

UNIT 5255: The Hospitality Sector

Recommended Prior Knowledge

None required.

Context

This unit can be studied on its own. Alternatively Centres may wish to deliver this unit in conjunction with the Customer Care and Working Procedures section of the Core module. Centres are strongly advised to refer to *Guidance on assessment and evidence requirements* on pages 43-45 in the 2006 Syllabus document.

Outline

By completing this module candidates will develop an understanding of the importance of hospitality to the travel and tourism industry. This will include those organisations whose primary purpose is hospitality (e.g. hotels and restaurants) as well as provision within other travel and tourism sectors e.g. airlines, conference facilities and visitor attractions. Candidates will investigate hospitality products and services and demonstrate the skills and qualities required in hospitality roles. Finally candidates will demonstrate procedures to be followed in one hospitality role.

AO	Learning Outcomes	Suggested Content/Teaching Activities	Learning hours	Resources
	To identify unit and assessment requirements.	Hospitality as a sector of the travel and tourism industry. Outline of module content. Internal assessment – how and when this will be done.		Copy of specification. Details of assessment methods.
1	To identify the range of primary hospitality provision.	<p>Tutor led input: what is hospitality?</p> <ul style="list-style-type: none"> ▪ types of provision ▪ primary and secondary provision. <p>Brainstorm activity: range of accommodation types.</p> <p>Student activity: Internet research to identify national and international examples of key primary providers of each accommodation type.</p> <p>Student activity: Internet research to establish national hotel classification system. Discussion: range of catering provision.</p> <p>Internet research to identify national and international examples of key primary catering providers.</p>	4-6	<p>Cousins, J. et. al. (2002). <i>Food and Beverage Management</i>. Harlow: Prentice Hall.</p> <p>Websites of any National Tourism Association</p> <p>www.catererglobal.com</p>
1	To identify the range of secondary hospitality provision.	<p>Tutor led input:</p> <ul style="list-style-type: none"> ▪ secondary hospitality provision ▪ importance to the travel and tourism product ▪ range of provision. <p>Visit to a transport terminal (railway station, bus depot, port or airport) to assess hospitality provision.</p> <p>Case study: an airline catering provider.</p>	2-4	<p>Cousins, J. et. al. (2002). <i>Food and Beverage Management</i>. Harlow: Prentice Hall.</p> <p>Smith, J. et. al. (2005). <i>GCE AS Travel and Tourism for OCR: Single Award</i>. London: Heinemann.</p> <p>Tutor to extract current case study material on airline catering from www.airlinemeals.net.</p>
1	To carry out research for Assessment Objective 1.	<p>Research activity: hospitality provision with a locality:</p> <ul style="list-style-type: none"> ▪ visit/write to local Tourist Information provider ▪ Internet research. <p>Follow-up activity: map provision on local map.</p>	2-4	<p>Access to local Tourist Information provider.</p> <p>Access to Internet.</p>

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1	To identify and provide examples of hospitality provision present in an area with which you are familiar.	Assessment: students to produce evidence to meet Assessment Objective 1.		
2	To differentiate between products and services.	Tutor led input: products and services provided by the hospitality sector. Research activity: compare the hospitality products and services provided at different venues eg for the Dubai World Cup and Aintree Racecourse.	1	Cousins, J. et. al. (2002). <i>Food and Beverage Management</i> . Harlow: Prentice Hall. Internet access: www.dubaiworldcup.com www.aintree.co.uk
2	To identify products and services provided by a key hospitality provider.	Visit to hotel, restaurant or other similar primary hospitality provider (organised by tutor). Ideally key staff will provide information to students during the visit. If this is not possible supplementary information can be gathered through observation and Internet research. Students to: <ul style="list-style-type: none"> ▪ prepare questions (prior to visit) ▪ make notes (during visit) ▪ list products and services provided. 	2-4	
2	To carry out research for Assessment Objective 2.	Tutors to guide candidates in their research of appropriate organisations. Research techniques could include: <ul style="list-style-type: none"> ▪ visits to organisations ▪ research of websites ▪ interviews key staff within selected organisations. Review of information/literature provided by the organisation.	4-6	
2	Describe and explain the products and services provided by two hospitality providers.	Assessment: students to produce evidence to meet Assessment Objective 2.		

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3,4	To identify a range of job roles available in the hospitality sector.	<p>Guest speaker: Careers Advisor</p> <p>Student research:</p> <ul style="list-style-type: none"> ▪ job centres ▪ Internet ▪ local/national press ▪ careers centre. 	2	<p>www.springboarduk.org.uk</p> <p>A Careers Advisor</p> <p>Access to:</p> <ul style="list-style-type: none"> • job centres • Internet • local/national press • careers centre.
3,4	To explain the importance of excellent customer service within the hospitality industry.	<p>Tutor led discussion:</p> <ul style="list-style-type: none"> ▪ candidates' recent experiences of service within a hospitality organisation; was it excellent or poor? ▪ what aspects of the service made it excellent/poor? ▪ how did this make them feel? ▪ how will the customers experience of the service received impact on the organisation (sales/turnover, repeat business, company image) ▪ how will the customers experience of the service received impact on the organisations' staff (morale, bonuses)? <p>Student Activity: production of mind maps and flow charts to demonstrate the importance of customer service skills to the hospitality sector.</p>	2	<p>www.bha-online.org.uk</p> <p>Cousins, J. et. al. (2002). <i>Food and Beverage Management</i>. Harlow: Prentice Hall.</p>
3	To identify qualities and skills that have a positive impact on customer service in hospitality provision.	<p>Brainstorming activity: what is good customer service? Mystery Shopper Activity: students to visit a hospitality provider and make notes on the service they receive. Feedback to class.</p> <p>Class discussion: evaluation of customer service skills in the organisations visited.</p> <p>Student activity:</p> <ul style="list-style-type: none"> ▪ identification of qualities and skills required by hospitality providers ▪ self-evaluation: Do I have the skills required to work in this industry? What skills do I need to improve? 	2	<p>www.bha-online.org.uk</p> <p>www.accor.com</p>

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3	To identify essential additional skills required in some hospitality roles.	Tutor led input: additional skills, for example: <ul style="list-style-type: none"> ▪ first aid skills ▪ languages ▪ computer literacy. <p>Guest speaker: school/college nurse.</p>	2-4	Guest speaker: school/college nurse. www.accor.com
3	To carry out research for Assessment Objective 3.	Tutors to guide candidates in their research of three appropriate roles. Research techniques could include: <ul style="list-style-type: none"> ▪ interviews key staff within selected organisations ▪ research of websites of hospitality organisations ▪ review of job information/literature provided by hospitality organisation. 	4-6	
3	Describe and explain the personal qualities and skills required by three different hospitality service staff.	Assessment: students to produce evidence to meet Assessment Objective 3.		
4	To investigate one job role and identify the procedures followed in that job role.	Student activity: Select one of the three job roles researched for Assessment Objective 3. Interview a person employed in this job role. Detail the procedures followed.	2-4	www.bha-online.org.uk www.accor.com
4	To practice demonstrating procedures followed within a job role.	Formative assessment: students to produce evidence to meet Assessment Objective 4.	1	Pro-forma of witness statement (for tutor to record assessment).
4	To demonstrate and explain the specific procedures to be followed when delivering excellent customer service in one hospitality role of your choice.	Assessment: <ul style="list-style-type: none"> ▪ students to produce written evidence to meet Assessment Objective 4 ▪ students to carry out role-plays to meet Assessment Objective 4 ▪ Tutors to write up witness statements (as evidence of role plays for CIE Examiner). 		Pro-forma of witness statement (for tutor to record assessment and to provide as evidence to CIE Examiner).