

Key Stage 4 Long Term Planning

BTEC Level 1 Introductory in Hospitality and Tourism

Year 10 SYLLABUS:

BTEC Introductory qualifications demand a lot of practical work. Pupils complete a range of units and take assessments that demonstrate skills and keep a portfolio of assignments. Designed to give learners the opportunity to develop a range of skills in the hospitality and tourism sector and develop transferable and sector skills is a main focus. Required learning includes activities such as lessons, tutorials, supervised study and assessments, private study, preparation for assessments and undertaking assessments.

360 Guided Learning Hours and Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).

Pupils will achieve six units in Year 10 and four in Year 11.

The units in this specification signpost opportunities for learners to develop functional skills in English and Mathematics.

Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism				
Learners must complete all core units and six sector units.				
Unit reference	Unit title	GLH	Type	Year
Core	Group A units – learners must complete all units			
A1	Being Organised	30	Core	10
A2	Developing a Personal Progression Plan	30	Core	10
A3	Working with Others	30	Core	10
A4	Researching a Topic	30	Core	11
Sector	Group B units – learners must complete six units			
HT5	Preparing and Cooking Food	40	Sector	10
HT6	Serving Food and Drink	40	Sector	10
HT7	Exploring Local Visitor Attractions	40	Sector	11
HT8	Exploring Travel and Tourism in the UK	40	Sector	
HT9	Contribute to Running a Hospitality and Tourism Event	40	Sector	11
HT10	Delivering Customer Service in Hospitality and Tourism	40	Sector	10
HT11	Using Websites to Make Holiday Choices	40	Sector	11
HT12	Promoting Hospitality and Tourism Events	40	Sector	
HT13	Working in Housekeeping	40	Sector	

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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	HT5. Preparing and Cooking Food	Unit A1: Being Organised	Unit HT6: Serving Food and Drink	Unit A2: Developing a Personal Progression Plan	Unit HT 10: Delivering Customer Service in Hospitality and Tourism	Unit A3: Working with Others
Learning aim	A. Plan a dish to meet specified requirements of a given recipe. B. Prepare and cook food safely and hygienically	A Explore techniques to improve own organisational skills B Review the use of techniques to improve own organisational skills.	Provide a food and drink service to customers safely and hygienically B Communicate and prioritise activities when serving food and drink to customers.	A Explore the skills and behaviours needed to meet personal progression goal B Produce a progression plan to meet the intended progression goal.	A Explore different types of customer needs and expectations in hospitality and tourism B Demonstrate communication and problem-solving skills when providing customer service in hospitality and tourism situations	A Demonstrate the ability to work with others on a given activity B Review own and others' performance on a given activity.
Knowledge	• Health and safety requirements and personal responsibilities • Food safety legislation and procedures to follow when preparing and cooking food • Cooking methods and equipment	• Organisational skills • Time management • Use of ICT management tools	• How to prepare and clear food and drink service areas safely and hygienically • How to take customers' orders • Different types of hospitality settings and service styles • Importance of personal cleanliness and hygiene	• Sources of information about progression opportunities and requirements • Producing a progression plan	• The needs of different customers • The importance of verbal and non-verbal communication	• Ways to communicate effectively through listening and talking • Building effective teams • Ways to assess own performance • How to plan to improve own performance
Transferable Skills	Communication • Writing, speaking and listening to others • Using body language to help communication • Using communication for different purposes • Communicating in a variety of ways, including electronic and social media Working with others • Setting common goals • Showing respect for others in the team and valuing their contributions • Listening to others in the team, being open minded • Taking on roles and responsibilities Problem solving • Identifying issues by being able to examine information • Dealing with change • Decision making to find solutions • Staying with a problem until it is resolved • Using IT to help solve problems Managing information • Collecting and using information from different sources • Determining relevance and accuracy of information • Organising information • Representing information in different ways • Using IT to present and store information Self-management and development • Setting goals and planning ahead • Being proactive and flexible					

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	• Being resilient and able to work under pressure • Monitoring performance and devising strategies for improvement • Using IT for time management					
Skills	• Food preparation skills • Cooking skills • Managing own safety when preparing and cooking food • Maintaining food safety	• Planning • Managing information	• Safe and hygienic preparation and clearing of food and drink service areas • Meeting and greeting customers • Serving customers • Managing own cleanliness and hygiene • Communication • Working well under pressure	• Learners can reflect on the sector skills they have developed when considering their progression goal. • Benefits and purpose of developing a progression plan • Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan.	• Food preparation skills • Cooking skills • Managing own safety when preparing and cooking food • Maintaining food safety	This unit can be delivered in a sector context.
Assessment	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications. • A planner for a two-week period. • Supporting documentation that demonstrates the techniques used.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications. • Tutors' observation record of learners serving food and drink to customers in a specific service style	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.
Homework	Completion of consolidation tasks.					
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Visit to working kitchen-college/workplace.		Serving food and drink opportunities. Learners serving food and drink to customers in a specific service style			

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Literacy	• Read and understand texts in detail. • Utilise information contained in texts.	• Write clearly and coherently, including an appropriate level of detail. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Utilise information contained in texts.	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.	• Read and understand texts in detail. • Utilise information contained in texts.	
Numeracy	• Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs.	• Solve problems requiring calculations with common measures, including time and money.	• Solve problems requiring calculations with common measures, including time and money.	• Solve problems requiring calculations with common measures, including time and money.	• Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs	
CIAG	• New skills-focused content closely aligned in supporting learners to become part of a skilled workforce • Graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work. The curriculum prepares pupils for future success in education, employment, or training. Pupils develop the knowledge and skills they need to make informed choices, supporting them along their career journeys. The units have careers advice, information and guidance embedded within them and cover a range of career activities designed to build confidence and work skills. Activities include: - Career quizzes - Vocational profiling (making a plan that will help make choices about jobs and the future). - Skills assessments - Labour market information (this is information about how many work opportunities are available in different job sectors and industries. We explore this information to understand career options. - CV workshops - Employability skills workshops - Employer encounters - Training and education - Careers conversations - Interview techniques					

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Year 11 SYLLABUS:

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	HT9 Contribute to Running a Hospitality and Tourism Event	A4 Researching a Topic	HT7 Exploring Local Visitor Attractions	Unit HT11: Using Websites to Make Holiday Choices	Completion of all tasks/assignments. Review own and others work.
Learning Aim	A Contribute to the organisation and planning of an event B Work with others to run an event.	A Carry out research into an agreed topic B Present a summary of research findings into an agreed topic	A Find out information about local visitor attractions B Present information about local attractions to meet visitor needs	A Find out information from websites on travel and accommodation for a customer brief B Present information on travel and accommodation that meets customer requirements.	Re submit or repeat any outstanding units.
Knowledge	- Types of hospitality and tourism events - The activities required when planning and running an event	- Ways to plan successfully - Identifying sources of information - How to research - Presentation methods	- Features of local visitor attractions - How local attractions appeal to different visitor types	- The different types of website, the information required and the booking stages to be processed - Finding the best deals online	
Skills	- Event planning and organisation - Requirements of hospitality and tourism customers - Planning - Working with others	The research topic can be in a sector context. - Planning - Finding out - Managing information - Communication	Carrying out research on local visitor attractions Presenting information on which local attractions are most appropriate for specific visitor types	- Obtaining accurate information - Exploring appropriate websites	
Assessment	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical applications.	
Homework	Completion of consolidation tasks	Completion of consolidation tasks	Completion of consolidation tasks	Completion of consolidation tasks	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Event planned and organized within the school.	Investigation could focus on the local community or area, linked to a sector, hobby, or an extra-curricular activity.	Visit local visitor attraction- Blackpool? Outdoor location? Local visitor attractions, including: natural, e.g. beaches, gardens and country parks purpose-built, e.g. theme parks, zoos heritage, e.g. museums, stately homes/historic buildings.		
Literacy	- Make different kinds of contributions to discussions. - Present information/points of view clearly and in an appropriate way.	- Present information/points of view clearly and in appropriate language. - Present information in a logical sequence.	- Write clearly and coherently, including an appropriate level of detail. - Present information in a logical sequence.	- Present information/points of view clearly and in appropriate language. - Read and understand texts in detail.	

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	• Present information in a logical sequence.	• Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear	• Use language, format and structure suitable for purpose and audience.	• Utilise information contained in text. • Write clearly and coherently, including an appropriate level of detail. • Present information in a logical sequence.	
Numeracy	• Understand and use whole numbers and understand negative numbers in practical contexts. • Add, subtract, multiply and divide whole numbers using a range of strategies.	• Solve problems requiring calculations with common measures, including time and money.	• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs.	• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature. • Collect and record discrete data and organise and represent information in different ways.	
CIAG	• New skills-focused content closely aligned in supporting learners to become part of a skilled workforce • Graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work. The curriculum prepares pupils for future success in education, employment, or training. Pupils develop the knowledge and skills they need to make informed choices, supporting them along their career journeys. The units have careers advice, information and guidance embedded within them and cover a range of career activities designed to build confidence and working skills. Activities include: - Career quizzes - Vocational profiling (making a plan that will help make choices about jobs and the future). - Skills assessments - Labour market information (this is information about how many work opportunities are available in different job sectors and industries. We explore this information to understand career options. - CV workshops - Employability skills workshops - Employer encounters - Training and education - Careers conversations - Interview techniques				