

Pearson
BTEC Level 1
Introductory in
Hospitality
and Tourism



Specification

Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism
Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism

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Introductory Certificate
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Edexcel, BTEC and LCCI qualifications

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

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Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Certificate or Diploma in Hospitality and Tourism. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed primarily for post-16 learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in both Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for 16–19 year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them, typically alongside maths and English studies.

In the hospitality and tourism sector the qualifications are:

Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism (180 GLH)
(Qualification Number 603/0748/1)

Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism (360 GLH)
(Qualification Number 603/0747/X).

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the hospitality and tourism sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the hospitality and tourism sector and supporting progression to further study. It could be a substantial vocational qualification in a study programme that includes other appropriate subjects such as English and maths.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism is a qualification having:

- Total Qualification Time: 195 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism is a qualification having:

- Total Qualification Time: 390 hours
- Guided Learning: 360 hours

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Transferable skills coverage

The development of transferable and sector skills is the main focus.

We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route.

The transferable skills covered in the units are summarised in the grid below.

<p>Communication</p> <ul style="list-style-type: none">• Writing, speaking and listening to others• Using body language to help communication• Using communication for different purposes• Communicating in a variety of ways, including electronic and social media
<p>Working with others</p> <ul style="list-style-type: none">• Setting common goals• Showing respect for others in the team and valuing their contributions• Listening to others in the team, being open minded• Taking on roles and responsibilities
<p>Problem solving</p> <ul style="list-style-type: none">• Identifying issues by being able to examine information• Dealing with change• Decision making to find solutions• Staying with a problem until it is resolved• Using IT to help solve problems
<p>Managing information</p> <ul style="list-style-type: none">• Collecting and using information from different sources• Determining relevance and accuracy of information• Organising information• Representing information in different ways• Using IT to present and store information

Self-management and development

- Setting goals and planning ahead
- Being proactive and flexible
- Being resilient and able to work under pressure
- Monitoring performance and devising strategies for improvement
- Using IT for time management

Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

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1 Qualification objectives and purpose

Pearson BTEC Level 1 Introductory Certificate and Diploma in Hospitality and Tourism

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Certificate and Diploma in Hospitality and Tourism are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks, and demonstrate a level of achievement that enables them to progress to further learning.

The Certificate offers a basic introduction to the hospitality and tourism sectors and could be studied alongside other subjects in a study programme

The Diploma gives learners the opportunity to develop a broader range of skills in the hospitality and tourism sectors.

Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Certificate and Diploma in Hospitality and Tourism are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification in a study programme.

What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offers a broad introduction to the skills and knowledge within that sector, allowing the delivery to be practical and active in order to engage the learners. For hospitality and tourism, the units cover topics and activities such as preparing and cooking food and contributing to running hospitality and tourism events.

What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in hospitality and tourism. For example, these qualifications in hospitality and tourism could lead to specialist or work-related Pearson BTEC Level 2 qualifications, or to the Pearson BTEC Level 2 Apprenticeship in Hospitality Services, or to Level 2 qualifications in other sectors. The development of transferable skills means that learners can also choose a study programme from alternative sectors.

How do these qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build awareness of the sectors and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Certificate and Diploma both contain a mandatory unit, *Unit A2: Developing a Personal Progression Plan* that enables learners to consider their next steps in learning.

How do the Certificate and Diploma sizes differ in purpose?

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience, the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma is designed to encourage learners to take on some individual research, enabling them to be further prepared for higher-level learning.

2 Structure

Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate Hospitality and Tourism			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete both units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete three units		
HT5	Preparing and Cooking Food	40	Sector
HT6	Serving Food and Drink	40	Sector
HT7	Exploring Local Visitor Attractions	40	Sector
HT8	Exploring Travel and Tourism in the UK	40	Sector
HT9	Contribute to Running a Hospitality and Tourism Event	40	Sector
HT10	Delivering Customer Service in Hospitality and Tourism	40	Sector
HT11	Using Websites to Make Holiday Choices	40	Sector
HT12	Promoting Hospitality and Tourism Events	40	Sector

Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete all units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
A3	Working with Others	30	Core
A4	Researching a Topic	30	Core
Sector	Group B units – learners must complete six units		
HT5	Preparing and Cooking Food	40	Sector
HT6	Serving Food and Drink	40	Sector
HT7	Exploring Local Visitor Attractions	40	Sector
HT8	Exploring Travel and Tourism in the UK	40	Sector
HT9	Contribute to Running a Hospitality and Tourism Event	40	Sector
HT10	Delivering Customer Service in Hospitality and Tourism	40	Sector
HT11	Using Websites to Make Holiday Choices	40	Sector
HT12	Promoting Hospitality and Tourism Events	40	Sector

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
Unit number	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 1 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps teachers to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
Essential information for assessment decisions	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
Essential resources	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
Delivery guidance	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to page 9 to check which units are available in which size of qualification.

Unit A1:	Being Organised	15
Unit A2:	Developing a Personal Progression Plan	23
Unit A3:	Working with Others	31
Unit A4:	Researching a Topic	39
Unit HT5:	Preparing and Cooking Food	47
Unit HT6:	Serving Food and Drink	55
Unit HT7:	Exploring Local Visitor Attractions	63
Unit HT8:	Exploring Travel and Tourism in the UK	71
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Unit HT12:	Promoting Hospitality and Tourism Events	103

Unit A1: Being Organised

Level: 1

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> Techniques to improve organisation 	<ul style="list-style-type: none"> A planner for a two-week period. Supporting documentation that demonstrates the techniques used.
B Review the use of techniques to improve own organisational skills		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> Organisational skills Time management Use of ICT management tools 	<ul style="list-style-type: none"> Planning Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	<ul style="list-style-type: none"> Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
 - produce daily or weekly to-do lists or action plans to meet deadlines
 - prioritise tasks
 - create a checklist of tasks that need to be completed, reviewing it regularly
 - consider how long each task might take
 - use free calendar software to keep timings of lessons and work
 - allow a little extra time in case longer is spent on one task than expected
 - foresee problems and plan ways to overcome them
 - review priorities.
- Organisational techniques:
 - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
 - use organisational stationery such as folders, dividers, highlighters
 - set up and manage a filing system of work and emails to allow for quick and easy access
 - use alerts on phones and other digital devices
 - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
 - different types of planner such as wall planners, calendars, electronic and/or online planners
 - using them daily, weekly or monthly
 - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
 - strengths and weaknesses of techniques used
 - why some techniques worked better than others
 - ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	A.M1 Use appropriate techniques to improve own organisational skills.	A.D1 Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	B.M2 Review the techniques used, giving some examples of how they improved own organisational skills.	B.D2 Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> • Benefits and purpose of developing a progression plan • Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan 	<ul style="list-style-type: none"> • Audit of skills and behaviours. • Personal progression plan.
<p>B Produce a progression plan to meet intended progression goal</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Learners can reflect on the sector skills they have developed when considering their progression goal. 	<ul style="list-style-type: none"> • Sources of information about progression opportunities and requirements • Producing a progression plan 	<ul style="list-style-type: none"> • Written communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
 - transferable skills, e.g. communication, working with others, problem solving
 - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the skills and behaviours needed to meet personal progression goal		
A.P1 Identify an intended progression goal.	A.M1 Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	A.D1 Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
A.P2 Outline the skills and behaviours needed to meet personal progression goal.	A.M2 Identify how own skills and behaviours meet personal progression goal.	A.D2 Describe how own skills and behaviours meet personal progression goal.
Learning aim B: Produce a progression plan to meet intended progression goal		
B.P3 Produce an outline progression plan to meet intended progression goal.	B.M3 Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	B.D3 Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

For merit standard, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

For pass standard, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

Suggested time: about 1 hour.

Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

Suggested time: about 3 hours.

Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

Suggested time: about 3 hours.

Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

Suggested time: about 3 hours.

Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

Suggested time: about 3 hours.

Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

Suggested time: about 3 hours.

Matching skills and behaviours to progression opportunities

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to produce a new audit and progression plan for a different progression opportunity.

Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Demonstrate the ability to work with others on a given activity	<ul style="list-style-type: none"> Communicating with others Working with others to achieve common goals Carrying out an outline review of own and others' performance 	<ul style="list-style-type: none"> A log/blog that provides evidence of: <ul style="list-style-type: none"> role in a set activity where they have worked with others review of the activity. Witness statement from tutor.
B Review own and others' performance on a given activity		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> Ways to communicate effectively through listening and talking Building effective teams Ways to assess own performance How to plan to improve own performance 	<ul style="list-style-type: none"> Verbal communication Teamwork Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Make relevant and extended contributions to discussions, allowing for and responding to others' input. Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the ability to work with others on a given activity		
A.P1 Demonstrate limited communication skills when working with others to complete a given activity.	A.M1 Demonstrate appropriate communication skills when working with others to complete a given activity.	A.D1 Demonstrate effective communication skills when working with others to complete a given activity.
A.P2 Undertake an activity with others, taking some responsibility for own role within it.	A.M2 Undertake an activity with others, taking responsibility for own role within it.	A.D2 Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Learning aim B: Review own and others' performance on a given activity		
B.P3 Produce an outline review of own performance during an activity.	B.M3 Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	B.D3 Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4 Deliver positive feedback to others that is relevant to the activity.	B.M4 Deliver positive and negative feedback to others, using examples from the activity.	B.D4 Deliver constructive feedback to others, using relevant examples from the activity.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

For merit standard, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

For pass standard, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club.

Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

Suggested time: about 1 hour.

What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

Suggested time: about 1 hour.

Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

Suggested time: about 1 hour.

Working with a group on an activity

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

Suggested time: about 2 hours.

Communicating in teams

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

Suggested time: about 5 hours.

Relaying instructions to others

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

Suggested time: about 1 hour.

Debating a topic with others

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will work with a different group of people to produce a stand for the college open day.

Unit A4: Researching a Topic

Level: 1

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

Learning aims

In this unit you will:

A Carry out research into an agreed topic

B Present a summary of research findings into an agreed topic.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out research into an agreed topic	<ul style="list-style-type: none"> • Selecting a suitable topic • Collecting information on topic • Keeping a research log • Presenting findings of research 	<ul style="list-style-type: none"> • Research log. • A summary of research findings.
B Present a summary of research findings into an agreed topic		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • The research topic can be in a sector context. 	<ul style="list-style-type: none"> • Ways to plan successfully • Identifying sources of information • How to research • Presentation methods 	<ul style="list-style-type: none"> • Planning • Finding out • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

Collecting information on topic

- Sources of information:
 - electronic media, e.g. blogs, podcasts, downloads, websites
 - printed media, e.g. newspapers/magazines/books
 - interviews
 - visits.
- Identifying and selecting the key points from research.

Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out research into an agreed topic		
A.P1 Search for information on an agreed topic using given research sources.	A.M1 Search for information on an agreed topic using own and given sources.	A.D1 Carry out a focused and detailed search into an agreed topic.
A.P2 Select simple information from given sources on the agreed topic.	A.M2 Select mostly relevant information from sources on the agreed topic.	A.D2 Select relevant information from sources that link clearly to the agreed topic.
Learning aim B: Present a summary of research findings into an agreed topic		
B.P3 Present an outline summary of research findings on an agreed topic.	B.M3 Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	B.D3 Present a focused summary of research findings, with clear referencing to the research sources used.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

For merit standard, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

For pass standard, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

Suggested time: about 3 hours.

Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

Suggested time: about 3 hours.

Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

Suggested time: about 2 hours.

Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

Suggested time: about 3 hours.

Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

Suggested time: about 3 hours.

What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

Suggested time: about 3 hours.

How to present outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to select a different topic for your research.

Unit HT5: Preparing and Cooking Food

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in food preparation and cooking. They will plan dishes, which they will then prepare and cook safely and hygienically.

Unit introduction

Do you enjoy cooking? Do you prepare food yourself for lunch or dinner? Being able to prepare and cook nutritious food that looks and tastes good is an important life skill.

In this unit, you will develop the skills needed to plan, prepare and cook food safely and hygienically. You will consider the ingredients, recipes and timings when planning the food you will cook, this can be a dish for lunch or dinner. You will work well under pressure when preparing and cooking food.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a dish to meet specified requirements of a given recipe
- B** Prepare and cook food safely and hygienically.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a dish to meet specified requirements of a given recipe	<ul style="list-style-type: none"> • Planning a dish to meet specified requirements • Preparing, cooking and presenting food • Working in a safe and hygienic manner 	<ul style="list-style-type: none"> • Plan for the dish. • Tutors' observation record of learners preparing, cooking and serving a dish.
B Prepare and cook food safely and hygienically		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Food preparation skills • Cooking skills • Managing own safety when preparing and cooking food • Maintaining food safety 	<ul style="list-style-type: none"> • Health and safety requirements and personal responsibilities • Food safety legislation and procedures to follow when preparing and cooking food • Cooking methods and equipment 	<ul style="list-style-type: none"> • Planning • Working well under pressure

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts in detail. • Utilise information contained in texts.
Mathematics	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Planning a dish to meet specified requirements of a given recipe

- Preparing and cooking a recipe not seen before – interpreting the recipe.
- Consideration of ingredients, timings, presentation.
- Knowing food classifications, including cereals, grains, legumes/pulses, vegetables, fruits, nuts and seeds, spices and herbs, meat, poultry and fish, dairy.
- Types of dishes, e.g. starters, main courses, desserts.
- Food preparation and cooking methods, e.g. chopping, correct weighing, portioning and measuring of ingredients, boiling.
- Tools and equipment used to prepare and cook food, e.g. spatulas, colanders, food processors, baking trays.
- Specified requirements, e.g. preparation and cooking methods and timings, quality standard of dishes.

Preparing, cooking and presenting food

- Preparing food, e.g. weighing and measuring, peeling, using appropriate equipment.
- Food cooking methods, e.g. grilling, roasting, baking, steaming.
- Seasoning and tasting to ensure food is cooked properly.
- Following recipes, e.g. weights and measures, timings.
- Correct temperatures, e.g. cooking hot food above 63 °C, ensuring food safety, preserving nutritional value.
- Presenting food, e.g. equipment, arranging food attractively, garnishing.
- Quality standard of dishes, e.g. appearance, colour, texture, taste.

Working in a safe and hygienic manner

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce.
- Wearing correct clothing, footwear and headgear.
- Reporting accidents and near accidents and hazards to relevant person.
- Correct storage of food items, e.g. refrigerating, freezing, dry store, sell/use by dates.
- Following relevant sections of food hygiene regulations and safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination.

Transferable skills

- Planning: selecting recipes, e.g. starter, main course, dessert; style of food, e.g. Asian, European, vegetarian; timings, e.g. preparation, cooking, assembling ingredients and equipment.
- Working well under pressure: planning to meet timings and deadlines for each food preparation and cooking task by prioritising tasks, overcoming any potential barriers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a dish to meet specified requirements of a given recipe		
A.P1 Produce an outline plan for a dish that meets some of the specified requirements of a recipe.	A.M1 Produce a plan for a dish, identifying the methods and equipment required to meet the specified requirements of a recipe.	A.D1 Produce a detailed plan for a dish, describing the methods and equipment required to meet the specified requirements of a recipe.
Learning aim B: Prepare and cook food safely and hygienically		
B.P2 Use food preparation and cooking methods to follow a recipe, working in a safe and hygienic manner.	B.M2 Use food preparation and cooking methods, meeting required timings and showing competent use of safe and hygienic practices.	B.D2 Select and use relevant food preparation and cooking methods, showing control over the timings and confident use of safe and hygienic practices.

Essential information for tutors

Essential information for assessment decisions

Learners need to prepare a recipe they are unfamiliar with and that is given to them by the tutor. The dish must contain a minimum of four fresh ingredients that may be combined with other, ready prepared ingredients.

For distinction standard, learners:

- produce a detailed plan of the dish that they will prepare and cook. The plan includes a full list of the ingredients and equipment needed, with details on the planned preparation and cooking methods, timings, and key safety and hygiene points. Learners give a clear description of how the dish will meet the specified requirements of the recipe and be well presented
- show confidence and control over techniques when preparing and cooking the ingredients in a recipe. They select the correct ingredients, use accurate measurements and follow the preparation and cooking methods given. Learners meet the required timings to produce a dish that is well cooked, tasty and is well presented
- show clear consideration of the requirements of safe and hygienic working practices when preparing and cooking different food items for a dish.

For merit standard, learners:

- produce a plan of the dish that they will prepare and cook. The plan includes a list of the ingredients, equipment and planned preparation and cooking methods, timings and main safety and hygiene points
- follow the instructions for preparing and cooking the ingredients in the recipe using the correct ingredients, measurements and preparation and cooking methods given. Learners mostly meet the required timings to produce and present a tasty and enjoyable dish
- appropriately apply safe and hygienic working practices when preparing and cooking different food items for a dish.

For pass standard, learners:

- produce a basic plan of the dish that they will prepare and cook. The plan will list the ingredients needed and identify some of the equipment required. There will be an attempt to summarise the preparation and cooking methods and put together timings. There will be limited references to safety and hygiene points
- follow some of the instructions for preparing and cooking the ingredients in the recipe by selecting the correct ingredients and using the measurements and preparation and cooking methods given. Learners experience some difficulty in meeting the required timings to produce and present an edible dish
- show some consideration of safe and hygienic working practices when preparing and cooking different food items for a dish.

Essential resources

For this unit, learners will need access to:

- professionally equipped industrial kitchens and support areas
- appropriate large and small commercial equipment that is up to date and in good working order
- a range and quality of food items needed for them to complete the learning and assignment task successfully.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on food types and methods of cooking.

Learners complete worksheets to match methods of cooking with particular foods that might be cooked using that method.

Visit to an industrial kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and allow them to ask questions.

Suggested time: about 4 hours.

Activity: Safe and hygienic handling of food and kitchen equipment

Tutor-led discussion about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Discussion around selecting appropriate equipment for the task.

Group discussion and tutor instructions on safe working in the kitchen (health and safety).

Learners are instructed on the correct clothing, footwear and headgear to wear, and also on washing hands before and after handling food. Using a range of kitchen equipment, learners are instructed in turning ovens and grills on and off and using blenders and mixers. Learners need to become familiar with the kitchen layout.

Learners could use their visit to an industrial kitchen to list potential near accidents and hazards that they witnessed.

Suggested time: about 8 hours.

Activity: Planning dishes

Tutors guide learners' plans on what to cook and learners identify, select and order the food items they will need. Learners' dishes must contain a minimum of four fresh ingredients that may be combined with other, ready prepared ingredients. Learners should consider how their dish will meet appearance, colour, texture and taste requirements set by tutors. Tutors should ensure that learners prepare and cook dishes using a range of preparation and cooking methods in a set time.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their skills for preparing, cooking and serving food.

Suggested time: about 4 hours.

Activity: Food preparation and cooking activities

Learners practise their kitchen skills, using a selection of equipment, preparing food items for cooking and prioritising tasks to meet timings and deadlines.

Learners should be able to work in a safe, clean and hygienic way and put equipment away correctly after use.

Suggested time: about 8 hours.

Activity: Development of food preparation, cooking methods and presentation of food

Learners need to prepare and cook dishes using at least four different ingredients and a range of different preparation and cooking methods. Learners present the food, ensuring it meets the requirements set by tutors.

Learners complete a tutor-designed pro forma evaluating how they can improve their performance.

Suggested time: about 8 hours.

Activity: Reviewing and tasting dishes

Tutors complete reviews on learners' dishes, identifying items that were prepared and cooked and making suggestions for how their personal organisation, as well as the dishes, could be improved.

Learners could review their own performance and the dish they have cooked and identify how they could improve on what they have achieved.

Peer review – learners taste each other's dishes and give feedback.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

The tutor gives you a recipe you have not tried before. You must plan, prepare and cook a recipe at the centre restaurant. The plan must include timings for collecting equipment and ingredients, following safe and hygienic practices, preparing, cooking and serving food, supported by a statement on the suitability of the dish in meeting specified requirements. You need to demonstrate safe and hygienic working practices when preparing and cooking the dish. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has given you a recipe and asked you to plan, prepare, cook and serve a dish for dinner, following safe and hygienic working practices when preparing and cooking the dish and reviewing your efforts. You will be observed demonstrating your skills to meet given requirements and specifications.

Unit HT6: Serving Food and Drink

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in serving food and drink safely and hygienically to customers in hospitality settings.

Unit introduction

Do you enjoy eating out? Have you been to different types of hospitality settings? Have you noticed a difference in their service? Would you like to find out how these businesses serve food and drink to their customers?

In this unit, you will develop the skills needed to serve food and drink safely and hygienically in different service styles and settings of the hospitality industry. You will think about what equipment is needed for the service style used, how to prepare the service area and appropriate personal presentation. You will show how well you can communicate and work under pressure when serving customers.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Provide food and drink service to customers safely and hygienically
- B** Communicate and prioritise activities when serving food and drink to customers.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Provide food and drink service to customers safely and hygienically</p>	<ul style="list-style-type: none"> • Safe and hygienic practices for preparing and providing food and drink service • Preparing for food and drink service • Providing customers with food and drink service 	<ul style="list-style-type: none"> • Tutors' observation record of learners serving food and drink to customers in a specific service style.
<p>B Communicate and prioritise activities when serving food and drink to customers</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Safe and hygienic preparation and clearing of food and drink service areas • Meeting and greeting customers • Serving customers • Managing own cleanliness and hygiene 	<ul style="list-style-type: none"> • How to prepare and clear food and drink service areas safely and hygienically • How to take customers' orders • Different types of hospitality settings and service styles • Importance of personal cleanliness and hygiene 	<ul style="list-style-type: none"> • Communication • Working well under pressure

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Utilise information contained in texts.

Unit content

Knowledge and sector skills

Safe and hygienic practices for preparing and providing food and drink service

Safety and hygiene considerations, to include:

- handling food and drink safely during service
- washing hands at appropriate times
- maintaining cleanliness of food and drink service area throughout service
- complying with food hygiene regulations and legal requirements for temperatures of food during service and storage.

Preparing for food and drink service

- Hospitality settings providing food and drink and using different styles of service, e.g. hotels, restaurants, bars.
- Preparing the food and drink service area, including cleaning and organising service areas, laying tables, reporting any problems identified with food, drinks, service equipment.

Providing customers with food and drink service

- Styles of food and drink service, e.g. plate service, counter service.
- Food types, e.g. starters, salads, fish, accompaniments, dessert.
- Drink types, e.g. coffee, hot chocolate, cold drinks, juices.
- Skills and attributes needed to work in hospitality settings, including positive behaviour and attitude, active communication with customers and colleagues, teamwork, personal hygiene and appearance.
- Dealing with customers' special requirements and requests, e.g. allergies, religious requirements, requirements for people with disabilities.
- Ensuring condiments and accompaniments for served food are available for customers.
- Maintaining appropriate stock levels of food, drink and service equipment.
- Clearing work areas, including customer and service areas.

Transferable skills

- Communication: speaking and listening to customers, taking customers' orders, relaying messages and orders accurately and promptly, using positive body language to help communication.
- Working well under pressure: serving food and drinks with appropriate service equipment and service style at the appropriate times, prioritising tasks to meet deadlines for serving customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Provide food and drink service to customers safely and hygienically		
A.P1 Serve food and drink to customers, using safe and hygienic practices and given service equipment in a selected service style, following routine instructions.	A.M1 Serve food and drink to customers, showing competent use of safe and hygienic practices and service equipment that are in line with a selected service style, showing initiative.	A.D1 Serve food and drink to customers, showing control over the use of safe and hygienic practices and service equipment to meet the requirements of a selected service style, showing initiative and consistency.
Learning aim B: Communicate and prioritise activities when serving food and drink to customers		
B.P2 Communicate positively in routine situations with customers and prioritise some activities when providing food and drink service.	B.M2 Communicate in a positive and clear way with customers and prioritise key activities to meet required timings when providing food and drink service.	B.D2 Actively engage and communicate in a positive and clear way with customers to meet their requests, organising time and resources and prioritising activities when providing food and drink service.

Essential information for tutors

Essential information for assessment decisions

Tutors will need to specify the service style to be used for assessment.

For distinction standard, learners:

- show control over techniques when using a specified service style by selecting the appropriate type of service equipment and working methods when preparing for and providing food and drink service to customers. Learners show considerable knowledge and skills to demonstrate safe and hygienic working practices that meet the service style requirements
- communicate confidently by demonstrating secure application of skills and using active listening skills to convey clear meaning to customers. Learners use of body language shows control over techniques
- show a clear knowledge of key task priorities to maintain the service area when serving customers.

For merit standard, learners:

- show the necessary skills when using a specified service style by selecting suitable type of service equipment and working methods when preparing for and providing food and drink service to customers. Learners show the necessary knowledge and skills to demonstrate safe and hygienic working practices that are in line with the service style
- communicate meaning to customers, using suitable body language
- show knowledge of key task priorities to maintain the service area when serving customers.

For pass standard, learners:

- show some skill when using a specified service style by using given service equipment and working methods when preparing for and providing food and drink service to customers. Learners demonstrate safe and hygienic working practices
- communicate with customers in familiar situations, using acceptable body language
- show some knowledge of key task priorities to maintain the service area when serving customers.

Essential resources

For this unit, learners will need access to a food and drink service area, including appropriate equipment, food and drink. Learners should also have access to equipment to demonstrate different service styles.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors discuss different hospitality settings, service styles and safety and hygiene practices for serving and handling food and drink and working in a food area.

Tutors discuss menus that will be offered in practical lessons and the style of service required.

Learners discuss a hospitality setting they have visited in the local area in the last few weeks and compare the service offered at these places.

Suggested time: about 4 hours.

Activity: Visit to suitable hospitality settings

Learners go on a supervised visit to suitable settings to observe safety and applications in food and drink service situations. Tutors discuss personal hygiene and the requirements for those working in hospitality settings, such as handwashing.

The visit will be followed by skills practice in (simulated) opening and closing doors while carrying trays of food and drink, carrying items, dealing with spillages, maintaining cleanliness of working areas and organising food and drink service area.

Suggested time: about 6 hours.

Activity: Food and drink service to customers

Learners take part in practical food service sessions to customers, each session will last 45 minutes. They discuss the food to be served, room preparation, table layout, food service, clear down of room and equipment. Afterwards they will review the session as a whole-group discussion and using tutor feedback. Some sessions could be booked as set functions/events, for example a buffet lunch party for a 10-customer local walking group.

Learners write notes identifying the health, safety and hygiene requirements that must be followed when serving food. Learners keep a record of how they worked during service (this could be in the form of a diary).

Suggested time: about 6 hours.

Activity: Preparing for and providing food and drink for a counter service

In groups, learners prepare the dining area for counter service and then serve in line with the dining area requirements, communicating appropriately with customers. Learners clear the food service area in a group and all learners have their own tasks to complete. Learners keep a record of how they worked during service (this could be in the form of a diary).

Suggested time: about 6 hours.

Activity: Preparing for and providing food and drink for plate service

Learners take part in a role play where they take it in turns to prepare for and serve food (plated) and drinks to other learners as part of a team. Learners will need to be allocated specific roles and tutors will need to ensure that each learner achieves a good coverage of the unit content. They should be asked about items on the menu or additional requirements and requests.

Suggested time: about 6 hours.

Activity: Recording practical sessions

Learners record how they worked and what went well in their practical sessions, identifying areas for improvement and how they will achieve these improvements. Learners give feedback to each other on their performance.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are taking part in an event where food and drink is being served. You are asked to prepare a service area for providing the food and drink using a plate service style. You need to demonstrate safe and hygienic working practices when preparing and maintaining the service area and serving customers. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has asked you to set up a buffet-style service for providing food and drink for a relative's birthday party. You need to prepare and maintain a service area for providing the food and drink safely and hygienically. You will be observed demonstrating your skills to meet given requirements and specifications.

Unit HT7: Exploring Local Visitor Attractions

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will find out about their local visitor attractions, exploring how they meet the needs of particular visitor types.

Unit introduction

When you have time to enjoy yourself, where do you go and visit in your local area? It may be the museum or a theme park perhaps. Visitor attractions regularly change their products and services to meet the different needs of new visitors and to keep existing visitors coming back, after all nobody wants to go on the same rides every year at a theme park, we all want to try new experiences.

In this unit, you will research local visitor attractions and what makes people visit them. You will think about the different types of attractions and who they are aimed at. You will then use information you've collected to identify which local attraction would be most appropriate for a specific visitor type.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out information about local visitor attractions
- B** Present information about local attractions to meet particular visitor needs.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out information about local visitor attractions	<ul style="list-style-type: none"> Types of local visitor attraction and products and services they offer Visitor types and their associated needs How local visitor attractions appeal to specific visitor types Presenting information about local visitor attractions 	<ul style="list-style-type: none"> Log of research sources and findings. A presentation on how local visitor attractions meet the needs of particular visitor types.
B Present information about local attractions to meet particular visitor needs		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Carrying out research on local visitor attractions Presenting information on which local attractions are most appropriate for specific visitor types 	<ul style="list-style-type: none"> Features of local visitor attractions How local attractions appeal to different visitor types 	<ul style="list-style-type: none"> Research Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.
Mathematics	<ul style="list-style-type: none"> Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. Extract and interpret information from tables, diagrams, charts and graphs.

Unit content

Knowledge and sector skills

Types of local visitor attraction and products and services they offer

- Local visitor attractions, including:
 - natural, e.g. beaches, gardens and country parks
 - purpose-built, e.g. theme parks, zoos
 - heritage, e.g. museums, stately homes/historic buildings.
- Products and services, e.g. theme park rides, shops, catering, guided tours, activities, educational talks, car parks, first-aid facilities.

Visitor types and their associated needs

- Visitor types, e.g. adults, children, groups, families, overseas visitors, people with specific needs.
- Visitor needs, e.g. speed of service, cost, location, access, entertainment, safety and security.

How local visitor attractions appeal to specific visitor types

Key features of appeal, to include:

- accessibility, e.g. location and key transport routes
- weather and climate, e.g. indoor/outdoor facilities
- opening times, seasonal opening schedules
- facilities, e.g. places to eat, washrooms, signs/information using Braille
- prices and pricing structure, cost of visiting, peak and off-peak prices, special offers and discounts
- special events and entertainment.

Presenting information about local visitor attractions

- Presentation methods and styles, such as leaflet, brochure, presentation, blog, vlog (video log).
- Organising information, consideration of clarity and accuracy of information, identifying sources of information, spelling, grammar.

Transferable skills

- Research: identifying local visitor attractions and deciding on ways to find out information about them, using techniques to gather information about local visitor attractions, identifying methods of transport in the area and different places to stay, identifying the areas of interest, attractions and facilities of the chosen local visitor attraction, identifying the benefits of the local visitor attraction.
- Managing information: collecting and using information from different sources about local visitor attractions, determining relevance and accuracy of information, organising information, representing information in different ways, using numbers, using it to present and store information.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out information about local visitor attractions		
A.P1 Select information about local visitor attractions from given sources that meet some of the particular visitor needs.	A.M1 Select information about local visitor attractions from given sources that meet most of the particular visitor needs.	A.D1 Search for and select information about local visitor attractions from own and given sources to meet the particular visitor needs.
Learning aim B: Present information about local attractions to meet particular visitor needs		
B.P2 Present information about local visitor attractions that meet some of the particular visitor needs.	B.M2 Present detailed information about local visitor attractions that meet most of the particular visitor needs.	B.D2 Present detailed and well-organised information about local visitor attractions that describes how they meet the particular visitor needs.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- show they have searched for and selected relevant and accurate information to meet all of the visitor needs, using their own sources and sources provided by tutors. Learners will include details of the sources used, e.g. leaflets, brochures, websites, blogs, magazines and details of methods used to search for information such as internet searches and visits
- present information in a well-organised and clear format, with full examples that show how the selected visitor attractions meet all the needs of the visitor.

For merit standard, learners:

- show that they selected information that meets most of the needs of the visitors, although some more minor needs may be omitted. Learners will show they have used different sources provided by tutors, naming the sources used and stating how they used them to search for the information
- present information in a logical way with relevant outline examples that meet most of the visitor needs. They will show links between the selection of the visitor attractions and the particular visitor needs.

For pass standard, learners:

- select information from a choice of sources provided by tutors, and which may be limited to one source. Information selected should meet some of the needs of the visitors. They will need to name the source and why they chose it
- present clear information about local visitor attractions and how they meet some of the particular visitor needs, although other needs may be omitted. Not all information presented may be relevant, or links between the services and the people's needs may not be clear.

Essential resources

For this unit, learners will need access to travel trade publications, travel brochures and guides and local visitor attraction promotional materials.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on the many different types of visitor attractions in the local area. Learners start looking at where to find further information such as websites, brochures, leaflets and TV adverts, as well as own and others' experiences.

Learners may create a questionnaire and ask their peers, tutors and family what their favourite visitor attraction in the local area is and why.

Suggested time: about 4 hours.

Activity: Products and services offered at different local visitor attractions

Tutors ask learners why they would visit specific attractions in the local area. Learners consider the variety of products and services offered and how they link to the different types of visitor attractions.

Learners produce a poster to present to peers on products and services at local visitor attractions. This could be a wall display and act as a point of reference for the assessment for this unit.

Suggested time: about 4 hours.

Activity: Visit to a local attraction

Learners visit a local attraction to investigate the different products and services available.

Learners may carry out a questionnaire on why people have chosen to visit the attraction.

They could note what types of visitors are there, popular times of day and popular exhibits.

Suggested time: about 4 hours.

Activity: Visitor needs and how they are met through products and services

Learners are given case studies of specific visitor types to identify what they would need when going out to local visitor attractions. Tutors' examples will help at this level as guidance, TV adverts and leaflets may be used to start discussions.

Learners could work in pairs to investigate how the needs of one visitor type are met at three different types of local visitor attractions, looking at the range of promotional material on offer.

Suggested time: about 5 hours.

Activity: How local visitor attractions appeal to different visitor types

Learners discuss what attracts visitors to a specific local visitor attraction. Learners should be encouraged to discuss places that they have visited and places they would like to visit. They could provide descriptions of the places and information on what type of attractions there are.

Suggested time: about 5 hours.

Activity: Researching local visitor attractions

Learners should use different sources of information in their research. Tutors could arrange a visit to the local tourist information centre to collect leaflets and brochures on visitor attractions.

In small groups, learners research a range of local visitor attractions, allowing them to investigate products and services and how they appeal to different types of visitors.

Suggested time: about 5 hours.

Activity: Presenting information on local attractions that meet visitor needs

Learners may wish to record a short video clip or produce a PowerPoint® presentation, including pictures of the attraction, to provide information on how visitors are drawn to and have their needs met in relation to the local attractions' key features.

Suggested time: about 5 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

The tutor asks you to provide information on a specific local visitor attraction that meets the needs of a family of four – two adults and two children aged 5 and 11. You must first identify the needs of the selected visitor types. You must then give details on how these needs are met at the local visitor attraction chosen. Specific examples from information gathered through research should be applied to the local attraction and included in explanations.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a family member has given you a set of requirements and asked you to provide information to them on the key features of a local visitor attraction and how it would appeal to them and a friend. You must first identify the needs of your relative and their friend. You must then give details on how these needs are met at the local visitor attraction chosen. Specific examples from information gathered through research should be applied to the local attraction and included in explanations.

Unit HT8: Exploring Travel and Tourism in the UK

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will find out about different types of tourist destinations in the UK and how to plan an itinerary to meet specific visitor requirements.

Unit introduction

Would you like to know more about the travel and tourist destinations that the UK has to offer? You will use a range of sources of information to find out about UK tourist destinations, which will help you to develop your ability to process information in your research, plan what to do and how to go about it. Knowledge of travel geography is a very important skill for anyone wanting to work in the travel and tourism sector.

In this unit, you will research UK tourist destinations and their appeal to different types of visitor. You will use different sources of information to plan travel to a UK tourist destination to meet the needs of specific visitors.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out about UK tourist destinations that meet visitor requirements
- B** Plan an itinerary for a UK holiday to meet visitor requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out about UK tourist destinations that meet visitor requirements	<ul style="list-style-type: none"> Types of UK tourist destination Types of visitor and their needs 	<ul style="list-style-type: none"> Research log with information on sources used and information gathered. A travel itinerary to UK tourist destinations to meet the needs of a selected visitor.
B Plan an itinerary for a UK holiday to meet visitor requirements	<ul style="list-style-type: none"> Using sources of information to research UK tourist destinations Planning travel to a UK tourist destination to meet visitor needs 	
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Locating UK capital cities, seaside resorts, countryside areas, cultural destinations Researching tourist destinations Meeting visitor needs 	<ul style="list-style-type: none"> The planning process for travelling to a destination The factors to consider when planning travel to a UK tourist destination What is required in a suitable travelling route to a UK tourist destination 	<ul style="list-style-type: none"> Managing information Research

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information/points of view clearly and in appropriate language. Read and understand texts in detail. Utilise information contained in texts. Write clearly and coherently, including an appropriate level of detail. Present information in a logical sequence.

Knowledge and sector skills

Types of UK tourist destination

- Capital cities, e.g. London, Edinburgh, Cardiff, Belfast.
- Seaside resorts, e.g. Brighton, Blackpool, Scarborough.
- Countryside areas, e.g. National Parks, Areas of Outstanding Natural Beauty (AONB).
- Cultural and/or historical destinations, e.g. Stratford-upon-Avon, Londonderry, Liverpool.
- Appeal of UK tourist destinations, e.g. visitor attractions, natural features, accommodation, facilities, arts and entertainment, sightseeing, transport links.

Types of visitor and their needs

- Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors.
- Needs and characteristics of different types of visitor in relation to planning travel to UK tourist destinations.

Using sources of information to research UK tourist destinations

- Sources of information, e.g. maps, guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.

Planning travel to a UK tourist destination to meet visitor needs

- Visitor requirements.
- Preferred dates/time of year.
- Travel requirements, e.g. air, rail, combination.
- Accommodation requirements, e.g. type of accommodation, board basis.
- Motivation, e.g. relaxation, activity, culture, special occasion.
- Features, e.g. natural features, cultural features, facilities, products and services.
- Budget.
- How to get to and from destinations using airports, seaports, road and rail.
- Typical routes by air, sea, road and rail within the UK – departure points, destinations, timings.
- Itinerary, e.g. date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.

Transferable skills

- Managing information: collecting and using information from different sources about UK tourist destinations, organising information, representing information in different ways, using numbers.
- Research: identifying ways to find out about UK tourist destinations, using techniques to gather information about UK tourist destinations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out about UK tourist destinations that meet visitor requirements		
A.P1 Select information from different sources, showing a basic consideration of visitor requirements.	A.M1 Select appropriate information from different sources, showing a consideration of visitor requirements.	A.D1 Select detailed and relevant information from different sources, clearly showing a consideration of visitor requirements.
Learning aim B: Plan an itinerary for a UK holiday to meet visitor requirements		
B.P2 Create a basic travel itinerary to UK tourist destinations that meets some of the visitor requirements.	B.M2 Create a well-presented travel itinerary to UK tourist destinations that meets most of the visitor requirements.	B.D2 Create a detailed and well-presented travel itinerary for UK tourist destinations that meets the visitor requirements.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- select and use accurate information from at least two relevant sources that meet the requirements of the visitor. Learners must provide details of the sources used, including website addresses and the names of destination brochures or leaflets
- produce a well-developed travel itinerary that shows a clear knowledge of their visitor's needs. The itinerary includes relevant information and is logically presented in a format appropriate for the visitor, listing all the required information such as time of travel, mode of travel, departure and destination locations, type of accommodation, half or full board, and any additional specific features that meet the needs of the visitor.

For merit standard, learners:

- select relevant and detailed information from at least two sources that meet most of the visitor's requirements but may miss some of the connections and smaller details, e.g. type of board. Learners provide details of the sources used, including website addresses and the names of destination brochures or leaflets
- produce a travel itinerary that pays attention to particulars and shows knowledge of their visitor's needs. The itinerary includes information that is suitable for the purpose and lists details about time of travel, mode of travel, departure and destination locations, type of accommodation, board basis, and specific features that meet the needs of the visitor.

For pass standard, learners:

- search for and select information that is correct, comes from at least two sources and broadly addresses some of the most obvious requirements of the visitor, e.g. accommodation, travel. Learners provide details of the sources used, including website addresses and the names of destination brochures or leaflets
- produce a basic travel itinerary that may be incomplete but shows some knowledge of their visitor's needs. The itinerary is in a presentable format, listing the key details about time of travel, mode of travel, departure and destination locations.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss the different types of UK tourist destination and the factors that make a UK tourist destination significant.

Tutors give learners a quiz on countries that are part of the UK. They show learners how to use a map correctly to locate significant tourist destinations. Tutors give learners examples for each category of destination and ask them to plot them on blank A4 maps using an atlas only.

Suggested time: about 2 hours.

Activity: Class visit to a UK tourist destination

The class visit a UK destination that is not within their local area. This could be a city, a seaside resort or an AONB. Learners make notes on the possible activities/services that are available and which they could recommend for different types of visitor. They take photos of particular areas of interest and then put together a blog page promoting the area and giving details on how visitors could spend their time while they are there.

Suggested time: about 8 hours

Activity: UK tourist destinations

Tutors use a series of practical quizzes and interactive whiteboard activities to reinforce learners' knowledge of the location and type of significant tourist destinations in the UK.

Tutors display quizzes showing information about popular UK tourist destinations so that learners can identify what type of destination it is and its location.

Suggested time: about 1.5 hours.

Activity: Visiting speaker

A speaker from a travel agent comes in to talk about the type of customer brief they get, how they research UK destinations and how they make recommendations for different needs and requirements.

Suggested time: 1.5 hours

Activity: Visitor types and needs

Learners use case studies of different types of visitor and their particular requirements. In small groups, learners use their knowledge of UK tourist destinations to make recommendations and suggestions.

Suggested time: about 2 hours.

Activity: Research and recommendations

In pairs, learners come up with a profile of a specific visitor type and their needs and requirements. They then pass this profile on to another pair in the class and ask them to research and plan suitable destinations for them.

Suggested time: about 1.5 hours.

Activity: Presenting information on UK tourist destinations that meet visitor needs

Learners present their route to a chosen UK tourist destination to their peers. Learners review their itinerary and route, identifying how they could improve on what they have produced.

Learners review one another's itineraries and routes and give feedback.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to provide a suggested itinerary for a family from Germany who want to visit the UK for a week on holiday. The family of four – two adults and two children aged 5 and 11 – want to visit a UK seaside resort that suits the whole family. They also want to visit a large city (not London) that has some interesting art galleries and museums. Lastly, they want to stay in a traditional UK village, preferably in a cottage. You must carry out some research into the visitor requirements and produce an itinerary that gives all the relevant information from your research and your recommendations for where they should visit in the UK.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to create an itinerary for a group of gap year students from America who want to experience the best nightlife, spend time in the countryside youth hostelling and take part in some sporting activity. They have asked that you consider that they are students and on a tight budget.

Unit HT9: **Contribute to Running a Hospitality and Tourism Event**

Level: **1**

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to work with others to plan and run a hospitality and tourism event.

Unit introduction

The hospitality and tourism sectors often put on events to try to bring in new customers or to thank their existing ones. For example, restaurants and hotels may run events to promote their new menu or a museum might put on a special themed event to promote a particular exhibition.

In this unit, you will develop the skills needed to plan and run a small hospitality and tourism event to meet a customer brief. You will work with others to organise the event and then take on a particular role in the running of the event. Carrying out these tasks will help to develop transferable skills such as time management and working well with other people.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Contribute to the organisation and planning of an event
- B** Work with others to run an event.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Contribute to the organisation and planning of an event	<ul style="list-style-type: none"> • Planning a hospitality and tourism event • Setting up and running a hospitality and tourism event 	<ul style="list-style-type: none"> • Plan of event with annotations describing individual roles and responsibilities. • Individual review of event and role within it, supported by tutor observation records of learner's performance.
B Work with others to run an event		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Event planning and organisation • Requirements of hospitality and tourism customers 	<ul style="list-style-type: none"> • Types of hospitality and tourism events • The activities required when planning and running an event 	<ul style="list-style-type: none"> • Planning • Working with others

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make different kinds of contributions to discussions. • Present information/points of view clearly and in an appropriate way. • Present information in a logical sequence.
Mathematics	<ul style="list-style-type: none"> • Understand and use whole numbers and understand negative numbers in practical contexts. • Add, subtract, multiply and divide whole numbers using a range of strategies.

Unit content

Knowledge and sector skills

Planning a hospitality and tourism event

- Aim of event, e.g. to promote a new menu in a restaurant or a new tourist destination in a local area.
- Client requirements, e.g. theme of event, guest list, promotional materials.
- Budget available for the event, broken down into component parts.
- Venue, e.g. location, size, cost.
- Guest list, e.g. customers, travel writers, restaurant critics.
- Resources required, e.g. furniture, equipment, catering, decor.
- Where to source the resources required, e.g. ingredients for food and snacks, posters, pull-up roller banners, decorations.
- Health and safety considerations of venue and required resources/equipment.
- Allocating roles and responsibilities, ensuring everyone has a clearly defined and equal role in the team.

Setting up and running a hospitality and tourism event

Factors to consider, to include:

- taking responsibility for individual role in setting up, e.g. decor, table and chairs, front of house, waiting staff
- organising order of jobs so that everything is set up in time for the beginning of the event
- putting up/out resources, e.g. posters, pull-up roller banners, food/snacks, decorations
- welcoming guests at the beginning of the event, seating them, providing them with refreshments
- dealing with problems as they arise
- responding to questions asked or requests made by customers
- clearing down after the event
- reviewing the success of event, e.g. through numbers, feedback.

Transferable skills

- Planning: putting together an order for the event, the jobs that need completing, organising roles and responsibilities.
- Working with others: putting together the plan for the event and contributing to the running of the event.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Contribute to the organisation and planning of an event		
A.P1 Produce a simple plan for a hospitality and tourism event, identifying own role.	A.M1 Produce a clear plan for a hospitality and tourism event, describing own role.	A.D1 Produce a detailed plan for a hospitality and tourism event, explaining own role.
Learning aim B: Work with others to run an event		
B.P1 Contribute to running an event, taking some responsibility for own role and participating in team activities.	B.M2 Contribute to running an event, taking responsibility for own role and working collaboratively in team activities.	B.D2 Contribute to running an event, taking full responsibility for own role and making effective contributions in team activities.

Essential information for teachers

Tutors should complete an observation record to support the assessment for this unit

For distinction standard, learners:

- produce a plan that logically sets out the order of the event and shows consideration of its aim, as well as any particular requirements. They produce a breakdown of the budget and identify how it will be allocated, giving detailed information on the resources, and the roles and responsibilities required to organise and run the event. Learners explain in detail their individual role, breaking down its requirements and linking this to the activities they need to carry out before and during the event
- carry out their responsibilities while taking a leading role during the running of the event. They show initiative, making decisions when needed and coming up with solutions to problems, guiding other team members as required.

For merit standard, learners:

- produce a plan that provides information on the main activities and the factors to consider for the event, although it may not show consideration of the finer details. They outline the roles and responsibilities required to run the event and give some detail on their own role and the tasks they need to carry out
- proactively participate during the event, carrying out their role competently throughout. They work well with other members of the team, helping them when required, often without being asked.

For pass standard, learners:

- produce a plan that lists some of the main factors for the event, such as the overall budget and some general resources that are required, giving some broad details on the activities that need to be completed. They identify their own role and outline some of the tasks they need to carry out
- participate in the event, engaging in their own role, although they may need some assistance at times. They contribute to team activities when directed by others.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners brainstorm the different types of hospitality and tourism events, e.g. from restaurant launches to events that promote a town or country. Learners brainstorm about the smaller events that they could organise and run for this unit. They discuss the purpose/aim of the event and how to ensure that the planning and running of it meets the specified purpose/aim.

Tutors discuss with learners the event options and support them in choosing a small event to run together.

Suggested time: about 4 hours.

Activity: Visiting speaker

A professional event organiser visits the group to discuss their job and give advice on the most important factors to consider when running an event. If possible, they could give their view on the suggested events proposed by learners.

As a result, learners review their idea and make any necessary changes.

Suggested time: about 2 hours.

Activity: Visiting a hospitality and tourism event

Learners visit a hospitality and tourism event to observe the different roles involved in running it successfully. They could shadow people in particular job roles and assist in supporting activities, as required.

On their return to class, tutors ask learners to reflect on what they saw and experienced, as well as what they learned, eliciting from them how this knowledge will inform the planning of their own event.

Suggested time: 4 hours.

Activity: Planning and individual roles and responsibilities

In small groups, learners review the different roles needed to set up and run an event. Tutors assist learners in setting clear objectives for their event. Tutors ensure that all necessary information is recorded by everyone individually. Learners discuss and agree job roles, taking responsibility for specific tasks and recording this individually.

Tutors design checklists for learners to use in ensuring that the planning process is efficient and that the event will run according to plan.

Suggested time: about 4 hours.

Activity: Gathering resources

Learners keep notes or records of the different activities involved in planning for an event.

Learners hold meetings to discuss event planning, including sourcing a suitable venue in terms of size, purpose and date/time. They identify the resources required for the event and record what they need. Tutors help source the resources required. Learners identify potential health and safety issues and work out how these could be overcome.

Suggested time: about 6 hours.

Suggested assessment activity

The suggested assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and a number of hours to complete the activity.

Suggested scenario

You have been asked to plan and run an event to promote the new summer menu in the college restaurant. As a group, you will work out the plan for the event – the guest list, timings and so on – before discussing and selecting roles and responsibilities for each team member.

You will regularly meet as a team to plan what needs to be done. You will keep a diary in the run-up to the event, detailing your contribution and role in the team and how you have assisted in the planning, setting up, running and clearing down of this event.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to run an event to promote a new holiday deal being offered by the local travel agent. You will work as a team, choosing roles and responsibilities for each team member and sourcing a venue and resources.

You will regularly meet as a team to plan what needs to be done. You will keep a diary during the run-up to the event, detailing your contribution and role within the team and how you have assisted in the planning, setting up, running and clearing down of this event.

Unit HT10: Delivering Customer Service in Hospitality and Tourism

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to respond to customer requests and deal with customer complaints or problems in hospitality and tourism situations.

Unit introduction

Whether you are meeting and greeting on a hotel reception desk, taking orders for food or drink, or working as a holiday rep, being friendly, approachable and polite is essential when working in the hospitality and tourism sectors. Good customer service is one of the most important factors in keeping customers and making them want to return to a hospitality venue or tourist destination. In these days of online reviews, word can spread very quickly about the quality of customer service experiences.

In this unit, you will learn about the different types of customer service you may have to provide, from giving advice to dealing with problems. You will develop skills in both verbal and non-verbal communication and develop confidence in responding to routine and non-routine customer requests. You will also learn and apply procedures to respond to and deal with customer complaints and problems.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Explore different types of customer needs and expectations in hospitality and tourism
- B** Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore different types of customer needs and expectations in hospitality and tourism	<ul style="list-style-type: none"> • The importance of customer service to hospitality and tourism businesses • Different types of customer and their expectations and needs • Customer service skills • Dealing with customers' requests • Dealing with customers' problems 	<ul style="list-style-type: none"> • Presentation on the different types of customer and their needs and expectations in hospitality and tourism sectors. • Video evidence of learners providing customer service in three hospitality and/or tourism situations, supported by observation records.
B Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Speaking clearly and appropriately • Listening carefully for understanding • Adjusting information or delivery to meet the needs of the customer • Anticipating the needs of the customer • Behaving appropriately for the situation 	<ul style="list-style-type: none"> • The needs of different customers • The importance of verbal and non-verbal communication 	<ul style="list-style-type: none"> • Communication • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and sector skills

The importance of customer service to hospitality and tourism businesses

- Types of hospitality and tourism businesses, e.g. hotels, restaurants, tourist offices, travel agents.
- Good customer service positively represents the brand/business values of the company.
- Keeps customers returning to the brand and attracts new customers.

Different types of customer and their expectations and needs

- Requiring advice or guidance, e.g. directions to a facility or service, more information on ingredients in a menu.
- Needing recommendations, e.g. local restaurant, cultural area.
- Needing help with a problem, e.g. missed flight, lost luggage, theft.
- Complaining about a service or product.

Customer service skills

Providing professional customer service, including:

- making a good first impression on the customer, helping them to feel welcome and at ease
- using effective verbal and non-verbal communication skills when dealing with customers, e.g. clarity of communication, making eye contact, actively listening
- establishing and maintaining a professional and polite relationship with the customer
- maintaining focus on the customer and their needs
- understanding and following the customer service processes and procedures of a business, e.g. when to escalate a request or problem.

Dealing with customers' requests

- Routine requests, e.g. advice on the suitability of a type of dish for a customer with a particular allergy, giving directions, assistance with language translation.
- Non-routine requests, e.g. access for people with disabilities, change of travel return date.
- Providing the service correctly and checking that the customer is satisfied.
- Asking if the customer needs further assistance.
- Ensuring business service procedures are followed, e.g. requests/complaints are recorded.
- Consideration of business-sensitive issues, e.g. confidentiality of information.

Dealing with customers' problems

- Problems with product/service, communication, incidents and accidents, e.g. wrong product/service provided, wrong accommodation booked.
- Recognising the problem, acknowledging it and apologising for any inconvenience.
- Reassuring the customer that the problem will be dealt with by the appropriate person.
- Dealing with the customer's problem quickly and calmly, following the correct business procedures.
- Reporting to an appropriate member of staff for help if unable to deal with the problem.
- Ensuring that the customer knows what is happening to resolve their problem.
- Ensuring that the problem has been dealt with and that the customer is satisfied with what has been done.

Transferable skills

- Communication: using appropriate verbal and non-verbal communication skills, speaking clearly and using active listening skills, tone and volume, asking customers appropriate questions, using positive body language to help communication, making eye contact.
- Problem solving: answering questions asked by customers, dealing with issues that may arise, using initiative when communicating with customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore different types of customer needs and expectations in hospitality and tourism		
A.P1 Identify the different types of customer needs and expectations in hospitality and tourism situations.	A.M1 Describe the different types of customer needs and expectations in hospitality and tourism situations, identifying the skills needed to respond to them.	A.D1 Describe in detail the different types of customer needs and expectations in hospitality and tourism situations, identifying the skills needed to provide effective customer service.
Learning aim B: Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations		
B.P2 Demonstrate basic verbal communication skills when responding to customer requests and show some attempt to solve problems when providing customer service in hospitality and tourism situations.	B.M2 Demonstrate appropriate verbal and non-verbal communication skills when responding to customer requests and suggesting solutions to problems in hospitality and tourism situations.	B.D2 Demonstrate professionalism when responding to routine and non-routine customer requests, responding and resolving problems effectively in hospitality and tourism situations.

Essential information for tutors

Essential information for assessment decisions

For assessment for learning aim B, learners should be given three different hospitality and tourism customer service situations to respond to. The scenarios should cover the following areas: providing advice and guidance, a sales situation and dealing with a customer complaint or problem.

For distinction standard, learners:

- give clear and detailed examples of the different types of customer they may come across in hospitality and tourism situations and give insight into their different requirements and needs. They clearly differentiate the skill set needed for the needs and requirements of different customers, e.g. giving advice and dealing with customer complaints
- demonstrate self-assurance, taking ownership and confidently responding to both routine and non-routine customer service requests, following appropriate procedures and remaining professional throughout
- demonstrate confident customer service skills, communicating clearly and remaining polite, using appropriate questioning and responding correctly
- demonstrate positive non-verbal communication skills through use of relevant body language and making eye contact where appropriate
- respond to customer complaints or problems, clearly explaining the steps they will take to respond, and make appropriate decisions that resolve a problem, showing professionalism throughout.

For merit standard, learners:

- give some relevant examples of the types of customer they may come across in hospitality and tourism situations. They provide some detail on their possible requirements and how to approach different types of customer service situations
- respond to both routine and non-routine requests from customers, asking relevant questions and providing suitable responses, but they may show hesitation for more complex requests
- demonstrate a helpful manner, remain polite and use appropriate non-verbal communication/body language
- take some steps towards responding to a customer complaint or problem, following correct procedures.

For pass standard, learners:

- give brief examples of the types of customer they may come across in hospitality and tourism situations, with some broad detail on what their needs and expectations might be
- respond to routine customer service requests, demonstrating some ability to ask the correct questions and respond appropriately, although there will be little attention to non-verbal communication
- attempt to respond to a customer complaint or problem but may not follow the correct procedures in trying to solve it.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners draw on their own experiences of good and bad customer service in hospitality and tourism situations, explaining how it made them feel as customers.

Learners work independently, and then in pairs or small groups, to come up with as many types of hospitality and tourism businesses as they can, placing them into categories, i.e. hotels, travel agents etc.

They then discuss the requirements of the customers in these businesses and the skills, qualities and behaviours needed to address them.

Suggested time: about 2 hours.

Activity: Understanding the importance of good customer service skills

Learners discuss the importance of making a good impression on the customer and then look at video examples of both good and bad customer service situations.

Tutors lead a discussion on effective positive and negative communication from customer service staff and its impact on a hospitality and tourism business.

Suggested time: about 1 hour.

Activity: The importance of using effective communication skills in customer service

Learners discuss the different types of communication, e.g. verbal and non-verbal, body language, tone of voice and active listening.

They then role play scenarios to demonstrate different types of verbal and non-verbal communication skills, e.g. body language, tone of voice and eye contact.

Learners complete a worksheet on the most effective way to communicate with customers in a variety of situations, including face to face, by phone and by email, to ensure that customers feel valued by the business.

Suggested time: about 2 hours.

Activity: Role play – responding to customer requests

Learners discuss the types of request they may get from customers, e.g. a customer with food allergies booking a meal over the phone, or a customer who has issues with the itinerary of a coach tour.

Learners use role play to explore these types of request and the skills needed to deal with them.

They explore non-routine requests, such as advising customers who may have specific needs, such as those with disabilities or those travelling with children, young adults or older people.

They produce observation notes on one another's role play and give feedback. The group should discuss the different types of skills and behaviours they are using for different types of request.

Suggested time: about 4 hours.

Activity: Role play – responding to customer complaints and problems

The group discusses the types of complaint and problems faced by customer service staff in hospitality and tourism businesses and the procedures/techniques used to deal with them.

They then role play different scenarios, e.g. the wrong accommodation booked, a restaurant not providing child-friendly menu items.

These should be a combination of face-to-face and phone situations. Learners should take on both the customer role and the customer service staff role.

Learners then give feedback on their role after each scenario.

Suggested time: about 2 hours.

Activity: Impact of good customer service skills

Learners discuss the importance of good customer service skills and the positive effect they can have on a hospitality and tourism business. Learners discuss the long-term effect of bad customer service skills to a business and how staff can improve customer service.

Learners write role-play activities, using examples to show how customers can be assisted in a hospitality and/or tourism setting. Role-play scenarios should include problem solving and allow learners to demonstrate good customer service skills. Learners should be encouraged to use a range of diverse customers in different settings, e.g. a person with a disability requesting access to an art gallery or a blind person ordering a meal.

Suggested time: about 2 hours.

Activity: Recap of customer service skills

Learners complete tutor-designed worksheets that assess their understanding of the importance of customer service.

These worksheets could include flash cards or pictograms with prompts for verbal responses from learners, similar to a mini role-play situation and covering a range of topics. Learners have to apply their understanding of the subject to successfully complete the task.

Suggested time: about 2 hours.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to put together a presentation, giving examples of different types of customer and their needs in different customer service situations. You will give examples of the best approach to use in these situations.

You will then be asked to respond to three different customer service scenarios from the following list using the skills you have developed.

- Taking a reservation over the phone for a group booking a table for dinner.
- Taking a reservation over the phone for a group wanting to visit an art gallery.
- Providing information to a customer face to face on the itinerary of a coach tour.
- Assisting a customer who wants to substitute some of the ingredients in their three-course meal.
- Resolving a problem a customer has with the food they ordered at a restaurant.
- Resolving a complaint from a customer about their hotel room.

Your tutor will observe you in these scenarios and you will also be filmed carrying them out.

You must also keep notes on the scenarios and how you approached them.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to put together a presentation, giving examples of different types of customer and their needs in different customer service situations. You will give examples of the best approach to in these situations.

You will then be asked to respond to three different customer service scenarios from the following list using the skills you have developed.

- Providing information to a customer face to face on suitable dishes on the menu for children.
- Providing information to a customer on food options for a party buffet.
- Resolving a problem a customer has with the number of seats available for a birthday party at a local pub.
- Giving directions to the local country park to a customer face to face.
- Providing information to a prospective client on the facilities available at the local conference centre.
- Resolving a problem a customer has with the wrong accommodation being booked.

Your tutor will observe you in these scenarios and you will also be filmed carrying them out. You must also keep notes on the scenarios and how you approached them.

The customer service situations for the retake assessment activity must be different from those for the first assessment activity.

Unit HT11: Using Websites to Make Holiday Choices

Level: 1

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will use websites to research and select information on overseas travel and accommodation that meet customer requirements.

Unit introduction

When working in hospitality and tourism, you could be asked to find out specific information for customers, for example they may want you to research flight details or find out the prices of hotel rooms in a particular area. They may also ask you to investigate details for local restaurants or book theatre tickets. It is important that you can use websites confidently and accurately, entering the right information and making a successful booking.

In this unit, you will learn how to access different websites and make a variety of holiday bookings, such as train tickets, hotel rooms, restaurants, theatre seats and visitor attractions. You will learn the various stages of processing a booking: getting the right information from the customer, keying it in on the website, completing each stage of the booking and providing the customer with information on the booking.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Find out information from websites on travel and accommodation for a customer brief
- B** Present information on travel and accommodation that meets customer requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out information from websites on travel and accommodation for a customer brief	<ul style="list-style-type: none"> • Responding to a customer brief • Using travel websites to find out information and make choices • Compiling and presenting information for customers 	<ul style="list-style-type: none"> • Annotated screenshots of websites used to select information on travel and accommodation. • Summary of information found. • Email to customer outlining the different travel and accommodation options.
B Present information on travel and accommodation that meets customer requirements		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Obtaining accurate information • Exploring appropriate websites 	<ul style="list-style-type: none"> • The different types of website, the information required and the booking stages to be processed • Finding the best deals online 	<ul style="list-style-type: none"> • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Read and understand texts in detail. • Utilise information contained in text. • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence.
Mathematics	<ul style="list-style-type: none"> • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Collect and record discrete data and organise and represent information in different ways.

Unit content

Knowledge and sector skills

Responding to a customer brief

When responding to a customer brief it is important to consider the following.

- Customer requirements, e.g. preferred dates/time of year.
- The budget available, e.g. cost considerations of adults and children, flight supplements.
- Needs and characteristics of different types of customer, e.g. groups, couples, families.
- Special requests, e.g. sea-view accommodation, twin/double beds, flight seats with extra legroom, special dietary needs at restaurants.
- Visa requirements for UK passport holders travelling to certain countries, e.g. Electronic System for Travel Authorization (ESTA).
- Travel requirements, e.g. air, rail, combination.
- Accommodation requirements, e.g. standard of accommodation, type of accommodation.
- Customer motivation, e.g. relaxation, activity, culture.
- Features, e.g. cultural features, facilities and services.

Using travel websites to find out information and make choices

There are a range of different websites that can be used to find out information on travel and accommodation.

- Flights directly through the airline's own websites.
- Rail travel through rail operator sites.
- Accommodation direct through own websites, e.g. hotel, self-catering accommodation, B&Bs.
- Use of flight and accommodation comparison sites to find the best price and offers.
- Use of general booking sites.
- Use of specific travel sites, e.g. tour operator, online travel agents that offer tailor-made packages, bespoke accommodation.
- Considerations:
 - validity of information available on sites
 - fraudulent sites
 - security of booking and data protection.

Compiling and presenting information for customers

- Summarising information found, being accurate and putting it in logical order.
- Presenting a number of options based on customer requirements.
- Making recommendations and suggestions.
- Presenting information clearly and concisely.

Transferable skills

- Managing information: collecting and using information from different sources about holidays for selected customers, organising information about holiday, representing information in different ways to customers about holidays bookings, using numbers.
- Communication: writing, speaking and listening to customers about their holiday booking requirements; using the correct tone to help communication with customers about holiday bookings; communicating verbally and in writing to relay information on holiday bookings to customers.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Find out information from websites on travel and accommodation for a customer brief		
A.P1 Search for information from limited sources for a customer brief.	A.M1 Search for information from different sources for a customer brief.	A.D1 Search for information from relevant sources for a customer brief.
A.P2 Select information on travel and accommodation that meets some of the requirements of the customer brief.	A.M2 Select information on travel and accommodation that shows consideration of the customer brief.	A.D2 Select information on travel and accommodation that shows a full consideration of the customer brief.
Learning aim B: Present information on travel and accommodation that meets customer requirements		
B.P3 Present outline information on travel and accommodation that meets some of the requirements of the customer.	B.M3 Present detailed information on travel and accommodation that meets most of the requirements of the customer.	B.D3 Present detailed and well-organised information on travel and accommodation that meets the requirements of the customer.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- carry out a focused search of websites to obtain information, ensuring that they keep within the requirements of the customer brief. They use different websites that are highly appropriate to the brief, e.g. websites for family holidays or solo travellers, and select information that shows they have covered all the customer requirements
- present the information in a professional format, clearly and accurately, covering each of the customer requirements in detail. They offer, in detail, more than one option for the brief with a breakdown of costs for each part of the brief. They show insight when selecting appropriate accommodation and activities to meet the needs of the customer.

For merit standard, learners:

- carry out a search of websites for information on travel and accommodation that stay mostly within the requirements of the brief although may sometimes be too general. They use websites that are appropriate to the brief and select information from their search that shows consideration of the customer requirements
- present information that meets most of the customer requirements, offering more than one option. They give some costings for travel and accommodation.

For pass standard, learners:

- carry out a basic search of websites for information that shows little focus and attention to the requirements of the brief. They use the most recognisable websites to select information that is generally broad and shows some consideration of the customer requirements
- present basic information on the main requirements of the brief, e.g. correct destination and appropriate accommodation but little detail on other areas of the brief. They produce some outline costings for travel and accommodation.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

In small groups, learners discuss the different ways in which those employed in hospitality, travel and tourism use the internet to check availability and make bookings for a variety of products and services.

They then discuss different components of holidays, such as accommodation, flights, and excursions. They give feedback on the different components they have come up with.

Suggested time: about 1.5 hours.

Activity: Visiting speaker – travel agent

A travel agent discusses the day-to-day duties of a travel agent and the skills and knowledge they need to carry out their job.

Suggested time: about 2 hours.

Activity: Obtaining customer information to make a holiday booking

In pairs, learners discuss the following.

- Why is it important for information to be accurate?
- What can go wrong if information is entered incorrectly on online booking websites? (For example, a holiday booked in the wrong name means that the person can't fly or that there may be a delay in the booking process.)

In pairs, learners take turns to role play being the person making the holiday booking and the customer wanting to book a holiday. Tutors ensure that learners correctly identify the customer's personal details, any specific requirements or special requests, and the correct payment terms in order to make the booking.

Suggested time: about 2 hours.

Activity: Accessing websites and obtaining information to make hotel bookings

Learners are given a customer brief, e.g. a couple are looking for a 4-star hotel in the centre of Paris for two days, and have to start investigating the possible options.

Learners print out screenshots or web pages to provide the customer with the appropriate information.

Suggested time: about 1.5 hours.

Activity: Accessing websites and obtaining information to make restaurant bookings

Learners are given a brief for a customer's special requests for a restaurant booking.

Learners should be directed to explore a range of different restaurant websites and to make a table reservation for four adults in the centre of Paris on a particular date.

Suggested time: about 1.5 hours.

Activity: Accessing websites and obtaining information to make flight bookings

Learners work through the different stages of a typical flight booking, showing how to enter the required information and move through the booking process.

Learners should be shown the web pages where there are options for customers, such as luggage and flight seats, and make a booking. This could be done as a role play with the tutor or one of their peers as the customer.

Suggested time: about 4 hours.

Activity: Accessing websites and obtaining information to make bookings for entertainment

Individually, learners explore websites that offer online theatre bookings. They view a plan of the theatre and select an appropriately priced available seat.

Learners explore other types of website that also provide online booking facilities, such as theme parks, sporting events, festivals and tourist attractions. Learners should then be given scenarios based on realistic customer requests for bookings for them to address.

Suggested time: about 2 hours.

Activity: Making a package holiday booking that includes a flight, accommodation and entertainment, and presenting the booking to the customer

In small groups, learners discuss the likely range of requirements for different people when booking a package holiday, e.g. a family with a baby may not wish to make a long journey.

They then look at a scenario for a customer booking and explore websites that offer package holidays. Learners work in pairs as agent and customer to make the booking and practise their communication skills before swapping roles and practising with information for another booking. Learners should print out screenshots or web pages to provide their customers with details of the booking.

Learners individually create a presentation of a package holiday using the information produced.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

As an online travel consultant, a brief has arrived in your inbox from a customer who wants a quotation for a two-week holiday for a family of four: two adults and two children aged 9 and 14. They have a budget of £3,000. They would like their flights booked on a particular date and have chosen their destination and the type of accommodation they would like to stay in. They would like some information on the area and the things they could do while they are there. They have asked that the quotation gives detailed information on the flights and accommodation and a breakdown of the costs.

You will use websites to carry out research to the best deal, as well as to meet all the customer requirements. You will produce screenshots of your searches and put together a customer information pack with a breakdown of the holiday details and a covering email.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity

Another customer brief has come in from a group of three friends who want to book a five-day holiday in the sun for a total budget of £1,000. They are flexible with their dates but would like to fly out of a specific airport and want to go somewhere with lively nightlife. They don't mind whether they stay in self-catering or hotel accommodation but two people will be sharing a room and one person will require a separate room. They would like you to find the best deal as well as meet their requirements. You will need to produce screenshots of your searches and put together a customer information pack with a breakdown of the holiday details, quotation and a covering email.

Unit HT12: Promoting Hospitality and Tourism Events

Level: **1**

Unit type: **Sector (Hospitality and Tourism)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in planning and creating promotional materials for a hospitality and tourism event aimed at a specific target market.

Unit introduction

Have you ever thought about how many promotional messages you see every day on television, in shop windows, on leaflets or even on the bus? It seems that everyone is trying to promote or sell us something. Promoting products and services is important for hospitality and travel and tourism businesses to be successful.

In this unit, you will learn how to promote a hospitality and tourism event. You will think about and plan which promotional materials to use for an event before creating your own promotional materials, using different techniques and materials, to target a selected market.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan promotional materials for an event for a specific target audience
- B** Create promotional materials for a hospitality and tourism event.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan promotional materials for an event for a specific target audience	<ul style="list-style-type: none"> Promotional techniques and materials Target markets Creating promotional materials 	<ul style="list-style-type: none"> Annotated sketches and notes of draft ideas for promotional materials. Two fully drafted promotional materials for a hospitality and tourism event.
B Create promotional materials for a hospitality and tourism event		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> Planning, designing and creating promotional materials Using promotional techniques and materials Aiming at different target markets 	<ul style="list-style-type: none"> Understanding the ideas generation process to create promotional materials The factors to consider when creating promotional materials What is required to create effective promotional materials 	<ul style="list-style-type: none"> Planning Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Present information clearly and in appropriate language. Identify the main points and ideas and how they are presented in a variety of texts. Utilise information contained in texts. Write clearly and coherently, including an appropriate level of detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience. Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.
Mathematics	<ul style="list-style-type: none"> Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.

Unit content

Knowledge and sector skills

Promotional techniques and materials

To consider:

- purpose of promotional materials, e.g. to sell holidays, to encourage customers to a new restaurant/bar
- promotional techniques:
 - digital, e.g. social media, interactive advertising
 - non-digital, e.g. displays, brochures, advertising in newspapers/magazines
- promotional materials, e.g. leaflet and online advertisements, direct mailshots (digital and non-digital), shop window displays, holiday brochures
- factors when choosing promotional techniques and materials:
 - cost/budget – some are more expensive than others, e.g. TV advertising
 - target markets – some are more effective for different target markets, e.g. social networking for younger age groups.

Target markets

- Target markets, e.g. age, gender, socioeconomic group, lifestyle, ethnicity, geographical location, common/special interest.
- Needs of target markets, e.g. placement where selected target markets are most likely to see the material.
- Design of the material, e.g. layout, style, colour, images, straplines, novelty, branding/logo.

Creating promotional materials

- Generating ideas, including consideration of the features and benefits of the event being promoted, the target market appeal and the use of pictures, fashions and trends.
- Identifying the activities needed to promote the event to the target market, the resources required and the budget.
- Identifying needs of the target market, e.g. appropriateness and suitability, giving reasons for material design.
- Consideration of design features such as:
 - layout, e.g. style, colour, fonts, images, logo
 - approach, e.g. use of humour, novelty, shock
 - providing essential information about the event, e.g. directions to venue, prices
 - format and structure suitable for purpose and specific target markets.

Transferable skills

- Planning: drafting and organising ideas, meeting timescales.
- Communication: both written and visual communication, used throughout promotional materials.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan promotional materials for an event for a specific target audience		
A.P1 Develop ideas for promotional materials for an event, showing limited consideration of target audience.	A.M1 Develop ideas for promotional materials for an event that are appropriate for the target audience.	A.D1 Develop creative ideas for promotional materials for an event that show consistent consideration of the target audience.
Learning aim B: Create promotional materials for a hospitality and tourism event		
B.P2 Produce promotional materials for a hospitality and tourism event, showing limited consideration of design features and target market.	B.M2 Produce appropriate promotional materials for a hospitality and tourism event for the target market, showing consideration of most design features.	B.D2 Produce creative promotional materials for a hospitality and tourism event, using a full range of design features to appeal to the target market.

Essential information for tutors

Essential information for assessment decisions

Learners will come up with three different ideas for promotional materials for learning aim A demonstrated through annotated sketches and drafts. For learning aim B, they must produce two full drafts. They must produce original designs for their promotional materials.

For distinction standard, learners:

- produce well-presented ideas for different promotional materials, using both digital and non-digital techniques. Their ideas will show originality and be linked to a clear understanding of the details of the event. They will show consideration of the target market, its requirements and how best to communicate to it
- produce promotional materials that show creativity and imagination in interpreting the requirements of the brief and a detailed consideration of the design features, e.g. the font, colour, language chosen.

For merit standard, learners:

- produce ideas for promotional materials that show some consideration of the target market through their choice of appropriate promotional techniques. They include details of the event and show some consideration of the language to best communicate to the target market
- produce promotional materials that are relevant for the event. They consider the target market through their use of language and include some design features, such as use of colour and imagery.

For pass standard, learners:

- produce ideas for promotional materials but use limited promotional techniques that may not always be the most appropriate for the target market. They include outline details about the event and show a basic understanding of how best to communicate to the target market
- produce basic promotional materials for an event that use similar promotional techniques and do not show any obvious consideration of the target market. The materials do not include many design features and may be missing important information about the event.

Essential resources

For this unit, learners will require access to promotional materials from hospitality and travel and tourism businesses. They will need access to IT to produce an item of promotional material and also for research purposes.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners investigate the different types of promotional material used by hospitality and tourism businesses and which are most effective.

In pairs, learners promote an event to each other. Tutors discuss with them afterwards whether this was easy or difficult, and why.

Suggested time: about 4 hours.

Activity: Visit to hospitality and tourism businesses

Learners visit a local travel agent or restaurant/hotel to investigate the events currently being promoted and the promotional techniques used. Where possible, learners should collect materials for research.

Suggested time: about 4 hours.

Activity: Exploring promotional materials

Learners look at a range of promotional materials, e.g. television/radio advertising, brochures, posters, newspapers. In small groups, they discuss which they find the most attractive and why. They consider who the promotional materials may be aimed at and why they think this.

In pairs, learners redesign one of them using the materials available. They discuss the changes they have made and establish why spelling and grammar is so important in promotional materials.

Suggested time: about 2 hours.

Activity: Creating a promotional poster

In pairs, learners produce a poster to promote a school event. Each pair has a different type of event. Learners present their work to the group, explaining why they chose their design. The whole group gives feedback on the posters.

Suggested time: about 2 hours.

Activity: Planning and designing promotional materials

Learners look at the role played by colour and images in making promotional materials effective. Tutors discuss with learners how their use of colour and images made the promotional materials they created in the previous session effective, or how they could have been enhanced.

Tutors show examples of different posters with colour schemes changed. Learners produce two simple posters from materials provided, using different colours and images but containing the same message. Learners display their posters and compare the effects.

Suggested time: about 2 hours.

Activity: Promotional materials message

Learners produce a range of examples of promotional materials for different events.

Tutors ask learners to work in small groups to produce a piece of promotional material for a given event, each group working on a different message.

Suggested time: about 2 hours.

Activity: Promotional materials for different target markets

Learners continue to produce promotional materials for a given event, each time with a different target market.

Tutors discuss with the whole group whether or not materials produced are fit for purpose.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

A local cafe, used mostly in the day by mother and baby groups, is reopening after extensive refurbishment. You have been asked by the manager to come up with some ideas for promotional materials to invite these customers to the opening event. The manager wants these customers to know there are new special areas for mothers and babies, and also some special offers for the first week of opening.

You will need to carry out some research into this target audience and any promotional materials that are already aimed at this group. You will put a plan together of ideas for promotional materials that could be used to promote the cafe.

You will then select your best ideas and develop two full drafts to show the cafe manager, annotating them to explain your design ideas and how they will attract the target market.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your tourism tutor has asked you to come up with some ideas to promote a college trip to France, which will include a trip to the ski slopes, staying with a French family and an opportunity to develop French language skills. The age range of the students to target is 16–19 years old.

You will need to carry out some research into the French region and the target market, and put together some ideas for promotional materials that could be used to promote the trip.

You will then select your best ideas and develop two of them into full drafts, annotating them to explain your design ideas and how they will attract the target market.

4 Planning your programme

How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in two sizes, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Certificate size and then progress to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. Both sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- 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.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

6 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to 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.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of 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.

Appeals against assessment

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 could be a consideration of the evidence by a Lead IV 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. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

7 Quality assurance and centre approval

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) 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 in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains 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 Introductory qualifications 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 delivering and quality-assuring its BTEC programmes.

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

8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Diploma may be eligible to achieve a Certificate in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
U	0	0
Pass	6	8
Merit	12	16
Distinction	18	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

Calculation of qualification grade

Applicable for registration from 1 January 2017.

Certificate		Diploma	
180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold
Certificate	0	U	0
P	36	PP	72
		MP	96
M	60	MM	120
		DM	158
D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from January 2017

Example 1: Achievement of a Certificate with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Totals	180	D	96

The learner has sufficient points for a D grade

Example 2: Achievement of a Certificate with a P grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Totals	180	P	36

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

Example 3: A Certificate graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
Totals	180	U	42

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

Example 4: A Diploma graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
Totals	360	U	110

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

Example 5: Achievement of a Diploma with a DD grade

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
Totals	360	DD	196

The learner has sufficient points for a DD grade

Example 6: Achievement of a Diploma with a PP grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
Totals	360	PP	72

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Introductory qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Use techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

Term	Definition
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

Type of evidence	Definition and purpose
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.

Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism

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