

Unit 205: Professional workplace standards

Sample scheme of work

This sample scheme of work covers classroom-based learning for Unit 205. It is based on 25 hours covering 5 sessions. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners' needs.

Unit 205 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.

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, questions 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.

Also provided on SmartScreen.co.uk is revision guidance that may be used to prepare learners for the synoptic assessment for the whole qualification.

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 and related European issues
- use of information learning technology (ILT).

Unit 205: Professional workplace standards

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 5 Delivery hours: 25 Venue: _____ Group: _____

Aims

- To provide learners with the skills needed to work professionally and effectively in hospitality roles
- To provide learners with skills to demonstrate a professional personal appearance and effective organisational skills
- To provide learners with skills to work effectively as a team member, providing support to others and responding positively to feedback provided to them.

To enable learners to:

- be able to apply professional standards in hospitality roles
- be able to work as part of a team.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
1 5 hrs	Learning outcome 1: Be able to apply professional standards in hospitality roles 1.1 Maintain a professional personal appearance 1.2 Demonstrate a professional approach	Activities: <ul style="list-style-type: none"> Outline the focus of the lesson. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. Split the class into smaller group and, ask them to list on a whiteboard what they think is meant by 'professional personal appearance'. Ask each group to draw on any personal experiences they may have had. Deliver PowerPoint presentation 1: Apply professional workplace standards. Group activity: Watch a tutor-resourced video such as 'True professional traits' available on YouTube: https://youtu.be/2vFdQY1qSIM Group discussion: Based on the six categories of professionalism in the video is one more important than the other? Put the learners into groups, Task learners in groups of four for Activity 1: First impressions. Set a time limit of 30 minutes. Discuss/fill gaps as a class. Discuss the following points: <ul style="list-style-type: none"> How long did it take for you to come up with an impression of the person in the photo? Would your impression of a person affect your behaviour towards them? How? 	Tutor observation Question and answer Group activity Individual learner activity

		<ul style="list-style-type: none">• Is it hard to think of someone past your first impression of them?• Group activity: Watch a tutor resourced video e.g. 'True attitude, lasting impression' available on YouTube: https://youtu.be/0ueyZ2zUDP8• Group discussion: Discuss the opportunities where this attitude can be used for both colleagues and guests alike.• Activity 2: 1-minute paper: Learners to summarise the key points covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners.• Group question and answer session: individual learner's oral questions specific to the topic.• Set Activity 3 on professionalism as independent learning/homework. This should be and handed in to the tutor at the next session and the image and sentence chosen by learners to be presented to the class. <p>Resources:</p> <ul style="list-style-type: none">• PowerPoint presentation 1• Activity 1• Activity 2• Activity 3	
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Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
2 5 hrs	Learning outcome 1: Be able to apply professional standards in hospitality roles 1.3 Demonstrate time management skills 1.4 Demonstrate organisational skills	Activities: <ul style="list-style-type: none"> Briefly recap on summary from previous class, direct questions to the class recalling knowledge from previous lesson. Having set a preparation task in the previous session, select individual learners to present their chosen image or text that describes what it means to be professional, to the rest of the group from Activity 3. Encourage Q&A session after each presentation. Outline the focus of the lesson to include professional workplace standards. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. Split the class into smaller groups and ask them to list on a whiteboard what they do or would do to ensure they arrived to work or appointment on time. Ask each group to draw on any personal experiences they may have had. Deliver PowerPoint presentation 2: Apply professional workplace standards. Group activity: Breakout group task to discover how learners would describe a reasonable pace of working. What would they do if a fellow work colleague did not work at a reasonable pace? Display results on a whiteboard for group discovery. Set a time limit of 30 minutes. Discuss/fill gaps as a class. 	Tutor observation Question and answer Group activity Individual learner activity

		<ul style="list-style-type: none">• Task learners in groups to research and list using the internet to find out what is meant by sleep hygiene and list recommendations. Set a time limit of 30 minutes. Discuss/fill gaps as a class.• Group discussion: Discuss the meaning of sleep hygiene and recommendations discovered in the research.• Activity 2: 1-minute paper: Learners to summarise the key points covered in the lesson.• Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners.• Group question and answer session: individual learner's oral questions specific to the topic.• Ask learners to come up with individual time plans for their day, focusing on a different department each (kitchen, bar, housekeeping, etc). Then put learners into groups and ask them to come up with priorities from their own department which meant that the time plans need to be changed. Individuals should show how they have built in contingency or can rearrange their time plans and prioritise to accommodate the other demands.• Provide Worksheet 1: Apply professional workplace standards to be completed individually and submitted at the next session.	
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		Resources: <ul style="list-style-type: none"> • PowerPoint presentation 2 • Worksheet 1 	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
3 5 hrs	Learning outcome 2: Be able to work as part of a team 2.1 Demonstrate a collaborative approach 2.2 Apply good practice in dealing with colleagues	Activities: <ul style="list-style-type: none"> • Briefly recap on summary from previous class, direct questions to the class recalling knowledge from previous lesson • Collect in the Worksheet 1: Apply professional workplace standards. Tutor to quickly scan over these and discuss with the class, highlighting any key findings and concerns. Encourage Q&A session. • Outline the focus of the lesson to include: Work as part of a team • Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. • Split the class into smaller groups, ask them to list on a white board 'what they think are good practices when dealing with colleagues', ask each group to draw on any personal experiences they may have had. • Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. • Deliver PowerPoint presentation 3: Work as part of a group • Put the learners into groups and ask them to identify examples of jobs or recreational activities that require 	Tutor observation Question and answer Group activity Individual learner activity

		<p>teamwork. Set a time limit of 20 minutes. Discuss/fill gaps as a class.</p> <ul style="list-style-type: none">• Put the learners into groups. Each group is asked if they agree with the following statement: 'when morale is high, it leads to better productivity, which leads to better results.' Ask them to identify and list why they agree or disagree. Set a time limit of 30 minutes. Discuss/fill gaps as a class.• Group discussion: Describe the findings from each group.• Activity 2: 1-minute paper: Learners to summarise the key points covered in the lesson. Encourage peer to peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners• Group question and answer session: Ask individual learners oral questions specific to the topic.• Learners to complete Worksheet 3: Organisational skills wordsearch. To be completed individually and submitted at the next session. <p>Resources:</p> <ul style="list-style-type: none">• PowerPoint presentation 3• Worksheet 3	
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Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
4 5 hrs	Learning outcome 2: Be able to work as part of a team 2.3 Take responsibility within their own role 2.4 Provide constructive support to colleagues 2.5 Provide constructive feedback to colleagues	Activities: <ul style="list-style-type: none"> Briefly recap on summary from previous class. Direct questions to the class recalling knowledge from previous lesson. Having set a preparation task in the previous session, Worksheet 3: Organisational skills wordsearch, tutor to review these and discuss with the class, highlighting any key findings and concerns. Encourage Q&A session. Outline the focus of the lesson to include working as part of a team. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. Split the class into smaller groups and ask them to list on a whiteboard what they think are the benefits when staff take responsibility in their own role. Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. Deliver PowerPoint presentation 4: Work as part of a team Identify 4 volunteers from the group, to carry out the role play feedback task Activity 4: Find the ball. Set a time limit of 60 minutes. Discuss/fill gaps as a class. Group discussion: Discuss the importance of constructive feedback following the role play. Activity 2: 1-minute paper: Learners to summarise the key points covered in the lesson. Encourage peer-to-peer 	Tutor observation Question and answer Group activity Individual learner activity

		<p>reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners.</p> <ul style="list-style-type: none"> • Group question and answer session: Ask individual learners oral questions specific to the topic. • Learners to research using the internet an example of a 'fake review' on a hospitality business, to be presented and discussed at next session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 4 • Activity 4 	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>5</p> <p>5 hours</p>	<p>Learning outcome 2: Be able to work as part of a team</p> <p>2.6 Use communication devices to undertake their role</p> <p>2.7 Work effectively with others to achieve targets</p> <p>2.8 Respond to feedback from others to improve service standards</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Briefly recap on summary from previous class, direct questions to the class recalling knowledge from previous lesson • Learner to research using the internet an example of a 'fake review' on a hospitality business. • Discuss after each example. • Outline the focus of the lesson to include working as part of a team. • Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

		<ul style="list-style-type: none">• Split the class into smaller groups and ask them to list on a whiteboard the different technologies used to communicate in the workplace, include apps and social media platforms.• Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.• Deliver PowerPoint presentation 5: Work as part of a team.• Put the learners into groups and ask them to carry out the role play task in Activity 5. Set a time limit of 30 minutes. Discuss/fill gaps as a class.• Group discussion: Discuss and describe the outcomes from the task.• Task learners in groups to use social media platforms to find examples of two positive customer reviews and two negative customer reviews from the hospitality industry, focusing on examples where the establishment has responded to the feedback. Set a time limit of 30 minutes. Discuss/fill gaps as a class.• Group discussion: Discuss the value of feedback and its contribution to continuous improvement.• Activity 2: 1-minute paper: Learners to summarise the key points covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners.• Group question and answer session: Ask individual learners oral questions specific to the topic.	
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		<ul style="list-style-type: none">• Worksheet 2 to be completed independently and handed in the tutor at the end of session. <p>Resources:</p> <ul style="list-style-type: none">• PowerPoint presentation 5• Activity 5• Worksheet 2	
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