

## Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Understand how to use professional, safe and hygienic practices when preparing the food and beverage service area</b>			
1A.1 Identify professional, safe and hygienic practices that should be followed when preparing a food and beverage service area.	2A.P1 Describe professional, safe and hygienic practices that should be followed when preparing a food and beverage service area.	2A.M1 Review the effectiveness of own professional, safe and hygienic practices when preparing a food and beverage service area.	2A.D1 Evaluate own performance when demonstrating professional, safe and hygienic practices for preparing a food and beverage service area.
1A.2 Use professional, safe and hygienic practices when preparing a food and beverage service area, with guidance.	2A.P2 Demonstrate independent professional, safe and hygienic practices when effectively preparing a food and beverage service area.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim B: Provide food and beverage service to customers professionally, safely and hygienically</b>			
1B.3 Use an appropriate service style when providing food and beverage service to customers.	2B.P3 Demonstrate effective use of two different service styles when providing food and beverage service to customers.	2B.M2 Demonstrate effective use of two different service styles when providing food and beverage service to customers, dealing with special requirements and requests.	2B.D2 Demonstrate confident and effective use of customer service skills in two different service styles when providing food and beverage service to customers, dealing with special requirements and requests.
1B.4 Gather feedback on own food and beverage service skills. #	2B.P4 Gather feedback on effectiveness of own food and beverage service skills, using appropriate techniques. #	2B.M3 Use feedback gathered to analyse the effectiveness of own food and service skills. #	2B.D3 Recommend improvements to own food and beverage service skills, based on feedback gathered. #

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

While this unit makes reference to alcoholic drinks within the Unit content for Topic B.1 this is a theoretical knowledge requirement. There is no requirement for alcohol to be used in the delivery of any aspect of this unit. It is strongly recommended that alcohol is not allowed to be used for any part of the practical requirements of this unit when the qualification is delivered to learners aged 14–16 years. If alcohol is used as part of the course when delivered to learners who are 16 years old and above it is essential that centres comply with the requirements of Section 153 of the Licensing Act 2003 [www.legislation.gov.uk/ukpga/2003/17/section/153](http://www.legislation.gov.uk/ukpga/2003/17/section/153).

## Resources

The special resources required for this unit are access to a food and beverage service area, including appropriate equipment, beverages and food. Learners should have access to equipment to demonstrate different service styles.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed and the practices that should be followed when providing food and beverage service within the hospitality industry and the importance of following these practices. They must also show how they have demonstrated provision of food and beverage service, using different service styles.

To achieve all the assessment criteria, learners should research different service styles used in hospitality businesses. Examples could be from hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events, etc.

## Learning aim A

**For 2A.P1:** learners need to describe the professional, safe and hygienic practices that should be followed when preparing a food and beverage service area. Examples from staff handbooks from real hospitality businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

**For 2A.P2:** learners need to demonstrate professional, safe and hygienic practices when effectively preparing a food and beverage service area. Learners should demonstrate these practices independently. Centres will need to set up some situations where learners can use and develop their working practices. This could be a small buffet lunch or afternoon tea, or a meeting where light refreshments are to be served before the meeting.

**For 2A.M1:** learners need to review the effectiveness of own professional, safe and hygienic practices when preparing a food and beverage service area. Learners need to reflect on their performance and review how well they prepared a food and beverage service area using professional, safe and hygienic practices. This should include an explanation of what they have learned, what they did well, what they struggled with and why.

**For 2A.D1:** learners need to evaluate own performance when demonstrating professional, safe and hygienic practices for preparing a food and beverage service area. They may use feedback from witnesses (e.g. teachers, peers) and give their own opinions. Evidence can be in the form of a personal statement from the learner using examples from their demonstration of their professional, safe and hygienic practices.

**For 1A.1:** learners need to identify professional, safe and hygienic practices that should be followed when preparing a food and beverage service area. This should involve demonstrating knowledge of the professional, safe and hygienic practices that staff should follow when preparing a food and beverage service area in the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of the professional, safe and hygienic practices for food and beverage service required for **1A.1** can be drawn from research, for example identifying practices required for service in the business they visited.

**For 1A.2:** learners need to use professional, safe and hygienic practices when preparing a food and beverage service area, with safety supervision. Evidence will be through records of how these practices have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the practices (e.g. in a log or diary if they have demonstrated these practices during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners will need safety supervision from teachers in order to meet this criterion.

## Learning aim B

**For 2B.P3:** learners need to demonstrate two different service styles when providing food and beverage service effectively to customers. The service styles used need to be sufficiently different to demonstrate the learner's depth and breadth of knowledge of food and beverage service working practices within the hospitality industry, for example plate service and family-style service.

**For 2B.P4:** learners need to gather feedback on effectiveness of own food and beverage service skills, using appropriate techniques. Learners must apply appropriate review techniques during demonstration of two contrasting service styles when providing food and beverage service. These techniques may involve producing customer comment cards to be placed on the tables, or may take the form of short interviews with customers at the end of service. Learners should also get feedback from colleagues. Evidence can be presented as a written statement, or as a verbal presentation to the food and beverage service staff consisting of other learners and assessors.

**2B.P3** can be developed for **2B.M2**, where learners need to effectively demonstrate two different service styles when providing food and beverage service to customers, dealing with special requirements and requests. Work should be supported with observation records and personal statements. Evidence should include the learner's own plan for dealing with the special requirements and requests. This could involve their draft notes for a role play.

**2B.P4** can be developed for **2B.M3**, where learners need to use feedback gathered to analyse the effectiveness of own food and service skills. This analysis could be presented in a written format, using graphs and tables to present the review findings.

**2B.M2** can be developed for **2B.D2**, as learners need to demonstrate confident use of customer service skills in two different service styles when effectively providing food and beverage service to customers, dealing with special requirements and requests. Learners working at merit grade would demonstrate adaptability when dealing with customers. They should display a calm and positive attitude and appear comfortable working with customers. Work should be supported with observation records and personal statements. Evidence should include the learner's own plan for dealing with the special requirements and requests. This could involve their draft notes for a role play.

**2B.M3** can be developed for **2B.D3**, where learners need to recommend improvements to own food and beverage service skills. Evidence presented to achieve **2B.D3** should show that learners are able to make recommendations for improvements to food and beverage service based on their analysis of the results from the review findings. It may be appropriate for the assessor to use verbal questioning to discuss the suitability of the recommendations with learners.

**For 1B.3:** learners need to use an appropriate service style when providing food and beverage service to customers. Evidence will be through records of food and beverage service provision (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the service skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

**For 1B.4:** learners need to gather feedback on own food and beverage service skills. Feedback gathered could be presented in a written format.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.M1, 2A.D1	Professional, Safe and Hygienic Practices When Preparing the Food and Beverage Service Area	You are working in the hospitality industry as a food and beverage server. You have been tasked with preparing training materials for new staff. To do this, you will need to investigate professional, safe and hygienic practices when preparing the food and beverage service area. You will use the results of your research to create training materials that new staff can use to learn about demonstrating food and beverage service provision skills in the hospitality industry.	<p>Training handbook or leaflet for new staff in a hospitality business, to include guidance on professional, safe and hygienic practices to be followed when preparing the food and beverage service area in the hospitality industry.</p> <p>Work experience or role play supported with personal statement and observation record.</p> <p>This needs to be followed by a review and evaluation of the effectiveness when demonstrating own professional, safe and hygienic practices for preparing a food and beverage service area.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2, 2B.D2, 1B.4, 2A.P2, 2B.P4, 2B.M3, 2B.D3	Food and Beverage Service Provision	You continue in the same role of food and beverage server. You need to develop your skills in providing food and beverage service in different service styles. You will be observed demonstrating professional, safe and hygienic practices when preparing a food and beverage service area. You will need to demonstrate two different service styles when providing food and beverage service to customers. You will also need to gather and use feedback on your service and recommend improvements based on the feedback. When demonstrating your food and beverage service skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	<p>Work experience or role play supported with personal statement and observation record.</p> <p>Learners will also need to show how they have gathered feedback, used the feedback, and then analysed and made recommendation upon it.</p>



# Unit 8: Front Office Services in the Hospitality Industry

Level:	<b>1 and 2</b>
Unit type:	<b>Optional specialist</b>
Guided learning hours:	<b>30</b>
Assessment type:	<b>Internal</b>

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## Unit introduction

Have you ever heard the expression, 'You never get a second chance to make a first impression'? In the hospitality industry it is often the responsibility of the front office to create that important first impression. The impressions that customers receive from this area can impact hugely on customer satisfaction and ultimately on the success of a business.

In this unit you will learn how a good first impression is created – through direct contact with the customer, on the phone or in writing. You will also learn the integral part that the front office plays in looking after customers – from their initial enquiry through to their departure.

The front office includes all the activities involved in administering the different stages of a customer's stay – before arrival, on arrival, during the stay and on departure – and responding to the individual needs of those customers. It involves taking bookings, checking customers in and out and administering their bills and payments, while demonstrating good customer service skills. You will investigate the roles and responsibilities of those people working in the front office environment, including reservations, reception, concierge and portering staff.

You will have the opportunity to develop your understanding of the importance of front office and to recognise how high standards of service can be provided by front office staff. You will also be able to put these skills into practice through real or simulated activities involving providing front office services, such as welcoming customers, dealing with enquiries and providing customer service.

## Learning aims

In this unit you will:

- A understand the purpose of front office services within the hospitality industry
- B understand front office job roles and responsibilities
- C demonstrate front office skills.

## Learning aims and unit content

What needs to be learnt
<p><b>Learning aim A: Understand the purpose of front office services within the hospitality industry</b></p> <p><b>Topic A.1 Front office areas and services in hospitality businesses</b></p> <ul style="list-style-type: none"> <li>• Front office areas and their purposes, including:             <ul style="list-style-type: none"> <li>◦ reception</li> <li>◦ bell service</li> <li>◦ mail and information</li> <li>◦ concierge</li> <li>◦ cashier's night audit.</li> </ul> </li> <li>• Services, e.g. registration, reservation, accounting procedures.</li> <li>• Hospitality industry business types/situations, e.g. hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events.</li> </ul> <p><b>Learning aim B: Understand front office job roles and responsibilities</b></p> <p><b>Topic B.1 Front office job roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Job roles, e.g. manager, shift leader, receptionist, reservations, night audit, telephonist, concierge, hall porter.</li> <li>• Responsibilities, e.g. reservations, check in, registration, guest accounting, check out, guest services, administration, customer service, answering the telephone, security.</li> </ul> <p><b>Topic B.2 Systems and procedures of front office</b></p> <ul style="list-style-type: none"> <li>• Legal, e.g. data protection, health and safety, consumer protection, legislation relating to guest registration, fire safety, disability discrimination and access requirements.</li> <li>• Meeting customer needs, e.g. type of room, price, package, special requests, referring to guest history, customer service skills.</li> <li>• Communication, e.g. reservation systems, reports, liaison with other departments, communicating with the guest, answering enquiries, dealing with complaints, selling products and services, giving information.</li> <li>• Property management systems (PMS) connect different hospitality departments (e.g. front desk, finance, housekeeping, restaurant, bar) to each other for the purpose of, e.g. customer billing, guest bookings, online reservations, rooms allocations and release.</li> <li>• Documentation, e.g. arrival and departure lists, room status reports, special requirements, guest list, forecast, registration forms, key cards, guest bills, payment documentation.</li> <li>• Standards, e.g. checking areas, use of checklists, quality, personal presentation, maintaining standards of performance.</li> <li>• Statistics, e.g. room occupancy, average room rates, forecasting.</li> <li>• Maximising revenue, e.g. up-selling, getting bookings guaranteed, overbooking, releasing unconfirmed bookings, getting the best rate possible.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**What needs to be learnt**

- Security, e.g. safe deposit, lost property, data protection, control of keys, electronic key systems, use of computer passwords, dealing with suspicious individuals, following security policies and procedures, reporting unusual/non-routine incidents, awareness of emergency evacuation procedures.

**Topic B.3 Managing the guest cycle**

- Stages, including:
  - pre-arrival (reservations), e.g. customer makes reservation, staff gather and record information
  - arrival, e.g. customer arrives and confirms information provided at the pre-arrival stage, staff storing and recording instructions, staff following legal and contractual procedures for completing the registration process
  - occupancy, e.g. staff coordination of customer requirements
  - departure, e.g. settling customer account.

**Topic B.4 The importance of front office**

- Customer experience, e.g. creating a good first impression, guest satisfaction, meeting needs, encouraging loyalty.
- Success of the business, e.g. repeat business, improved profitability, improved staff performance and motivation, reputation.

**Learning aim C: Demonstrate front office skills****Topic C.1 Meeting and greeting procedures**

- Meeting and greeting customers, e.g. ensuring registration documentation is completed accurately, giving information about charges and facilities to match customer requirements, promoting other services within the business, secure payment, issuing key and key-card, ensuring customer needs have been met, directing or having guest escorted to the room, maintaining personal presentation, demonstrating good customer service skills.

**Topic C.2 Dealing with customer requests and enquiries**

- Dealing with reservations, e.g. checking availability, taking booking details, allocating room, explaining charges and terms, asking for a guarantee, communicating with other departments, administration.
- Dealing with customer requests for information, e.g. prices, opening times, giving appropriate and accurate information, giving the customer time to ask questions, active listening, ensuring prompt delivery of the product or service, referring to colleagues or other sources of information where appropriate.
- Dealing with special requests, e.g. additional rooms required, extra beds/cots, rooms away from lifts, pillow types, specific room views.
- Making additional sales, e.g. in-house movies, laundry, secretarial and business services, room service, spa, restaurant.
- Booking external services, e.g. car hire, travel, theatre tickets, visits to attractions, restaurant reservations, flower services.

*continued*

### **What needs to be learnt**

#### **Topic C.3 Preparing customer accounts and dealing with guest departure**

- Preparing customer accounts, e.g. posting charges accurately.
- Dealing with customer departure, e.g. presenting the bill, asking the customer to check bill accuracy, checking customers' satisfaction of their stay, taking payment, retrieving key, thanking customer for their custom, saying goodbye.

## 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.
<b>Learning aim B: Understand front office job roles and responsibilities</b>			
1B.2 Identify the roles and responsibilities of front office staff in two hospitality businesses.	2B.P2 Describe the responsibilities that apply to the stages of the guest cycle within front office services in two contrasting hospitality businesses.	2B.M2 Compare job roles and responsibilities in front office of two contrasting hospitality businesses.	2B.D2 Evaluate how front office staff can enhance the customer experience and contribute to business success when managing the guest cycle in a selected hospitality business.
1B.3 Outline how front office staff manage the guest cycle in two hospitality businesses.	2B.P3 Explain how front office staff manage the guest cycle in two contrasting hospitality businesses.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim C: Demonstrate front office skills</b>			
1C.4 Use front office skills when dealing with customers at all stages of the guest cycle. *#	2C.P4 Demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations. *#	2C.M3 Demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations, dealing with a special request that arises. *#	2C.D3 Demonstrate effective and confident front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations, dealing with a special request that arises. *#

\*Opportunity to assess mathematical skills

#Opportunity to assess English skills

## Teacher guidance

When referring to *hospitality businesses*, this includes organisations within the hospitality industry.

## Resources

The special resources required for this unit are front office documentation such as diaries, reservation forms, registration forms and customer bills, which will enable the creation of a simulated front office environment. This does not have to replicate a real environment, although learners will benefit from the most realistic environment possible. A visit to a hotel to see the reception area and front office systems would help learners understand the role of the reception and front office in hospitality and the procedures used.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

In providing evidence for this unit, learners must show that they have an understanding of the skills needed to work in front office within the hospitality industry and the importance to hospitality businesses of meeting customer needs. They must also show how they have demonstrated front office skills in different hospitality business situations.

To achieve all the assessment criteria, learners should research two different hospitality businesses that require front office skills. Examples could be from hotels, pubs that offer accommodation, hospitality services, membership clubs, accommodation providers, hostels etc.

## Learning aim A

**For 2A.P1:** learners need to describe, using examples, front office services provided in two contrasting hospitality businesses. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the industry, for example a hotel and a hostel. Learners could visit the two businesses to find out about the front office areas in each. Examples from staff handbooks from real businesses could be used in conjunction with evidence from interviews with representatives of the business, or this information could be simulated in a case study.

**For 2A.M1:** learners need to expand on **2A.P1** and explain the purpose of front office services provided in two contrasting hospitality businesses. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

**For 2A.D1:** learners need to analyse differences in front office services provided in two contrasting hospitality businesses. Learners could use the businesses researched for **2A.P1** and **2A.M1** to achieve this criterion.

**For 1A.1:** learners need to identify front office areas in hospitality businesses. This should involve demonstrating knowledge of the front office areas in businesses within the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of hospitality front office areas required for **1A.1** can be drawn from research of hospitality businesses.

## Learning aim B

**For 2B.P2:** learners need to describe the responsibilities that apply to the stages of the guest cycle within front office services in two contrasting hospitality businesses. The businesses used need to be sufficiently contrasting to demonstrate the learner's depth and breadth of knowledge of the responsibilities of the same job role in different types of business, for example the responsibilities of a manager in a hotel and a manager in a pub that offered accommodation. Learners could interview representatives from each business to find out about their responsibilities.

**For 2B.P3:** learners need to explain how front office staff manage the guest cycle in two contrasting hospitality businesses. Learners could, while visiting the two contrasting hospitality businesses, interview front office staff from each business to find out how they deal with issues in the guest cycle.

**For 2B.M2:** learners need to expand on **2B.P2** and compare job roles and responsibilities in front office of two contrasting hospitality businesses. Learners could, while visiting the two contrasting hospitality businesses, interview representatives from each business to obtain their views.

**For 2B.D2:** learners need to evaluate how front office staff can enhance the customer experience and contribute to business success when managing the guest cycle in a selected hospitality business. It is recommended that learners use one of the businesses researched for **2B.P4** to achieve this criterion.

**For 1B.2:** learners need to identify the roles and responsibilities of front office staff in two hospitality businesses. This should involve demonstrating knowledge of the roles and responsibilities of front office staff working in the hospitality industry. This could be provided in the form of a leaflet for new staff. Examples of front office staff roles and responsibilities required for **1B.2** can be drawn from research, for example identifying roles and responsibilities for front office staff working in two contrasting hospitality businesses.

**For 1B.3:** learners need to outline how front office staff manage the guest cycle in two hospitality businesses. This information could be included in the staff leaflet created for **1B.2**.

## Learning aim C

**For 2C.P4:** learners need to demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two contrasting hospitality situations, for example in a pub with rooms and a hotel. Centres will need to set up some situations where learners can use and develop their front office skills, demonstrating the procedures involved in the front office. This could be taking customers' reservations, meeting and greeting them, dealing with their requests and enquiries, preparing their accounts and dealing with their departure at an event or in a hotel situation. **2C.M3** can be developed from **2C.P4**, where learners need to demonstrate effective front office skills when dealing with customers at all stages of the guest cycle in two different hospitality situations, dealing with a special request that arises. Work should be supported with observation records and personal or witness statements. When dealing with a special request that arises when providing hospitality services, learners do not have to be limited to face-to-face situations. They can also demonstrate their skills through written communication (such as responding to letters or emails of complaint) or recorded telephone conversations. Evidence should include the learner's own plan for dealing with a special request. This could involve their written script for a telephone conversation or their draft notes for a role play. Special requests can be introduced by teachers as part of a role play, for example when a request comes in via a booking website.

**For 2C.D3:** learners working at distinction should be able to adapt to different requests or circumstances. Learners should display a calm and positive attitude and appear comfortable when working with customers, in providing a confident and effective use of customer service skills when dealing with customers in two different hospitality situations. This can be developed from **2C.M3**.

**For 1C.4:** learners need to use front office skills when dealing with customers at all stages of the guest cycle. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners record a personal statement from evidence they have gathered to show how they demonstrated the skills (e.g. in a log or diary if they have demonstrated these skills during a work placement or part-time job). It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	What is the Purpose of Front Office?	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.	Training handbook or leaflet for new staff in a hospitality business, to include guidance on the purpose of front office services provided in two contrasting hospitality businesses, using examples. The handbook or leaflet should include an analysis of differences in front office services provided in two contrasting hospitality businesses.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2	The Roles and Responsibilities in Front Office	You continue in the same role of 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 roles and responsibilities 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.	Training handbook for new staff in a hospitality business, to include guidance on the responsibilities that apply to the stages of the guest cycle within front office services in two contrasting hospitality businesses and how front office staff manage the guest cycle in two contrasting hospitality businesses. The handbook should also include an analysis of the differences between job roles and responsibilities in front office in two contrasting hospitality businesses and an evaluation of how front office staff can enhance the customer experience and contribute to business success when managing the guest cycle in a selected hospitality business.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M3, 2C.D3	Front Office Skills	You continue in the same role of front office receptionist in a hotel. You need to develop your skills to work in different hospitality situations. You will be observed in two hospitality situations to deal with customers throughout the stages in the guest cycle. You will need to demonstrate the use of effective front office skills in two different hospitality situations, dealing with a special request that arises and developing confidence when working with customers. When demonstrating your front office skills, your performance will be observed by either your teacher (who will take on the role of your supervisor/manager) or your supervisor/manager from either a part-time job or work placement.	<p>Work experience or role play supported with personal statement and observation record.</p> <p>This needs to be followed by an evaluation of the effectiveness of own front office skills, justifying areas for improvement.</p>



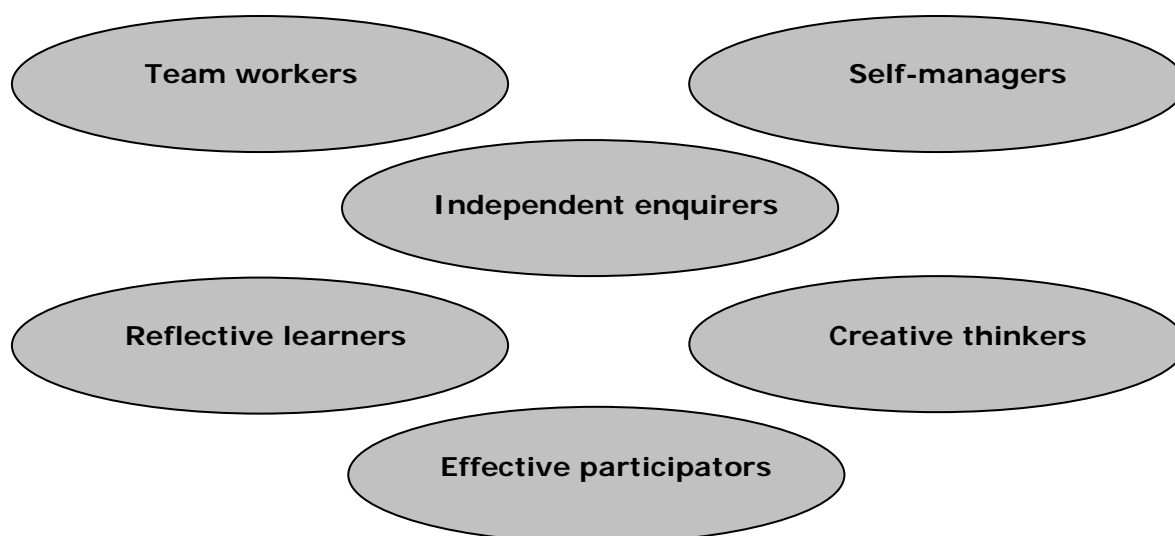
## Annexe A

### Personal, learning and thinking skills

#### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

## The skills

### Independent enquirers

#### Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

#### Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

### Creative thinkers

#### Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

#### Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

### Reflective learners

#### Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

#### Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

### Team workers

#### Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

#### Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### Self-managers

#### Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

#### Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

### Effective participators

#### Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

#### Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

**Key:**

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participants
1	✓					
2				✓	✓	✓
3	✓		✓			
4	✓		✓			
5	✓	✓	✓		✓	✓
6		✓			✓	✓
7		✓		✓	✓	✓
8		✓		✓	✓	✓

## Annexe B

### English knowledge and skills signposting

This table shows 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 (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
1: Introducing the Hospitality Industry (External)	N/A	N/A	N/A
2: Working in the Hospitality Industry	A	2A.P2, 2A.M2	1, 13
	B	1B.5, 2B.P5, 2B.M3, 2B.D2	2, 7, 9–12
3: Food Safety and Health and Safety in Hospitality	B	2B.P4, 2B.M2, 2B.D2	1, 13
4: Costing and Controlling Finances in the Hospitality Industry	A	2A.P2, 2A.M1	1, 13
	B	2B.P5, 2B.M2, 2B.D2	1, 13
	C	2C.M3, 2C.D3	1, 2, 3, 9–12, 15–16
5: Enterprise in the Hospitality Industry	B	1B.4, 2B.P4	2, 5, 15
	C	1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M5, 2C.D3	2, 7, 15, 16
6: Planning, Preparing, Cooking and Finishing Food	C	1C.5, 2C.P5, 2C.M4, 2C.D3	1, 3, 4, 8, 13, 14
7: Food and Beverage Service in the Hospitality Industry	B	1B.4, 2B.P4, 2B.M3, 2B.D3	1, 3, 4, 8, 13, 14
8: Front Office Services in the Hospitality Industry	C	1C.4, 2C.P4, 2C.M3, 2C.D3	2, 7, 9–12

## GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

### **Learners should:**

- 1 analyse spoken and written language, exploring impact and how it is achieved
- 2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- 3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- 4 understand and use the conventions of written language, including grammar, spelling and punctuation
- 5 explore questions, solve problems and develop ideas
- 6 engage with and make fresh connections between ideas, texts and words
- 7 experiment with language to create effects to engage the audience
- 8 reflect and comment critically on their own and others' use of language.

### **In speaking and listening, learners should:**

- 9 present and listen to information and ideas
- 10 respond appropriately to the questions and views of others
- 11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- 12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

### **In reading, learners should:**

- 13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- 14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

### **In writing, learners should write accurately and fluently:**

- 15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- 16 adapting form to a wide range of styles and genres

## Annexe C

### Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE mathematics subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
1: Introducing the Hospitality Industry (External)	N/A	N/A	N/A
2: Working in the Hospitality Industry	N/A	N/A	N/A
3: Food Safety and Health and Safety in Hospitality	N/A	N/A	N/A
4: Costing and Controlling Finances in the Hospitality Industry	B	1B.3, 2B.P3, 1B.4, 2B.P4, 2B.M2, 2B.D2	3–8, 13, 21, 22, 26
	C	1C.6, 2C.P6, 2C.M3	3–8, 12–17, 21
5: Enterprise in the Hospitality Industry	A	2A.P2, 2A.M2, 2A.D1	1–8, 12–17, 21, 24
	B	1B.4	1–8, 12–17, 21
	B	2B.P4, 2B.M4, 2B.D2	1–8, 12–17, 21, 24
6: Planning, Preparing, Cooking and Finishing Food	A	1A.1, 2A.P1, 2A.M1, 2A.D1	1–8, 21
	C	1C.3, 2C.P3	1–8, 21
7: Food and Beverage Service in the Hospitality Industry	N/A	N/A	N/A
8: Front Office Services in the Hospitality Industry	C	1C.4, 2C.P4, 2C.M3, 2C.D3	1–8, 21

## GCSE mathematics subject content area

The topic areas below are drawn from the GCSE mathematics subject criteria.

### Learners should be able to:

- 1 understand number size and scale and the quantitative relationship between units
- 2 understand when and how to use estimation
- 3 carry out calculations involving  $+$ ,  $-$ ,  $\times$ ,  $\div$ , either singly or in combination, decimals, fractions, percentages and positive whole number powers
- 4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
- 5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
- 6 understand and use the symbols  $=$ ,  $<$ ,  $>$ ,  $\sim$
- 7 understand and use direct proportion and simple ratios
- 8 calculate arithmetic means
- 9 understand and use common measures and simple compound measures such as speed
- 10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
- 11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
- 12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes
- 13 substitute numerical values into simple formulae and equations using appropriate units
- 14 translate information between graphical and numerical form
- 15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
- 16 extract and interpret information from charts, graphs and tables
- 17 understand the idea of probability
- 18 calculate area and perimeters of shapes made from triangles and rectangles
- 19 calculate volumes of right prisms and of shapes made from cubes and cuboids
- 20 use Pythagoras' theorem in 2-D
- 21 use calculators effectively and efficiently

### In addition, level 2 learners should be able to:

- 22 interpret, order and calculate with numbers written in standard form
- 23 carry out calculations involving negative powers (only  $-1$  for rate of change)
- 24 change the subject of an equation
- 25 understand and use inverse proportion
- 26 understand and use percentiles and deciles
- 27 use Pythagoras' theorem in 2-D and 3-D
- 28 use trigonometric ratios to solve 2-D and 3-D problems.

## Annexe D

### Synoptic assessment

Synoptic assessment in Pearson BTEC Level 1/Level 2 First Award in Hospitality is embedded throughout the assessment criteria across the units of study. The core and mandatory units provide the essential knowledge, understanding and skills required in hospitality and underpin the content of the optional specialist units.

Learners studying the Pearson BTEC Level 1/Level 2 First Award in Hospitality are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria, including:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their hospitality knowledge
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another and how each may contribute to different hospitality contexts/situations
- making and applying connections to particular hospitality contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence presented
- being able to suggest or apply different approaches to contexts or situations
- synthesising information gained from studying a number of different hospitality activities
- applying knowledge, understanding and skills from across different units to a particular hospitality situation, issue or case study
- using specialist terminology where appropriate
- demonstrating use of transferable skills
- developing an appreciation and awareness of the use of different techniques, methods or approaches to investigate and/or address specific customer needs, issues or situations
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

Synoptic assessment in the qualification enables learners to demonstrate their ability to integrate and apply knowledge, understanding and skills with breadth and depth. Assessment in any of the specialist optional units will show learners' ability to make connections between, and integrate, different topics of the unit content and assessment criteria.

#### Example

##### *Unit 1: Introducing the Hospitality Industry*

*Unit content:* the hospitality industry structure, the types of business within the industry, products and services it provides, hospitality industry operational processes, current issues and trends impacting on businesses within the hospitality industry and how the industry responds to these.

Topics from the unit content underpin knowledge, understanding and skills across all the other units: *Unit 2: Working in the Hospitality Industry* – working skills required to work in the hospitality industry; *Unit 3: Food Safety and Health and Safety in Hospitality* – legislation and regulations that control safe working practices in the hospitality industry; *Unit 4: Costing and Controlling Finances in the Hospitality Industry* – how hospitality businesses control costs, the use of selling prices and break-even analysis and measuring hospitality events' success; *Unit 5: Enterprise in the Hospitality Industry* – impact of trends and current business environment on a hospitality business start-up and ideas for new hospitality businesses; *Unit 6: Planning, Preparing, Cooking and Finishing Food* – planning, preparing, cooking and finishing nutritious meals that comply with safety and hygiene legislation and regulations; *Unit 7: Food and Beverage Service in the Hospitality Industry* – providing food and beverages service using professional, safe and hygienic practices; *Unit 8: Front Office Services in the Hospitality Industry* – the purpose, and job roles and responsibilities of front office services within the hospitality industry, including skills demonstration.

For the Pearson BTEC Level 1/Level 2 First Award in Hospitality, synoptic assessment across the programme of study shows learners' ability to make connections and links between areas of knowledge, drawing together and applying their knowledge, understanding and skills learned in other units.

Centres have the flexibility to assess the criteria across more than one unit, using integrated themes and assignment tasks which emphasise the links between contrasting businesses within the hospitality industry, drawing the unit content together. For example, an internally assessed integrated assignment could be designed to meet part or all of the assessment requirements for *Unit 2: Working in the Hospitality Industry* and *Unit 7: Food and Beverage Service in the Hospitality Industry*. The emphasis is on applied understanding and on learners' ability to draw together concepts and evidence from across the optional specialist units in order to meet the requirements of the target criteria.

Optional specialist units of study in the qualification allow learners to make integrated connections between aspects of the unit content from the core and evidence this through centre-designed, criterion-based internal unit assignment tasks/briefs.



June 2016

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