

Unit 203: Provide guest service

Sample scheme of work

This sample scheme of work covers both classroom-based learning for Unit 203. It is based on 18 hours covering 7 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 203 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
- use of information learning technology (ILT).

Unit 203: Provide guest service

Sample scheme of work

Course/qualification: _____ Tutor's name: _____

Number of sessions: 7 Delivery hours: 25 Venue: _____ Group: _____

Aims

- To provide learners with understanding of how effective communication is used to benefit a hospitality establishment
- To provide learners with understanding of the effect of customer service on hospitality establishments
- To provide learners with understanding of how guest issues are resolved by hospitality establishments.

To enable learners to:

- know how effective communication is used to benefit a hospitality establishment
- know the effect of customer service on hospitality establishments
- know how guest issues are resolved by hospitality establishments.

Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
<p>1</p> <p>2.5 hrs</p>	<p>Learning outcome 1: Know how effective communication is used to benefit a hospitality establishment</p> <p>1.1 Describe methods of communication when dealing with customers</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Outline the focus of the lesson to include the methods of communication when dealing with customers and how effective communication is used to benefit a hospitality establishment. • Split the class into smaller groups and ask learners to read Handout 1. • Deliver PowerPoint presentation 1 • Group activity: Watch tutor resourced video on active listening skills i.e. 'How to be a great listener' on YouTube: https://www.youtube.com/watch?v=z_rNd7h6z8&feature=youtu.be • Task learners in groups of three to role play and practice active listening using Activity 3. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Activity 1: 1-minute paper. • Group question and answer session. • For independent learning, learners should use Handout 2 to should familiarise themselves with the SOP for basic telephone etiquette, making notes of where they have heard a telephone answered using a similar SOP. This should be completed independently and handed in to the tutor at the next session. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

		<p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 1 • Activity 1 • Handout 1 • Handout 2 	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
2 2.5 hrs	<p>Learning outcome 1: Know how effective communication is used to benefit a hospitality establishment</p> <p>1.2 Describe the principles of effective communication</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. • Having set a preparation task in the previous session, select individual learners to present their notes of examples of where they have heard a basic telephone etiquette SOP used, to the rest of the group. • Outline the focus of the lesson to include the principles of effective communication. • Deliver PowerPoint presentation 2 • Put the learners into groups of three to role play and practice active listening using Activity 4. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Group activity: Tutor resourced video on front office Inquiry i.e. (https://youtu.be/ijuRojiFIMs). Identify what was poor practice and what was good practice. • Activity 1: 1-minute paper 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

		<ul style="list-style-type: none"> Group question and answer session. <p>Resources:</p> <p>PowerPoint Presentation 2 Activity 3 Activity 4</p>	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
3 2.5 hrs	<p>Learning outcome 1: Know how effective communication is used to benefit a hospitality establishment</p> <p>1.3 Identify the benefits of effective communication</p> <p>1.4 Describe how to overcome barriers to effective communication</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. Outline the focus of the lesson to include the benefits of effective communication and how to overcome barriers to effective communication. Outline a range of effective communication techniques. Using group discussion discuss experiences learners have encountered, read or heard about give example s of where a miscommunication has affected a situation. Deliver PowerPoint presentation 3 Group activity to discover how to overcome barriers to effective communication. Pose the question: <i>'How would you better communicate with a guest who has limited English or hearing loss?'</i>. Learners to display results on a white board. Set a time limit of 20 minutes. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

		<ul style="list-style-type: none"> • Task learners in groups to research and list using the internet a serious or funny example of misunderstanding due to poor communication. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Activity 1: 1-minute paper • Group question and answer session. • Set Worksheet 1 as homework. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 3 • Worksheet 1 	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
4 2.5 hrs	<p>Learning outcome 2: Know the effect of customer service on hospitality establishments</p> <p>2.1 Identify different types of customers in the hospitality industry</p> <p>2.2 Describe the principles of customer service.</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. • Worksheet 1: Review with peer marking, encourage Q&A session. • Outline the focus of the lesson to include the effect of customer service on hospitality establishments • Individual reading of Handout 4, identifying different types of customers in hospitality and from own experience list where they have received customer service. 	<p>Worksheet 1</p> <p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

		<ul style="list-style-type: none"> Put the learners into groups and ask them to list an example of good customer service they have experienced, explaining what made it so good. Group discussion: Describe the examples of good customer service and the key points on what made it so good. Put the learners into three groups. Each group to choose one of the following for a prospective business: external customer or internal customer. Ask them to identify and list what a business should do to ensure or achieve customer service excellence for that customer. Group discussion: Describe the findings from each group. Activity 1: 1-minute paper Group question and answer session. Learners to research using the internet factors that affect good customer service, producing a one-page outline and list for review in the next session. <p>Resources:</p> <ul style="list-style-type: none"> Activity 1 Handout 4 	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
5 3 hrs	Learning outcome 2: Know the effect of customer service on hospitality establishments	<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. 	Tutor observation Question and answer

	<p>2.1 Identify different types of customers in the hospitality industry</p> <p>2.2 Describe the principles of customer service</p> <p>2.3 Describe factors that affect good customer service</p> <p>2.4 Describe the effect of good customer service on stakeholders.</p>	<ul style="list-style-type: none"> • Having set a preparation task in the previous session, select individual learners to present their one-page findings to the rest of the group. • Outline the focus of the lesson to include the effect of customer service on hospitality establishments. • Split the class into smaller groups and ask them to list on a whiteboard what they think are the different traits required for a front of house member of staff and a back of house member of staff and if there any differences. • Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. • Deliver PowerPoint presentation 4 • Put the learners into groups of six or more and ask them to carry out the role play task 'productivity vs quality' from Activity 2. Set a time limit of 30 minutes. Discuss/fill gaps as a class. • Group discussion: Describe the outcomes from the role play: Did quality improve? Was it at the cost of productivity? • Group discussion: Discuss the importance of knowing information to deliver customer service excellence. • Activity 5: Road trip • Group question and answer session. • Worksheet 2: To be completed independently and handed in the tutor at the next session. 	<p>Group activity</p> <p>Individual learner activity</p>
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Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
6 2.5 hrs	<p>Learning outcome 3: Understand how guest issues are resolved by hospitality establishments</p> <p>3.1 Identify guest expectations</p> <p>3.2 Describe types of guest issues that can occur in hospitality establishments</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 • Collect in the Worksheet 2 for peer marking. Encourage Q&A. • Outline the focus of the lesson: Understand how guest issues are resolved by hospitality establishments. 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 expectations guests have when staying in a hotel. • Deliver PowerPoint presentation 5 • Tutor-led discussion entitled ‘helping guests be right’ with reference to Activity 6. • Task learners in groups to identify more common complaints within a hospitality business, including how they would deal with the issues and whether it is ok to disagree with a guest. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

		<p>Encourage learners to use text and pictures. Set a time limit of 20 minutes. Discuss/fill gaps as a class.</p> <ul style="list-style-type: none"> • Tutor-led summary of session. • Group question and answer session. • Learner to independently review Handout 3: Dealing with a guest issue. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 5 • Handout 3 • Activity 6 • Activity 7 	
Session	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
7 2.5 hrs	<p>Learning outcome 3: Understand how guest issues are resolved by hospitality establishments</p> <p>3.3 Explain how guest issues are dealt with in hospitality establishments</p> <p>3.4 Explain the benefits to stakeholders of dealing with guest issues effectively</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. • Review Handout 3. Encourage Q&A session. • Outline the focus of the lesson: Understand how guest issues are resolved by hospitality establishments. • Split the class into smaller groups or individuals, ask them to list how they would deal with an intoxicated guest at a hotel bar. 	<p>Tutor observation</p> <p>Question and answer</p> <p>Group activity</p> <p>Individual learner activity</p>

	<p>3.5 Describe the methods for evaluating guest satisfaction.</p>	<ul style="list-style-type: none"> • Deliver PowerPoint presentation 6. • Put the learners into groups. Identify and explain methods for gauging guest satisfaction in a hospitality business. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Group discussion: Describe the examples from the task identifying the best methods for gauging guest satisfaction in a hospitality business. • Task learners in groups with designing a questionnaire to measure guest satisfaction for either a guest comment card or online/social media. Set a time limit of 20 minutes. Discuss/fill gaps as a class. • Group discussion: Explain the reasoning behind the design and questions in each example (what are they trying to measure and how?) • Tutor-led summary of session • Group question and answer session. <p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint presentation 6 • Worksheet 3 	
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