

## SAMPLE ASSESSMENT MATERIAL

### UNIT 3: SKILLS FOR SUCCESS IN THE HOSPITALITY INDUSTRY



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.

## Hospitality Diploma

### Level 1 Unit 3 Skills for success in the hospitality industry

#### Sample assessment material - information for teachers

**This assignment brief is provided as an example only. Consortia may produce their own briefs in line with the assessment section of the unit, based on their local delivery circumstances. In this event, the exemplar material should be used as a benchmark to establish the standard required for a controlled assessment.** It is important that learners are motivated to succeed and so teachers may wish to amend the assessment to make it more meaningful by using local companies and organisations with whom the learners are familiar. The sponsorship of a prize for the awards part of the evening will make it more exciting for the learners. They should be encouraged to investigate the employer who is sponsoring the event to be sure they are familiar with the type of business and number of people employed.

#### Overview

The brief for this assignment involves learners completing a practical activity which demonstrates their ability to use customer service skills through team working and communication. Although a number of PLTS have been identified as essential to this unit (see p.38 of the specification) the nature of the activities will offer many more opportunities. Teachers may wish to discuss these with the group and encourage learners to record additional PLTS that they feel they have covered as part of the team working and customer service activities. In particular they are likely to identify opportunities in Reflective learners, Team workers and Effective participators.

The assignment involves three tasks about helping to run an awards ceremony. The tasks involve research, planning and organising and a review. Firstly the learners will need to identify the roles and responsibilities of teams before allocating these within the group. This may be easier for them if they have had visits to hospitality establishments where they have had the opportunity to study organisation charts and ask questions about how teams work together. Alternatively it may be useful to bring in an employer to explain the different roles and responsibilities within their own organisation.

They will produce a report of their findings that also summarises the importance of communication, including the changes that are appropriate in different circumstances and the consequences of breakdown in communication within the team. They should be encouraged to discuss occasions when poor communication has resulted in poor results for hospitality establishments, either from their own experience or that of others.

Learners will then record the decisions they make about the roles that are needed to plan and organise a recruitment evening. They will show that they are able to participate as an active member of a team in front of an external audience by carrying out a role as a team member and assessing their effectiveness. They may find this easier to do, and obtain better results, if they have the opportunity to practice before they have a live audience. If they are able to record a practical session and then play it back, they will have the chance to discuss ways in which the performance could be improved. Learners will also present a report about team work and communication to the employers. The report should be in written and presented to employers in this format. Employers should discuss the contents of the report with the learner, therefore allowing the employer to give the learner feedback on their communication and team work skills. Employers may wish to use a standard feedback sheet to assist them in making helpful and appropriate comments.

It is suggested that the written reports should be word processed, as this will offer an opportunity to demonstrate functional skills in IT and display the level of professional presentation to which learners should be aspiring.

Teachers should encourage learners to approach this as a real opportunity to improve their practical team working skills, since this is such an important part of the hospitality industry and is repeated in other units of the specification. They should be advised of the importance of allocating their time appropriately to each task and not allow the planning of a practical activity to occupy all of the allocated hours. Should there be a need for a learner to catch up on part of the assignment because of (e.g.) illness, it is recommended that the practical activity is linked into and assessed as part of another unit, rather than creating a second scenario.

**Time – the level of control is limited to approximately 7 hours to complete the three**

Task 1 - Research - 1.5 hours – This includes the time allocated to record the information obtained from research in the form of a log and learners may be unsupervised during this period. It may also include a short presentation from an employer about how the roles of team members can allow for effective team work.

Task 2 – Planning and organising the event - 4 hours – This includes a group discussion to agree the various roles and related responsibilities needed to run the event and the allocation of individuals to these roles. The time allocated allows ample opportunity for group discussion to help with the planning and organisation of the event, although it is important that each learner is able to produce an individual account of their participation in debates. Consequently, the time also allows the learner to keep notes about their contribution to team discussions and their work within the team to achieve their goals. Finally, it includes time for discussing their report with the employers at the event.

Task 3 – Review - 1.5 hours – This time includes the assessment of the effectiveness of their practical team working skills, written up as a report.

**Resources – limited level of control**

Learners will need access to their notes and trade magazines. They would also find it useful to access the website for the institute of customer service at [www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com), since a key focus of customer service is communication and team working skills.

They may need access to word processing facilities for the report and a venue for the recruitment evening, with appropriate food and drink. They may wish to liaise with a chef lecturer for the production of this within another unit (Level 1 unit 4 and/or level 1 unit 5). When presenting the report to the employer the use of a small interviewing room or similar quiet room would be helpful.

**Supervision – medium level of control**

Teachers must ensure that tasks are carried out under controlled conditions in accordance with the guidance on pages 72 – 74 of the specification. This means that learners will complete most of the work for the assessment under direct supervision. They should work under the supervision of the teacher when producing the assessable outcomes for the tasks.

Learners may work without direct supervision when preparing to undertake the report writing, by researching organisational roles prior to recording in a diary or log. They must be supervised when working in groups to plan, organise and run the awards evening as these activities constitute part of the assessable outcomes. Teachers must ensure that they are able to confirm the authenticity of the learner's work by making sure the process is written up and recorded by all the learners to place in their records.

Teachers will keep all of the learner's final work for moderation purposes.

**Collaboration – medium level of control**

Learners may collaborate to obtain information in order to complete the research for the report although the actual production of the report is **not** suitable for collaborative work. For task 2 learners must collaborate to plan, organise and run the awards evening.

The assessment of each learner's individual work within the team should be managed by:

- the learner writing up their own review of their performance
- the teacher/assessor, the employer and other team members writing dated witness statement detailing this evidence

Where the teacher/assessor is **not** able to observe the team work:

- questioning can be used to clarify the validity, authenticity and sufficiency of evidence
- or the teacher/assessor can assess the learner's annotated written/photographic evidence

### Marking – medium level of control

Further guidance on using assessment grids is available in the assessment section of the specification.

### Assessment grid

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know the importance of effective teams and teamwork in hospitality establishments	Recognised the different roles of team members.  Attempted to define some of the benefits of teamwork in hospitality establishments.	Identified the team members with some reference to the features of their roles.  Defined the benefits of effective teamwork in hospitality establishments.	Identified the team members based on the features of the different roles of team members.  Defined how the different roles of the team members contributed to the effectiveness of the team and the resulting benefits to establishments.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand the importance of effective communication to meet customer needs in hospitality establishments	Described issues of concern if breakdown in team communication occurred and attempted to resolve.  Attempted to explain how communication can be adapted according to circumstances.	Described issues of concern if breakdown in team communication occurred and suggested some ways in which it could be resolved.  Explained how communication can be adapted according to circumstances.	Described issues of concern if breakdown in team communication occurred and summarised a number of ways in which they could be resolved.  Explained in detail how communication can be adapted according to circumstances and specific requirements.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Be able to work as part of a hospitality team and assess personal responsibility	On some occasions worked as a team member towards common goals.  Assessed own role, identifying some opportunities and achievements.	Worked effectively as a team member towards common goals.  Assessed own role and areas of personal responsibility, identifying a number of opportunities and achievements.	Worked effectively and efficiently as team member towards common goals.  Clearly defined and assessed own role and all areas of personal responsibility, identifying a wide range of opportunities and achievements.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to use a range of communication methods used in hospitality establishments efficiently and effectively	Demonstrated use of a limited number of methods of communication and communicated with limited or inconsistent effectiveness.  Attempted to check that the communication had been understood, identifying limited improvements.	Demonstrated a range of communication methods and communicated effectively.  Generally checked that the communication was understood correctly, making necessary improvements.	Efficiently and accurately demonstrated a range of communication methods and communicated in a consistently effective manner.  Consistently checked that the communication was understood correctly by both parties, making improvements and showing continued improvements based on experience.

**Redrafts and resubmissions**

Redrafts and resubmissions of internal units are allowed. Further details relating to this can be provided by the subject team at: [diplomahospitality@aqa.org.uk](mailto:diplomahospitality@aqa.org.uk)

## **Sample assessment material – information for learners**

### **Assignment overview**

In this assignment you are going to demonstrate to an employer the skills you have developed when working with others and communicating with people. You will be taking part in a recruitment drive for a local contract caterer, and this will be followed by your annual awards evening. As a group you will work in a team to plan and organise the event.

You will need to identify the various roles needed in the team to ensure that the event is a success. You will also need to be aware of ways in which team members communicate with each other and how this is different when dealing with external customers. You need to keep evidence of the planning and decision making process leading up to the event.

You will be assessed on how well you understand your role within the team, the responsibility you take as a team member and your ability to make positive contributions to the team's goals. You will also be marked on your ability to communicate effectively.

### **Time**

You will have approximately 7 hours to complete the assessment. The following amounts of times are recommended for each task:

Task 1 - 1.5 hours

Task 2 - 4 hours

Task 3 - 1.5 hours

### **Roles**

Your teacher will be assessing your practical activity and local employers from industry will also complete feedback sheets to help you to develop your skills further.

## Assignment Brief

### RECRUITMENT EVENING



A contract catering company is planning a recruitment evening at your school/college. The event is aimed at hospitality students in particular but hopes to attract other young people to come along.

The programme for the evening will include:

- a promotional presentation by the employer of the catering company to show the career opportunities for young people in her company
- a selection process by the employer for work experience placements
- awards, sponsored by the catering company, for student achievement, such as work placement of the year, most improved student etc. The teacher will select the student for each award.

You will work in a team to plan and organise the recruitment evening. It is important you use this opportunity to show your teacher and this potential future employer that you are developing communication and team working skills, because these skills lead to effective customer service in the industry.

Your teacher will liaise with the company to organise the promotional presentation. Your group will be in charge of planning and organising the rest of the event, such as, running the bar, providing the catering etc. Your teacher may divide your class into smaller groups to be in charge of different aspects of the event.

The employer will use the evening to help her to decide who to offer future work placements to. She wants to know if you have the skills to meet the needs of customers in hospitality establishments.

To show this she would like you to prepare a report in order to show her your skills. You will give this to her at the end of the recruitment evening and she will use the reports to decide who she will offer work experience placements to. Your written report should focus on the importance of working well and communicating with others. You will also need to show you know the difference between how to communicate appropriately with members of your group and with other people. The employer will use the report to give you feedback on your progress, including how well you communicated with her.

You must include the summary of the feedback you get from the employer, your teacher and your team members to improve your future communication skills and team work performance.

## Tasks

### Task 1 - Research

Individually begin your report to show the employer of the catering company that you understand the importance of working well and communicating with each other.

Using your classroom notes and any earlier research you have done, identify how the different roles of the team members of the catering company allow for effective team work. Include the manager, supervisor, shift leader, team leader and one of the team members of the company.

- Describe the benefits this effective team work would have for the catering company (LO1b)
- Summarise the consequences for the catering company of a breakdown in communication between these team members (LO2a)
- Summarise the ways in which the team members of the catering company should change their communication methods to suit different circumstances and different customer needs based on culture, age, gender and disability (LO2b)

### Task 2 - Planning and organising the awards ceremony

Next, in your group, identify the roles that are needed to plan and organise the recruitment evening. Individually, add to your research from Task 1 by explaining why these roles are appropriate. (LO1a)

As a group decide who will take on each of these roles. You should then carry out the role you are given and contribute accordingly to the planning and organising of the event. You should demonstrate that in this role you are able to work effectively with others towards a common goal of excellent customer service skills. (LO3a)

When planning and running the event and when giving your report to the employers try to:

- use different communication methods according to the different situations (e.g. other team members, students attending the ceremony, teachers giving speeches, when presenting employers with reports, when employers give feedback (LO4a)
- check you have been understood and that you understand others, improving where necessary (LO4b)

Your teacher, the employers and your team members will write witness testimonies about how well you performed in your team and how well you communicated. The employer will also complete feedback sheets to help you to improve in the future and the outcome of these should be considered in your review.

### Task 3 - Review

Finally, using the feedback you have received you will review your performance so that you can continue to develop your communication and team work skills. Refer back to your research notes for task 1 and the witness testimonies to help you.

Add to your report:

- an explanation of what the responsibilities of your role were
- a commentary on how well you achieved these responsibilities
- suggestions for improvements to be made, where necessary, in the future (LO3b)