

## Unit 201: Understanding the hospitality industry

### Sample scheme of work

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This sample scheme of work covers classroom-based learning for Unit 201. It is based on 15 hours covering 4 sessions. It is an example only of a possible scheme of work and is based on theory and practical within a Further Education centre but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 201 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements. However, there are elements of coverage within all the other units of the qualification.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

Reference is made within the scheme of work to **worksheets, handouts, activities and PowerPoint presentations** (in **black bold**) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen

but provide guidance for the tutor as to others they may produce. Delivery timings are given, however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- Health and Safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Core skills (mathematics, reading, writing, speaking and listening)
- Extension tasks and differentiation, inclusion, entitlement and equality issues
- Spiritual, moral, social and cultural issues
- Environmental education
- Use of information learning technology (ILT).

## Unit 201: Understanding the hospitality industry

### Sample scheme of work

Course/qualification: \_\_\_\_\_ Tutor's name: \_\_\_\_\_

Number of sessions: 4 Delivery hours: 15 Venue: \_\_\_\_\_ Group: \_\_\_\_\_

#### Aims

- For learners to understand the different characteristics of hospitality establishments, including the scope of the industry and career opportunities it offers – from sole traders, local/independent establishments through to multinational/global organisations.
- For learners to understand the structure of the hospitality industry, the types of establishments that exist and their purpose.
- For learners to gain knowledge of the job roles available in different departments and how the skills developed in those job roles can be used to support career progression.

#### To enable learners to:

- know the structure of the hospitality industry
- know job roles in hospitality
- understand career opportunities in hospitality.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1  3 hours	<p><b>Learning outcome 1: Know the structure of the hospitality industry</b></p> <p>1.1 Describe types of hospitality establishment</p> <p>1.2 Describe the types of business operations that are typically found in the hospitality industry.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Icebreaker.</li> <li>• Outline the focus of the lesson and encourage questions.</li> <li>• Describe to the group a selection of different types of hospitality establishments. Encourage group discussion of the establishments.</li> <li>• Deliver the first part of <b>PowerPoint presentation 1</b> on the structure of the hospitality industry and give learners <b>Handout 1</b>.</li> <li>• <b>Activity 2:</b> Task learners in groups to research establishments. Discuss/fill gaps as a class.</li> <li>• Group discussion: Describe the how the different characteristics of hospitality establishments effect working practices and financial turnover.</li> <li>• <b>Activity 1:</b> 1-minute paper: Learners to summarise the key points about different characteristics of hospitality establishments covered in the lesson.</li> <li>• Group question and answer session: Individual learner's oral questions specific to the topic.</li> <li>• <b>Activity 3:</b> Using the internet, learners are to research 1 x case study of a restaurant business that has failed, the reason why and the impact. This should be completed independently and handed in to the tutor at the next session.</li> <li>• Learners to complete <b>Worksheet 1</b> on the hospitality industry.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>PowerPoint Presentation 1</b></li> <li>• <b>Handout 1</b></li> <li>• <b>Worksheet 1</b></li> <li>• <b>Activity 1</b></li> </ul>	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p><b>Activity 1</b></p> <p><b>Worksheet 1</b></p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
		<ul style="list-style-type: none"> <li>• <b>Activity 2</b></li> <li>• <b>Activity 3</b></li> </ul>	
2  3 hours	<p><b>Learning outcome 1: Know the structure of the hospitality industry</b></p> <p>1.3 Identify services provided at different types of hospitality establishments</p> <p>1.4 Describe how departments contribute to the effective running of a hospitality establishment.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Recap previous session.</li> <li>• Outline the focus of the lesson. Encourage Q&amp;A and discussion.</li> <li>• Put the learners into groups, Task learners in groups to research and describe how a 5-star hotel operates.</li> <li>• Deliver the second part of <b>PowerPoint Presentation 1</b>: Know the structure of the hospitality industry.</li> <li>• Split the class into smaller groups. Ask them to identify what services a guest might require various scenarios.</li> <li>• <b>Activity 1</b>: 1-minute paper. Learners to summarise the services provided at different hospitality establishments covered in the lesson.</li> <li>• Group question and answer session: Individual learner's oral questions specific to the topic.</li> <li>• Using the internet, learners are to research what considerations/ services a hotel would need to consider if delivering a charity dinner for a 100 people. This should be completed independently and handed in to the tutor at the next session.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>PowerPoint Presentation 1</b></li> <li>• <b>Activity 1</b></li> </ul>	<p>Tutor observation</p> <p>Question and answer</p> <p><b>Activity 1</b></p>
3  4.5 hours	<p><b>Learning outcome 2: Know job roles in hospitality.</b></p> <p>2.1 Identify responsibilities of different job roles in the kitchen</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Having set a preparation task in the previous session, select individual learners to present their cases studies and their</li> </ul>	<p>Tutor observation</p> <p>Question and answer</p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
	<p>2.2 Identify responsibilities of different job roles in food and beverage service</p> <p>2.3 Identify responsibilities of different job roles in front of house service</p> <p>2.4 Identify responsibilities of different job roles in housekeeping.</p>	<p>findings to the rest of the group. Encourage Q&amp;A session after each presentation.</p> <ul style="list-style-type: none"> <li>Outline the focus of the lesson.</li> <li><b>Activity 4:</b> Split the class into smaller groups, ask them to list what responsibilities they think different personnel have in a hospitality establishment.</li> <li>Deliver <b>PowerPoint Presentation 2</b> on job roles in hospitality and give learners <b>Handout 2</b>.</li> <li>Give groups job descriptions and get them to match what they believe the job roles is from reading the job descriptions/specs.</li> <li>Group discussion: Describe the importance of employee responsibilities when working within a professional kitchen and the impacts of failing to comply with these responsibilities.</li> <li>Put the learners into groups and ask them to compare the difference in responsibilities of the job roles.</li> <li><b>Activity 1:</b> 1-minute paper. Learners to summarise the key job roles and responsibilities covered in the lesson.</li> <li>Group question and answer session: Ask individual learners oral questions specific to the topic.</li> <li>Provide <b>Worksheet 2</b> on job roles, to be completed independently and handed in the tutor at the next session.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b>PowerPoint Presentation 2</b></li> <li><b>Worksheet 2</b></li> <li><b>Handout 2</b></li> <li><b>Activity 1</b></li> <li><b>Activity 4</b></li> </ul>	<p><b>Activity 4</b> <b>Activity 1</b> <b>Worksheet 2</b></p>

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
4  4.5 hours	<p><b>Learning outcome 3: Understand career opportunities in hospitality.</b></p> <p>3.1 Explain how skills are transferable across different job roles</p> <p>3.2 Describe working patterns in hospitality</p> <p>3.3 Explain progression routes for team member roles.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Recap previous session and collect in <b>Worksheet 2</b> on job roles. Quickly scan over these and discuss with the class, highlighting any key findings and addressing concerns.</li> <li>Outline the focus of the lesson. Encourage Q&amp;A.</li> <li><b>Activity 5:</b> Ask learners to identify expected skills and behaviours required for working in a hospitality industry and why they are important.</li> <li>Deliver <b>PowerPoint Presentation 3</b> on understanding career opportunities in hospitality and give learners <b>Handouts 3</b> and <b>4</b>.</li> <li>Demonstrate with learners a scenario example of good behaviours and then a bad example, followed by discussion.</li> <li>Task learners to produce a one-page hand out that can be given to new employees in the kitchen with regards to personal behaviour and the why it is important. Encourage learners to use text and pictures.</li> <li>Put the learners into groups, Task learners in groups to research using the internet different types of job adverts, then compare.</li> <li>Group discussion: Tutor to ask the questions 'where would you like to see yourself in 5 years and 10 years?' 'What opportunities are available for your progression?'</li> <li>Facilitate an interview scenario.</li> <li>Group question and answer session: Ask individual learners oral questions specific to the topic.</li> <li>Provide <b>Worksheet 3</b> on career opportunities, to be completed independently and handed in the tutor at the next session.</li> <li>Learner to research body language and produce a quick summary.</li> </ul>	<p>Tutor observation</p> <p>Question and answer</p>

Session	Objectives/learning outcomes <b>The learner will:</b>	Activities and resources	Assessment
		<b>Resources:</b> <ul style="list-style-type: none"><li>• PowerPoint Presentation 3</li><li>• Worksheet 3</li><li>• Handout 3</li><li>• Handout 4</li></ul>	