



## BTEC Hospitality sub diploma year 13

- Units 12 contemporary world food
- Unit 22 Planning and Managing a Hospitality Event
- Unit 2 Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

## Unit 22 Planning and Managing a Hospitality Event

**Aim and purpose** The aim of this unit is to enable learners to gain knowledge of characteristics of events in the hospitality industry and gain skills to produce a proposal for an event from a client brief, plan, stage and review events

Unit	Learning outcomes for unit 22	Lesson intention
22	<ul style="list-style-type: none"><li>• Know characteristics of events in the hospitality industry</li><li>• Be able to produce a proposal for an event from a client brief</li><li>• Be able to plan events</li><li>• Be able to stage events and review its success.</li></ul>	<ol style="list-style-type: none"><li>1. overview of the types of events in the hospitality industry and their characteristics, for example a celebration (for example prize giving), parents' evening, charity fundraising event. This could be introduced with a class discussion of different types of event, followed up with visits to local event providers, input from industrial speakers, and active text and internet research</li> <li>2. client brief will be required in order for learners to produce a proposal. This could be a real brief or produced by the teacher acting as the client. Learners could manage a small event alone or be allocated a particular area to manage within a larger event that allows them to meet all the grade criteria. Events that might be appropriate are small parties for christenings and birthdays, end-of-term college parties, formal receptions, garden parties, school fetes, charity fundraising activities, themed dinners or business breakfasts.</li> <li>3. planning requirements, the range of possible services that could be provided for the client needs to be discussed, for example venue searches, the hire of temporary structures for external events, audiovisual system hire, entertainment system hire, photographers, florists, printing, catering specialists, additional legislative controls, eg licensing laws for the sale of liquor, music and dancing, public liability insurance. This will introduce the major concepts and enable learners to explore ideas and collect materials. Recent advances in technology should be explored and the methods employed by organisations will need to be addressed in the research aspects of the programme and collect materials.</li></ol>

### Criteria covered

Introduction to the unit and the programme of learning and assessment. Learners interview hospitality employers and find out the different types of events they may hold. Learners visit a hospitality event management business and find out about the characteristics of different types of events.

Assignment 1 – Characteristics of Events in the Hospitality Industry (P1) Learners produce a booklet about the characteristics of different types of events in the hospitality industry. Group discussion to determine understanding of client briefs. Visit to an event management business and observation of a client brief being implemented – follow-up poster showing different types of client brief. Learners interview a member of staff from their own institution on event proposal. Visit to an event management business to look at event proposals.

Assignment 2 – Production of a Proposal for an Event from a Client Brief (P2, M1, D1) Learners create a presentation of an event proposal. Role play of planning events – learners identify key planning considerations. Role play of planning events – learners get feedback from others.

Assignment 3 – Planning an Event (P3, M2) Learners create a presentation of an event plan. Role play of staging events – learners follow the proposal and plan and adapt as required. Role play of reviewing events.

Assignment 4 – Staging an Event and Reviewing Its Success (P4, P5, M3) Based on staging an event and reviewing its success. Tutorial support and feedback. Self-initiated learning time

### Grading criteria

P1 Characteristics of Events in the Hospitality Industry Learners take the role of a HR manager at a conference centre and are required to prepare a booklet for new staff on different types of hospitality events. Learners prepare a booklet for new staff.

P2, M1, D1 Production of a Proposal for an Event from a Client Brief Learners continue in the same role of HR manager and are required to produce a presentation for a client. Learners prepare a presentation and supporting materials for the client.

P3, M2 Planning an Event Learners continue in the same role of HR manager and are required to plan a hospitality event. Learners create a plan that meets the proposal.

P4, P5, M3 Staging an Event and Reviewing Its Success Learners continue in the same role of HR manager and run the hospitality event they have produced a proposal for and planned and need to then review it. Role play or work placement supported by observation sheets. Learners produce a report reviewing the event.

Unit 12 – contemporary world food

Aim and purpose The aim of this unit is to enable learners to gain knowledge of the commodities used in contemporary world food and gain skills to plan menus, prepare, cook, present and review contemporary world dishes.

Unit	Learning outcomes for unit 12	Lesson intention
12	<ul style="list-style-type: none"> <li>• Be able to plan menus taking into account current developments in contemporary world food</li> <li>• Know the commodities used in contemporary world food</li> <li>• Be able to prepare, cook and present contemporary world dishes, using professional, safe and hygienic working practices</li> <li>• Be able to evaluate the quality of contemporary world dishes.</li> </ul>	<p>introduces learners to a variety of innovative and contemporary styles of food from a broad spectrum of hospitality businesses. These may range from fashionable restaurants owned or franchised by celebrity chefs with large budgets and the ability to charge high prices, to schools and residential businesses such as care homes that have to meet strict budgetary constraints while maintaining nutritional balance and interest for the customer.</p> <p>Learners will develop planning skills in the development of menus, which will then be prepared, cooked and presented to invited guests. This could involve a banquet menu suited to a special occasion in the academic timetable, or it might involve an extensive menu based on regional or nationally renowned ingredients. This is similar to chef's taster menus, which are found in many good quality businesses today. From this, they will develop a wide knowledge of a variety of modern styles of food and the ability to safely use equipment involved in its preparation and presentation.</p> <p>Learners will have opportunities to develop practical skills in preparing, cooking and presenting locally, nationally and globally available commodities, following safe, professional and hygienic practices. Learners will investigate how and where to obtain commodities required for the production of dishes, their seasonal availability, origins and cost and how to order them. The unit also introduces learners to the processes involved in evaluating and suggesting improvements to or modifying dishes, and will give them the opportunity to reflect on their skills and identify areas for future improvement.</p>

### Criteria covered

Tutor introduction to the unit and the criteria for assessment. Tutor-led discussion about current developments in contemporary world food. Learners research a variety of different recipes for contemporary world food and collect different recipes to try out.

#### Assignment 1 – Planning Menus

Taking into Account Current Developments in Contemporary World Food (P1) Learners produce contemporary world food menus. Tutor-led discussion about commodities used to prepare and cook contemporary world food dishes. Tutor brings in food commodities relevant to the unit to demonstrate methods used to prepare and cook different contemporary world dishes. Learners could taste and photograph food commodities for reference.

#### Demonstration by guest chef

showing dishes that they would prepare and cook as contemporary world dishes.

Assignment 2 – Commodities Used in Contemporary World Food (P2 M1 D1) Learners do a presentation on commodities used to prepare and cook dishes from around the world. Visits to commercial kitchens producing contemporary world food to observe food preparation cooking and presentation skills. Learners identify the timing needed for a variety of preparation and cooking methods and the safety and hygiene procedures. Learners plan the dishes to be cooked – discussion on the range of dishes. Cooking exercises – food preparation and cooking skills. Learners produce contemporary world dishes that are well cooked tasty nutritious and visually pleasing – receive feedback. Cooking practice with feedback from peers – and repeat practice.

Assignment 3 – Preparing Cooking and Presenting Contemporary World Dishes (P3 M2) Learners prepare and cook dishes for real customers. Learners evaluate the preparation cooking and presentation of the dishes they have produced.

Assignment 4 – Evaluating the Quality of Contemporary World Dishes (P4 M3 D2) Learners review dishes prepared and cooked for real customers. Tutorial support and feedback. Self-initiated learning time.

### Grading criteria

P1 plan menus for different hospitality businesses taking into account current developments in contemporary world food

P2 identify commodities that could be used in contemporary world food menus

M1 compare menus and commodities used in contemporary world food

D1 analyse the extent to which commodities have influenced contemporary world food trends

P3 demonstrate safe, hygienic and professional food preparation, cooking and presentation skills when creating contemporary world food

M2 demonstrate innovation when using technical skills to prepare, cook and present contemporary world food

P4 use evaluation techniques to review contemporary world dishes.

M3 use quality criteria to review contemporary world dishes.

D2 evaluate own performance using quality criteria and make realistic recommendations for areas in which skills could be developed.

Unit 2 - Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Aim and purpose

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

Unit 2	Learning outcomes for unit 2	Lesson intention
	<ul style="list-style-type: none"> <li>• Understand how to develop a customer service culture within their business</li> <li>• Understand how to build teams and motivate colleagues through techniques such as onsite coaching</li> <li>• Understand how to effectively monitor and communicate levels of customer service performance</li> </ul>	<p>Customer service is of vital importance to all organisations in the hospitality, leisure, travel and tourism sector. A reputation for excellent customer service performance will help organisations to attract and retain customers by differentiating them from their competitors. Supervisors are an important factor in ensuring the continuity of an effective and positive customer service culture within an organisation.</p> <p>This unit looks at how a supervisor can help to develop customer service in their business, the relationship between customer service and selling and the impact that customer service can have on business performance. Learners will also explore the role of the supervisor in providing customer service and their part in building teams that can deliver effective customer service. The importance of the part played by staff development, training, coaching and different methods of giving feedback in customer service are also explored.</p> <p>Finally, the unit allows learners to investigate the effectiveness of customer service by measuring it against customer service standards and to suggest improvements. Through completion of this unit, learners will be able to appreciate the vital role they play, as supervisors or potential supervisors, in the hospitality, leisure, travel and tourism sector, in contributing to the quality of customer service.</p>

Criteria covered



Introduction to the unit and the programme of learning and assessment. Group discussion to determine the role of the supervisor in leading when delivering excellent customer service. Visit to a hospitality business to monitor the delivery of customer service against organisational standards – follow-up poster.

Assignment 1 – How to Develop a Customer Service Culture within a Business (P1, P2, P3, P4, M1, D1) Learners produce a booklet about ways to develop a customer service culture within their business based on visit. Group discussion about ways effective teams can be developed to deliver excellent customer service and the importance of staff development in ensuring that excellent customer service is delivered. Group discussion about ways training and coaching sessions can be implemented to improve the delivery of customer service. Group discussion about the importance of providing feedback to staff and appropriate methods to deliver feedback.

Assignment 2 – How to Build Teams and Motivate Colleagues Through Techniques such as On-site Coaching (P5, P6, P7, P8, P9, P10, M2) Learners do a presentation about ways to build teams and motivate colleagues through techniques such as on-site coaching. Learners visit a business with excellent reputation for customer service and find how the business achieves this and how it is monitored with follow-up discussion. Learners interview dissatisfied customers and identify what was missing – pair work. Learners investigate methods of monitoring and evaluation used in different businesses.

Assignment 3 – How to Effectively Monitor and Communicate Levels of Customer Service Performance (P11, P12, P13, P14, P15, M3) Based on hospitality business visited, learners investigate how to effectively monitor and communicate levels of customer service performance.

Grading criteria

P1, P2, P3, P4, M1, D1 How to Develop a Customer Service Culture within a Business Learners take the role of customer service coach and are tasked with producing a booklet for new staff. Learners produce booklet or other material for use with new staff.

P5, P6, P7, P8, P9, P10, M2 How to Build Teams and Motivate Colleagues through Techniques such as On-site Coaching Learners continue in the role from the first assignment and prepare more materials for use with new staff. Learners create a presentation for use with new staff. Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

P11, P12, P13, P14, P15, M3 How to Effectively Monitor and Communicate Levels of Customer Service Performance Learners use a business of which they have some experience to investigate how levels of customer service performance are monitored and communicated. The results of this could be used as feedback for the business. Learners produce material in suitable format – booklet, posters or presentation materials.