

Skills for Work:  
**Hospitality**  
**Intermediate 2**

Hospitality Events



Support Material

August 2008



## Acknowledgements

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# Hospitality (Intermediate 2)

## Hospitality Events

### F3J3 11

#### Introduction

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Further information regarding this Unit including Unit Specifications, National Assessment Bank materials, Centre Approval and certification can be obtained from:

The Scottish Qualifications Authority  
Optima Building  
58 Robertson Street  
Glasgow  
G2 8DQ

Website: [www.sqa.org.uk](http://www.sqa.org.uk)

## **Class Sets**

Class sets of this pack may be purchased direct from the printer. Costs are dependent on the size of the pack and the number of copies. Please contact:

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## **Disclaimer**

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## How to Use this Pack

None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the Unit and aims to provide centres with a flexible set of materials and activities which can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to suit your own needs.


The pack is organised into several sections:

**The Reference Section** provides information on the rationale for, and ethos behind, Skills for Work courses, the course rationale, the Unit Outcomes and evidence requirements and contains the Employability Skills Profile for Hospitality (Intermediate 2), showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course and in this unit.

**The Tutor Support Section** contains a suggested approach to teaching the Unit, advice on learning and teaching with under-16s, guidance on unit induction, unit delivery and advice on integrating the development of employability skills throughout the unit and solutions to student activities where appropriate. Finally, this section suggests resources which may be useful for tutors and students.

**The Student Support Section** contains guidance and instruction on the process of planning and organising an event. The activities allow the students to undertake tasks that will aid them in preparing for planning and organising an event. It will help them to complete the documents for the assessment of their event and provide guidance on health and safety and customer care. Finally, the student section contains a glossary of some of the less familiar words that are used in event planning and organising.

You may wish to place material from the student notes on your own Intranet by downloading this pack from the Skills for Work section of the SFEU website [http://www.sfeu.ac.uk/skills\\_for\\_work](http://www.sfeu.ac.uk/skills_for_work)

Activities are identified with the symbol: 

## **Reference Section**

## What are Skills for Work Courses all about?

*Skills for Work* Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments.

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience - reviewing and adapting as necessary
- reflecting after the activity has been completed - evaluating, self-assessing and identifying learning points.

The *Skills for Work* Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

## Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
  - understanding of the workplace and the employee's responsibilities, for example timekeeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience.
- **specific vocational skills/knowledge**
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## The Course in Hospitality (Intermediate 2)

### Course Rationale

This Intermediate 2 Hospitality Course has been designed to provide a qualification in Hospitality which reflects skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with the employability skills and attitudes needed to work in the hospitality industry.

The primary target group for this Course is school pupils from third year in secondary education and above as it may provide a more appropriate starting point than the Intermediate 1 Hospitality Course for some candidates. In some cases it could also provide a progression route from the Intermediate 1 Hospitality Course. This Course will build on the skills and knowledge developed in the Intermediate 1 Hospitality Course and will introduce candidates to a range of more advanced skills and techniques. It is anticipated that the Course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such candidates an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This Course is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential. The knowledge and experience acquired by candidates will enable them to develop transferable employability skills which are relevant in the hospitality industry.

The general aims of the Course are to:

- provide candidates with an introduction to the different sectors of the hospitality industry
- provide opportunities to prepare for and experience a job interview
- allow candidates to experience vocationally related learning
- encourage candidates to develop a good work ethic
- encourage candidates to take responsibility for their own learning and development
- provide opportunities to develop a range of Core Skills
- facilitate progression to further education and/or training

In particular, the specific aims of the Course are to:

- prepare candidates for work in the hospitality industry
- develop team-working skills
- develop customer care skills
- develop food preparation, cooking and presentation skills
- develop food and drink service skills
- apply relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in the hospitality industry

The Intermediate 2 Course should facilitate progression to a relevant vocational Course or an appropriate National Certificate/Qualification programme.

## Unit Outcomes, PCs and Evidence Requirements

### National Unit Specification: statement of standards

#### Unit: Hospitality Events (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### Outcome 1

Plan a hospitality event to meet the needs of a specified brief while working as a member of a team.

#### Performance Criteria

- a) Identify a range of hospitality events to meet the needs of the specified brief.
- b) Agree a suitable event with members of the team.
- c) Agree on a suitable venue for the event with members of the team.
- d) Identify and agree essential resources required for the event.
- e) Agree method of publicising the event.
- f) Contribute constructively to team planning discussions throughout.

#### Outcome 2

Organise resources for the event while working as a member of a team.

#### Performance Criteria

- a) Negotiate and agree appropriate roles and responsibilities for each member of the team.
- b) In the agreed role, organise essential resources for the event.
- c) In an agreed role contribute to publicising the event.
- d) Co-operate with team members throughout.

### **Outcome 3**

Contribute to the implementation of the event while working as a member of the team.

#### **Performance Criteria**

- a) Arrive on time and dressed appropriately for own role in the event.
- b) Carry out role as agreed with the members of the team.
- c) Interact with those attending the event in an open, helpful, positive and welcoming manner.
- d) Gather and record feedback from those attending during the event.
- e) Adhere to all food hygiene and health and safety procedures throughout.

### **Outcome 4**

Review and evaluate own contribution to the event.

#### **Performance Criteria**

- a) Review the effectiveness of own contribution to the planning and running of the event.
- b) Take account of feedback from others as part of this review.
- c) Identify strengths and weaknesses of own contribution to planning and running the event.
- d) Identify areas for improvement in own contribution to planning and running events.

### **Evidence Requirements for this Unit**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence, performance evidence and candidate reviews are required for this Unit.

- Written/oral evidence is required to show candidates' contribution to the planning of the event.
- Practical activities for this assessment should be carried out under supervision and should involve working with others in a team.

### **Outcome 1: Written/Oral Evidence**

Candidates will be required to produce evidence of their contribution to the planning of the event. This evidence will include:

- list of suitable events that the candidate has identified
- copy of the team plan
- an assessor observation checklist confirming that the candidate has agreed to:
  - a suitable event with members of the team
  - a suitable venue for the event with members of the team
  - essential resources required for the event
  - a method of publicising the event
  - having contributed constructively to team planning discussions throughout

Evidence should be gathered in supervised conditions at an appropriate point in the Unit.

### **Outcome 2: Performance Evidence**

Candidates will be required to participate as a member of a team to organise the resources for the event under supervision and at an appropriate point in the Unit. Performance evidence will be supported by an assessor observation checklist that the candidates have:

- negotiated and agreed appropriate roles and responsibilities for each member of the team
- in the agreed role, organised essential resources for the event
- in an agreed role contributed to publicising the event
- co-operated with team members throughout

### **Outcome 3: Performance Evidence**

Candidates will be required to demonstrate by practical activity that they are able to:

- arrive on time and dressed appropriately for own role in the event
- carry out role as agreed with the members of the team
- interact with those attending the event in an open, helpful, positive and welcoming manner
- gather and record feedback from those attending during the event
- adhere to all food hygiene and health and safety procedures throughout

An assessor observation checklist must be retained to provide evidence that the candidate has carried out the agreed tasks and contributed to the running of **one** hospitality event.

#### **Outcome 4: Written/Oral Evidence**

Candidates will be required to produce evidence that they have:

- reviewed the effectiveness of their own contribution to the planning and running of the event
- taken account of feedback from others as part of this review
- identified strengths and weaknesses of own contribution to planning and running the event
- identified areas for improvement in own contribution to planning and running events

Evidence should be gathered in supervised conditions.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3 and pro forma for planning and review and evaluation. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

**NB Centres must refer to the full Unit Specification for detailed information related to this Unit.**

## Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

- Hospitality: Developing Skills for Working in Hospitality** = A  
**Hospitality: Developing Skills for Working in the Professional Kitchen** = B  
**Hospitality: Front of House Operations** = C  
**Hospitality: Events** = D

Employability skill/attitude	Evidence
• positive attitude to workplace and willingness to learn	A, B, C
• understand the importance of timekeeping and attendance	A, B, C, D
• appropriate appearance	A, B, C, D
• good verbal communication	A, C
• good listening skills	A, C
• work co-operatively with others	A, B, C, D
• ability to work in a team	A, B, C, D
• self respect and showing respect and consideration for others	A
• ability to follow instructions	A, B, C
• adaptability and flexibility	A
• application of food hygiene and health and safety procedures	A, B, C, D
• planning and preparing for work	A, B, D
• confidence to seek feedback	A, C, D
• confidence to give feedback	A
• self review and evaluation	A, D
• customer care skills	A, C, D
• efficient use of time and resources	A
• understand the roles and responsibilities of the workplace	A, B, C, D

### Assessment evidence in all of the Units:

Practical performance supported by assessor observation checklists, written and/or/oral recorded evidence and candidate self-evaluation reviews.

## Careers Scotland Support



### for School/College Collaboration for Scotland's Colleges in the Scottish Enterprise area

Since August 2006 Careers Scotland (SE and HI areas) has been funded by the Scottish Government to support College/School Collaboration and encourage and promote vocational educational choices for pupils in schools.

Careers Scotland (now part of Skills Development Scotland) has an important role to play in selection, recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning.

Careers Scotland activity takes place locally and nationally under 4 objectives:

- Providing careers advice, guidance and employability support to pupils and their parents pre, during and post vocational education experience, focusing primarily but not exclusively on SfW pupils - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals and supporting effective transitions
- Providing targeted support to pupils at risk of becoming unemployed who would benefit from undertaking a vocational course
- Partnership working to ensure vocational study is given parity of esteem with other school and post school options, focusing on recruitment / selection and retention of pupils on vocational courses
- Capacity building through relevant shared CPD events and resource development to increase understanding of the process of uptake of vocational options and facilitate more effective support to pupils navigating these options

For further information on Careers Scotland (SE)'s involvement in school/college collaboration locally, please get in touch with your Careers Scotland Regional contact:

South East Stephen Benwell	(Edinburgh & Lothians; Forth Valley; Borders) 01786 452043 <a href="mailto:stephen.benwell@careers-scotland.org.uk">stephen.benwell@careers-scotland.org.uk</a>
North East Val Ormiston	(Tayside; Grampian; Fife) 01592-631155 <a href="mailto:valerie.ormiston@careers-scotland.org.uk">valerie.ormiston@careers-scotland.org.uk</a>
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## **Tutor Support Section**

## Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

### Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

**Tips** - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the tutor knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

**Tips** – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

**Tip** – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

**Tips** – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow

participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

**Tips** – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

**Tips** - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a tutor has to do whatever the curriculum area. With young learners this may have to be repeated several times.

**Tips** – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner’s strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well.

Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summative assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

**Tips** – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the tutor can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about them; allow learners to set criteria for success and then measure their achievements against these.

9. **Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking *Skills for Work* courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect tutors to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

**Tips** - Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

10. **Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Tutors have to be aware of their professional responsibilities and mindful of young people's rights. However tutors have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that tutors have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

**Tips** - Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. '*Skills for Work*' is a unique educational initiative that young people can be motivated to buy into – you as the tutor are key to the success of these programmes.

### **Skills for Work Workshops**

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for tutors delivering *Skills for Work* Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website [www.sfeu.ac.uk](http://www.sfeu.ac.uk) or contact the Learning Process team at SFEU on 01786 892000.

### **Child Protection Workshops**

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at [www.sfeu.ac.uk](http://www.sfeu.ac.uk) or contact the team at SFEU on 01786 892000.

## General Guidance on Unit Delivery

### Introduction

Where this Unit is taken as part of the Intermediate 2 Hospitality Course it should integrate the skills and knowledge already developed in the following Units:

- *Hospitality: Developing Skills for Working in Hospitality*
- *Hospitality: Developing Skills for the Professional Kitchen*
- *Hospitality: Front of House Operations*

It should therefore be delivered towards the end of the Course and should culminate in the running of the chosen event. Where the Unit is taken on a freestanding basis the selection of the type of event should be based on the level of practical skills and experience of the candidates involved.

This unit focuses on the different types of hospitality events and the skills and knowledge required to effectively carry out a hospitality event. Students have an opportunity to use existing skills that they may have gained from completing the Unit: *Introduction to Events* at Intermediate 1 or through other experiences, and develop new skills in planning, organising and running an event. Students will be expected to work as members of a team to complete the hospitality event and in doing so take responsibility for their performance within the group.

It is essential that relevant aspects of current legislation such as health and safety and food hygiene are adhered to as part of the work for this unit.

The assessment for this unit is based on a practical activity which allows the students, in teams, to run a hospitality event. With support from their teacher/lecturer, students will decide on an idea for a team hospitality event. They will take the idea forward and plan the details of the event and organise the resources and the publicity. The team will then run the hospitality event and finally individually review their contribution to the event.

**The forms that are used in this pack are to allow the students to practice the process of event planning and additional blank forms can be found in the Appendix. These activities should be carried out prior to candidates being involved in planning their event for the assessment of this Unit. The forms are similar in format to the ones that are in the NAB and therefore you must ensure that when it comes to the candidates planning the event for their assessment, that they use the forms from the NAB**

To achieve the unit students will:

- plan a hospitality event to meet the needs of a specified brief while working as a member of a team
- organise resources for the event while working as a member of a team

- contribute to the implementation of the event while working as a member of a team
- review and evaluate own contribution to the event

### **Unit Induction**

An induction session in week 1 will prepare students well for the Unit and help to clarify aims and expectations, what the Unit is all about and any uncertainties they may have about the Unit and how it will be delivered. Induction may include the following:

- an outline of the Unit content – what they're going to be doing
- how it fits in to the *Hospitality (Intermediate 2)* Course
- your plans for teaching the Unit – how they'll be learning the skills
- assessment methods and schedule
- where employability fits in – start by asking them what they think!
- you might also think about inviting a representative from the hospitality industry to speak to the class about the types of employment available in their organisation, about employment and educational opportunities prospects in the hospitality events sector, and to reinforce the value that employers put on employability skills.
- the importance of regular attendance and good timekeeping to encourage the students to get into good habits – as if they were at work and in employment!

## Teaching and Learning Approaches

Students will be encouraged to learn through a variety of experiences and activities, designed to enhance their awareness of hospitality events and their role within the workplace. Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with customers, working with others in a team and developing good working practices through undertaking activities within their designated role.

Although this Unit is practical in nature, initially it would be best if students worked in a classroom setting to consider the ideas and planning for their events and gain underpinning knowledge. Regular group discussions should take place with teacher/lecturer input and guidance to ensure that the students choose suitable event ideas and progress effectively with the event. As far as possible the event should be a student centred activity, however teacher/lecturer input is essential in maintaining students' motivation and enthusiasm for the event.

**Many of the activities in this pack are based around the example of organising a coffee morning. The steps taken in this example can be used as a model for planning the students' own event and blank versions of some the planning sheets and checklists can be found in the appendix at the end of this pack.**

It may be necessary for students to have access to the Internet and telephones if they require to source resources for their hospitality event. Students may need to visit venues, and seek help from industry contacts to help them with the organisation of the event.

## Health and Safety

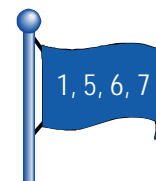
Within the hospitality events sector, health and safety is a vital element of the event process. Students must be encouraged to realise the importance of these issues and develop good working practices which meet both health and safety and food hygiene legislation.

If the students are using outside venues, it would be advisable to ensure that all the health and safety documentation for the venue including fire risk assessment and health and safety risk assessment are checked prior to the event. It would also be beneficial for the students to identify any hazards relating to their event and to try and minimise these prior to the implementation of the event.

## Signposting of Employability Skills

In addition to the specific vocational skills developed in this Unit, students will have opportunities to develop and apply their knowledge and understanding of the employability skills.

Throughout the pack there are numbered flags like the one shown here, showing which specific employability skill can be highlighted and/or assessment evidence recorded when students are busy with the various activities in the Unit.



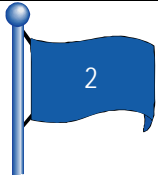

1	Positive attitude to workplace and learning	10	Adaptability and flexibility
2	Understand the importance of timekeeping and attendance*	11	Application of food hygiene and health and safety procedures*
3	Appropriate appearance*	12	Planning and preparing for work*
4	Good verbal communication	13	Confidence to seek feedback*
5	Good listening skills	14	Confidence to give feedback
6	Work cooperatively with others*	15	Self review and evaluation*
7	Ability to work in a team*	16	Customer care skills*
8	Self respect and showing respect and consideration for others	17	Efficient use of time and resources
9	Following instructions	18	Understanding roles and responsibilities in the workplace*



Opportunities to learn and develop all of these skills and to generate evidence for assessment of them are distributed throughout the Unit. The employability skills marked with an asterisk\* are directly assessed in this Unit.

You will find or create countless opportunities to help students develop their employability skills. The following pages show some ways of going about it to get you thinking!

It is strongly advised that course teams meet together to discuss and agree a co-ordinated approach to the teaching and developing of the employability skills throughout the Course and to ensure that the team has a common interpretation of the skills and attitudes.

## Generating Evidence and Assessment Opportunities for Employability Skills



Employability Skills	Delivery Advice	Possible Activities/Contexts
 <p><b>Understand the importance of timekeeping and attendance</b></p>	<ul style="list-style-type: none"> <li>• Make your expectations clear from day one. You can have the students more or less write the class guidelines themselves by identifying pros and cons of good and poor attendance and timekeeping – the benefits in the workplace of one and the consequences of the other. Relate your ground rules to the world of work, eg. arrive on time, back from breaks on time etc. The measure of a student’s success in this aspect is for them to be honest in their appraisal of their performance and to make progress. It will therefore be one of ‘distance travelled’ rather than a particular minimum percentage of classes attended.</li> <li>• Attendance and timekeeping should be monitored throughout the Unit. Students should be given feedback on their performance – both good and bad – in this regard. If you take note of patterns in performance it should be easy to give the students accurate feedback. They should be encouraged to be dressed in the appropriate uniform, and have any required equipment, as well as be on time for the start of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• turning up for class and at the event</li> <li>• returning from breaks</li> <li>• sticking to planned work schedules regarding timing of activities</li> <li>• being prepared for the start of each activity</li> </ul>
 <p><b>Appropriate appearance</b></p>	<ul style="list-style-type: none"> <li>• It is important that students get a consistent message regarding the wearing of uniform, the importance of good personal hygiene and the wearing of jewellery during all practical classes. They should be encouraged to identify the pros and cons of wearing the correct uniform for practical classes in the restaurant – the benefits in the workplace of one and the consequences of the other - and why jewellery is not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• wearing the correct uniform</li> <li>• awareness of personal hygiene</li> <li>• absence of jewellery</li> </ul>

	<ul style="list-style-type: none"> <li>• While young learners are likely to carry out your instructions on the wearing of uniform just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine.</li> </ul>	
 <p><b>Working cooperatively with others</b></p> <p><b>Ability to work in a team</b></p>	<ul style="list-style-type: none"> <li>• These employability skills are integral to the success of the event and it is worth spending some time discussing this with the group.</li> <li>• Get individual class members into the habit of working as a member of a team from the beginning. Encourage them to speak to each other – and to you - about the sharing of workspace, equipment and materials. Work in pairs or small teams when appropriate. Watch out for specific instances of the students working co-operatively with each other and sharing equipment and materials with others.</li> </ul>	<ul style="list-style-type: none"> <li>• sharing equipment and materials with others</li> <li>• sharing the work</li> <li>• assisting others</li> <li>• dividing up tasks among group members</li> </ul>
 <p><b>Application of food hygiene and health and safety procedures</b></p>	<ul style="list-style-type: none"> <li>• The importance of food hygiene and health and safety procedures will have been covered during Course Induction, and in the other Units in the course, but should be revisited during the induction for this Unit and reinforced during delivery.</li> <li>• While young learners are likely to carry out your instructions regarding food hygiene and health and safety procedures just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine.</li> <li>• It is important that students understand the need to apply food hygiene and health and safety procedures, and the importance of temperature control.</li> </ul>	<ul style="list-style-type: none"> <li>• working safely during practical classes</li> <li>• working hygienically during practical classes</li> <li>• carrying out risk assessments</li> <li>• wearing appropriate uniform</li> <li>• safe use of equipment</li> <li>• safe use of materials</li> <li>• using a clear and clean-as-you-go approach during practical sessions</li> </ul>



**Planning and preparing for work**

- The event will need careful planning and preparation and this will be a key element in the success of the event. Students should be encouraged to invest time in getting the planning and preparation right and reassured that that this will pay off later during the actual implementation of the event. Discuss the possible consequences of poor planning and preparation, perhaps through a case study approach.
  - The skill of prioritising should be encouraged. A ‘To do’ list may be introduced, where the young learner is encouraged to view the entire task required and then to list the steps involved in order of importance.
  - Guidance on how students should prepare to carry out tasks in their practical activities should become the norm from the first session. Spend a little time identifying the objectives of the session and encouraging the students to think about how they will go about it, what equipment they will need, what the sequence of the work should be etc. The skill of multi-tasking can be developed in practical sessions.
  - You might devise a planning sheet that can be used at the beginning of every session so that planning and preparation becomes a routine part of each task.
- event planning
  - carrying out a risk assessment
  - wearing appropriate uniform
  - correct selection of equipment
  - correct selection of materials
  - co-operation with others; re use of equipment, materials and workspace
  - encourage the team to see the whole picture and remind them of all the tasks incorporated into the event pre, during and post event
  - encourage prioritisation of tasks which directly impact on customer satisfaction

 <p><b>Confidence to seek feedback</b></p> <p><b>Self review and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Students can be helped to identify their own strengths and weaknesses and identify learning points from practical experiences do this when you discuss their performance with them. Such discussions can help them get into the habit of evaluating their performance as a natural part of their work routine, and to become confident in asking for feedback.</li> <li>• Some teachers and lecturers have found it helpful to discuss the students' performance with them as the work is proceeding, and also to encourage them to seek feedback from their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• carrying out self-evaluation exercises</li> <li>• completing self-evaluation worksheets</li> <li>• peers completing feedback sheets</li> <li>• evaluating the quality of their product</li> <li>• action planning and setting goals</li> <li>• identification of next steps</li> <li>• discussions with teacher/tutor and members of their team</li> </ul>
 <p><b>Customer care skills</b></p>	<ul style="list-style-type: none"> <li>• The hospitality industry, like all other service industries, depends upon return customers. Looking after customers and taking time to interact with them in a positive manner is an important skill.</li> <li>• Encourage students to get customer's reactions to the event.</li> <li>• Reinforce the fact that all colleagues and other class and team members could be seen as customers. Are the students always aware of this and do they treat them accordingly?</li> </ul>	<ul style="list-style-type: none"> <li>• interaction will be necessary during the running of an event</li> <li>• take every chance to get the students meeting and speaking to customers</li> <li>• the self review process can be extended to include the customer's perspective</li> <li>• peer review to be encouraged and planned</li> </ul>



**Understanding  
roles and  
responsibilities  
in the  
workplace**

- Understanding the roles and responsibilities will bring work in the hospitality industry alive, and students will have researched this at the beginning of the Course. This will continue to be reinforced during the delivery of this Unit when students will have to think about job roles in the context of planning, organising and running their own event.

- working in a realistic work environment or real workplaces
- visiting speakers talking about their jobs
- allocating tasks during the event project

## Resources

Centres will require access to kitchen and restaurant facilities for the delivery of this Unit as for the Units, *Front of House Operations*, *Developing Skills for the Professional Kitchen*, and *Developing Skills for Working in Hospitality*, which form part of the framework of this Course. The facilities need to be recognised as a realistic working environment to give students a meaningful insight into what it feels like to work in the industry and how to organise and manage an event.

Kitchen resources:

- Cookers, pots, pans, grill, ovens, sinks, fridge, tongs, spoons, knives, chopping boards, cloths, measuring jugs, bowls, baking trays, cleaning materials, first aid box, colanders, commodities

Restaurant resources:

- Tables, chairs, coffee machine, water boiler, till, teapots, cutlery, crockery, cloths, clearing trolley, stillroom, dishwasher, glassware, cleaning materials, napkins

As for the '*Professional Kitchen*' and '*Front of House*' Units, personal protective clothing will be essential for all students and this may include:

- Restaurant - shirt, apron, trousers/skirt, black shoes, waiter's cloth.
- Kitchen - chef's jacket, hat, trousers, apron, oven cloth and hairnet.

Centres should carry out risk assessments for all activities as required.

Centres are encouraged to arrange visits to local hotels or restaurants and establish links with industry representatives

## Books



- Slater, B and Langford-Wood, N (1999) **Successful Event Management in a Week**, Hodder and Stoughton ISBN 0 340 757809
- **Events Management: A Practical Guide**, EventScotland  
This can be downloaded from the website [www.eventscotland.org](http://www.eventscotland.org)
- Wolf, P. Wolf, J and Levine D (2005) **Event Planning Made Easy**, New York McGraw-Hill ISBN 0-07-144653-2

## Journals

- **Event Magazine** Haymarket Publications  
[also at <http://www.eventmagazine.co.uk>]
- **Scottish Catering and Hospitality** Peebles Media
- **Restaurant** William Reed Business Media  
[also at <http://www.restaurantmagazine.co.uk>]
- **Catering in Scotland** Drive Media Ltd  
[also at <http://www.cateringinscotland.com>]
- **Caterer and Hotelkeeper** Reed Business  
[also at <http://www.caterersearch.com>]

## Website resources



Ideas for resources and parties

[www.partypop.com](http://www.partypop.com)

Resources for events:

[www.scotevents.com](http://www.scotevents.com)

[www.partybox.co.uk](http://www.partybox.co.uk)

[www.partyco.co.uk](http://www.partyco.co.uk)

<http://entsweb.co.uk>

[www.88eventscompany.com](http://www.88eventscompany.com)

Resources for events  
(VisitScotland Business tourism)

[www.conventionscotland.com](http://www.conventionscotland.com)

Event Guide

[www.eventscotland.org](http://www.eventscotland.org)

EventScotland is Scotland's dedicated national events organisation responsible for attracting, creating and developing sporting and cultural events throughout the country.

Health and Safety Executive

[www.hse.gov.uk](http://www.hse.gov.uk)

Royal Environmental Health Institute  
for Scotland

[www.rehis.org/](http://www.rehis.org/)

Institute of Hospitality

[www.hcima.org.uk](http://www.hcima.org.uk)

Hospitality Event Companies

[www.admirable-crichton.co.uk](http://www.admirable-crichton.co.uk)

## Sample Scheme of Work

This suggested scheme of work is based on 20 lessons of 2 hours each. Actual timings will depend on individual centre circumstances and timetabling arrangements. In particular, longer sessions may need to be negotiated well in advance for the actual implementation of the students' chosen event.

Lesson	Topic
1	Introduction to the Unit and assessment <b>Outcome 1</b> Activities re: types of events
2	Activities re: event ideas and issues with events Visiting speaker
3	Activities re: task plans and resource sheets
4	Group discussion: creation of ideas, ideas suitability and decisions
5	Group discussion: identification of venues, planning tasks and resources
6	Group work: roles and responsibilities Activities re: identification of resources and sources
7	<b>Outcome 1 Assessment</b>
8	<b>Outcome 2</b> Group work: Planning food and beverage
9	Group work: Planning food and beverage Activities re: Publicising an event
10	Group work: Publicising an event
11	Group work: Organising resources
12	Group work: Organising resources and Health and safety
13	Group work: Creating customer feedback forms/reviewing publicity and sales for the event
14	Group work: Checking resources/scheduling the event/task allocation
15	<b>Outcome 3</b> <b>Hold Event</b>
16	<b>Outcome 4</b> Debriefing and review    Hold Event (no 2)**

17	Individual interviews to discuss evaluation
18	Individual interviews to discuss evaluation
19	<b>Outcome 4 Assessment</b>
20	Review Unit

Assessments for Outcome 2 and 3 take the form of observation by the Assessor. This will be carried out from week 4 to week 16.

\*\*It may be necessary if class sizes are large to have more than one group of students and therefore more than one event.

An example of what could be covered in a session is shown on the next page.

<b>Sample Session Plan</b>		
<b>Topic:</b>	<b>Outcomes Covered</b>	
<b>Task plans and resources</b>	<b>Outcome 1 (all)</b>	
<b>Lecturer/Assessor Activity</b>	<b>Learner Activity</b>	<b>Preparation/Resources</b>
Hand out a simple event brief	Students in group discuss the tasks needed to plan for the event	Handouts
Lecturer led discussion on the tasks identified	Feedback students answers	Whiteboard
Allocate tasks to students	Individual activity	Handout
Ask students to place tasks in order and estimate the time taken to complete the job	Discussion	Whiteboard
Hand out plan and explain completion	Student to follow instruction of how to complete a form	Handouts, PowerPoint
Observe students competing forms	Complete form as part of a team	
Go over task plan as class discussion	Question and answer	
Brainstorming activity to identify the resources required for the event	Brainstorming	Whiteboard
Feedback to students		

## **Sample Responses to Student Activities**

### **Outcome 1**

#### **Activity 1: Reasons for planning hospitality events**

Possible responses include:

- to socialise
- to have fun
- to celebrate
- to raise money for charity
- to reward people
- make people aware of something new
- to meet new people
- to team build
- to learn new things

**Activity 2: Types of Hospitality Events**

Barbeque  
 Birthday  
 Parties  
 Breakfast  
 Wedding

Coffee Morning  
 Afternoon Tea  
 Dinner  
 Lunch  
 Picnic

Y	C	W	E	D	D	I	N	G	F	B	A	X	U
B	A	R	B	E	Q	U	E	S	U	G	F	J	L
Y	A	D	H	T	R	I	B	A	V	D	T	H	U
J	H	R	I	F	W	E	S	D	S	F	E	G	N
V	F	H	Y	N	D	E	T	G	B	K	R	B	C
N	F	Q	W	E	N	R	T	T	H	L	N	D	H
T	S	A	F	K	A	E	R	B	N	G	O	D	S
N	K	L	T	G	A	J	R	G	E	X	O	A	Z
C	O	F	F	E	E	M	O	R	N	I	N	G	V
U	K	C	I	N	C	I	P	X	C	V	T	V	N
T	I	G	U	K	L	O	R	T	E	E	E	T	P
H	R	P	A	R	T	I	E	S	C	W	A	Y	F

### Activity 3: Matching reasons with types of events

Reasons for planning event	Types of event
To socialise	Parties, picnics, lunches
To have fun	Parties, dances with a buffet, themed dinners and lunches
To celebrate	Birthday parties, Proms
To raise money for charity	Coffee mornings, afternoon teas, themed events,
To reward people	Award ceremonies, prizegivings
Make people aware of something new	Healthy eating lunches, breakfast meetings
To learn new things	Exhibitions, conferences, seminars, talks
To team build	Barbeques, picnics, dinner dances
To meet new people	Open-days with food and beverage Parents evenings

### Activity 4: Main issues when planning an event

- the given brief
- venue
- health and safety
- number and types of people involved
- resources available
- time and date
- suppliers and other stakeholders
- deadlines and time constraints
- customer feedback
- other events
- who will be involved?
- skills of the group
- food hygiene

### **Activity 5: Types of events**

What types of events can you plan? In pairs, name as many as you can:

- coffee morning
- afternoon tea
- refreshments and buffet at parents evening
- year end of term party
- award ceremony lunch
- high tea for old age pensioners
- food exhibition
- breakfast or lunch meeting for the PTA
- themed events eg. Christmas dance with food, Scottish night

### **Activity 6: Questions for a visiting speaker**

In groups, make a list of other questions that you could ask to find out about planning and running events.

What are your busiest days and times of year?

What types of events do you organise?

What is the most popular type of event?

What styles of menu do you offer for events

What items are on your menus?

How much is your average menu per person?

What type of customers do you run events for?

What types of service do you provide for your customers?

What is the ratio of staff to customers at an event?

What types of themes have you undertaken?

How do you promote any events that you have at your establishment?

Where do you get your supplies in terms of food, beverages and other items?

### Activity 9: Identification of resources and sources of resource

#### Coffee Morning Example

Resources	Where to find resource (source)
plates	community centre
tables round and rectangular	community centre
chairs	community centre
cups, saucers and teaspoons	community centre
sugar bowls and milk jugs	community centre
platters for food	school or college
<a href="#">dobbies</a>	school or college
food and beverages	school or college
flasks for tea and coffee	school or college

An Additional Example which you could use to give students to more practice is shown below.

<b>Type of event:</b> Parents evening		<b>Guest numbers:</b> 60
<b>Date of event:</b> 03/03/XX		<b>Venue:</b> School Hall
<b>Method of publicising the event:</b> Invitation from the Head Teacher		
<b>Schedule of event:</b>		<b>Room Layout:</b>
7.00pm to 8.00pm	Review with teachers	Small round tables and chairs Area for buffet table beside the stage
8.10pm	Finger buffet with beverages	
8.30pm	Finish	<b>Theme:</b> none
<b>Menu:</b> Pizza slices- cheese and tomato, ham and pineapple, vegetable Sausage rolls Sandwiches – egg mayonnaise, tuna and sweetcorn, coronation chicken Chicken satay with peanut sauce Vegetable samosas Mushrooms in pastry		<b>Beverages:</b> Orange, apple or cranberry juice Mineral water still or sparkling Tea or coffee
<b>Special Items:</b>  <a href="#">Buffet clips</a>		<b>Entertainment:</b>  Jazz quartet playing throughout the buffet

**Parents Evening Example:**

<b>Resources</b>	<b>Where to find resource (source)</b>
plates	school
glasses	school
tables round and rectangular	local hotel
chairs	
tablecloths	
cups, saucers and teaspoons	
sugar bowls and milk jugs	
platters for food	
<a href="#"><u>doilies</u></a>	
buffet clips	
food and beverages	
tongs	
ice and ice bucket	
lemon	
flasks for tea and coffee	

### Activity 10: Factors to consider when sourcing resources

- quantity
- quality
- types
- costs
- delivery implication
- suppliers

### Activity 12: Resources Checklist

#### Coffee Morning Example:

Resource	No	Source	Checked	Resource	No	Source	Checked
Cups	40	community centre	√	tables small round	8	community centre	√
Saucers	40	community centre	√	chairs	60	community centre	
Tea plates	40	community centre	√				
Milk Jugs	8	community centre					
Sugar Bowls	8	community centre					
Teaspoons	40	community centre					
Knives	40	community centre					
Doilies	16	school/college					
Salvers	16	school/college					
Easter Eggs	40	school/college					



### Activity 14: Tasks undertaken for the event

- Visit the community centre and see space, facilities and resources available.
- Identify the resources required to organise the event.
- Produce a menu and beverages that are suitable for older people.
- Talk to the old people in the community about their likes and dislikes for food and beverages and any special dietary requirements.
- Speak to local businesses to see if they would sponsor the event through raffle prizes or resources for the event.
- Organise the entertainment for the event.
- Allocate the tasks to individuals within the group.
- Have regular meetings to ensure that the event is going as planned.
- Source supplies for the afternoon tea linking to sponsors.
- Design posters and invitations for the event.
- Promote the event to the local people.
- Prepare a schedule for the day of the event.
- Prepare a risk assessment for the event within the community centre.
- Decide on how to lay out the hall.
- Prepare decorations for the theme.
- Contact the local paper to get publicity for the event.
- Decide on who is going to prepare the food and beverages.

### Activity 15: Individual skills and knowledge

	<b>Skills</b>	<b>Knowledge</b>
1	Service of food and drink	Special dietary requirements
2	Creative ideas	Table settings
3	Telephone techniques	Finding entertainers
4	Talking to people	Sponsor in the local area
5	Art	Using Publisher software package

## **Activity 17: Food and beverages**

### **Scenario 1 – Award Ceremony Lunch**

#### ***Main Course***

Chicken and Forest Mushroom Stroganoff with Saffron Rice

#### ***Sweet***

Warm sticky toffee pudding with Butterscotch sauce and ball of dairy ice cream

#### ***Beverages***

Still and sparkling mineral water

Orange juice

### **Scenario 2 – Macmillan Cancer Big Coffee Morning**

#### ***Beverages***

Tea and Coffee

Still and sparkling mineral water

Orange juice

#### ***Bakery Products***

Scones: plain and fruit

Pancakes

Shortbread

Empire biscuits

Carrot cake

Chocolate cake

### **Scenario 3 – Tropical Breakfast**

#### ***Breakfast Items***

Tropical fruit salad (pineapple, mango, banana, kiwi fruit)

Muesli with coconut

Muffins (two low fat) banana, mango and raspberry

#### ***Beverages***

Smoothies: passion-fruit, mango and banana or pineapple, apple and cranberry

Fruit juices: mango, orange, cranberry

Tea and coffee

### Activity 23: Appearance

<b>Do's</b>	<b>Don'ts</b>
Tie your hair back	Wear nail varnish and lots of makeup
Wear clean pressed uniform	Wear jewellery
Wear clean shoes	Wear sandals or trainers
Wear name badges if provided	Eat or chew gum
Smile	Carry additional items such as mobile phones
Have good personal hygiene	

## **Student Support Section**

## Tutor Note on Student Activities

This section includes both student notes and activities. These materials are offered to centres as a flexible set of materials and activities which can be selected, altered and used in whatever way suits individual centres and their particular situation. For example, in the case of the student activities you might want to talk through the instructions with the learners and then give them out on paper as reminders. You are encouraged to adapt and use the materials creatively in ways which will best engage your students.

**Many of the activities in this pack are based around the example of organising a coffee morning. The steps taken in this example can be used as a model for planning the students' own event and blank versions of some the planning sheets and checklists can be found in the appendix at the end of this pack. The record sheets which students are required to complete for assessment can be found in the NAB for this unit.**

It is not intended that the Student Support Section is issued to students as complete pack.

There are some activities that require students to use Internet sources. The online research and activities will provide students with a more blended approach to teaching and learning. School students will be familiar with this approach. For students returning to study, you may need to spend time supporting them in the use of electronic resources.

## Welcome to Hospitality Events

The hospitality event industry is fun, exciting and growing fast, which means for anybody wishing to work in the industry there are many opportunities for employment. The industry needs young people who are enthusiastic, willing to learn and with great ideas. Is this the industry for you? We hope so!



*Chinese Theme*

### **What you will be doing in this Unit?**

In this Unit, you will get an insight into what it is like to run a hospitality event. You will have the opportunity to find out about different events held within our industry and within your team, be involved in planning an event from the beginning.

With your event team members you will decide on an event. You will then plan the event; when it's going to happen, where you will hold it, what will be served, who will be attending and what you and your team members will be doing to make it happen.

You will decide on the resources that you will need and how you're going to publicise the event. Once you've covered all these areas, you will be ready to run the event successfully. At the event you will be asked to participate fully in all areas of the event and deal with customers in an appropriate way.

After the event has been held, you will review how well you did in planning and running the event. You will need to ask your team members and tutor's opinion and get feedback from guests attending the event.

It may seem a big task but from start to finish your tutor will help, guide and advise you. So be assured, you can do this and it will be great!!!

## Outcome 1

***Plan a hospitality event to meet the needs of a specified brief while working as a member of a team.***

### What are Hospitality Events?

Hospitality events are pre-planned gatherings designed to meet the specific desires of the client.



*French Theme*



### Activity 1: Reasons for planning hospitality events



Why do people plan hospitality events? In small groups, think of as many reasons as possible for planning events. Be ready with your answers to feedback to your tutor and the rest of the group.

Here's a start:

- **To make people aware of something new**

As a whole group, discuss your reasons and note your answers on a whiteboard.



### Activity 2: Types of Hospitality Events

Individually, can you find in the grid (horizontally, vertically, forwards, backwards and diagonally) ten types of hospitality event?

Y	C	W	E	D	D	I	N	G	F	B	A	X	U
B	A	R	B	E	Q	U	E	S	U	G	F	J	L
Y	A	D	H	T	R	I	B	A	V	D	T	H	U
J	H	R	I	F	W	E	S	D	S	F	E	G	N
V	F	H	Y	N	D	E	T	G	B	K	R	B	C
N	F	Q	W	E	N	R	T	T	H	L	N	D	H
T	S	A	F	K	A	E	R	B	N	G	O	D	S
N	K	L	T	G	A	J	R	G	E	X	O	A	Z
C	O	F	F	E	E	M	O	R	N	I	N	G	V
U	K	C	I	N	C	I	P	X	C	V	T	V	N
T	I	G	U	K	L	O	R	T	E	E	E	T	P
H	R	P	A	R	T	I	E	S	C	W	A	Y	F

There is one already given to start you off: BIRTHDAY



**Activity 3: Matching reasons with types of events**



In pairs, identify types of events that would be used for the reasons listed below:

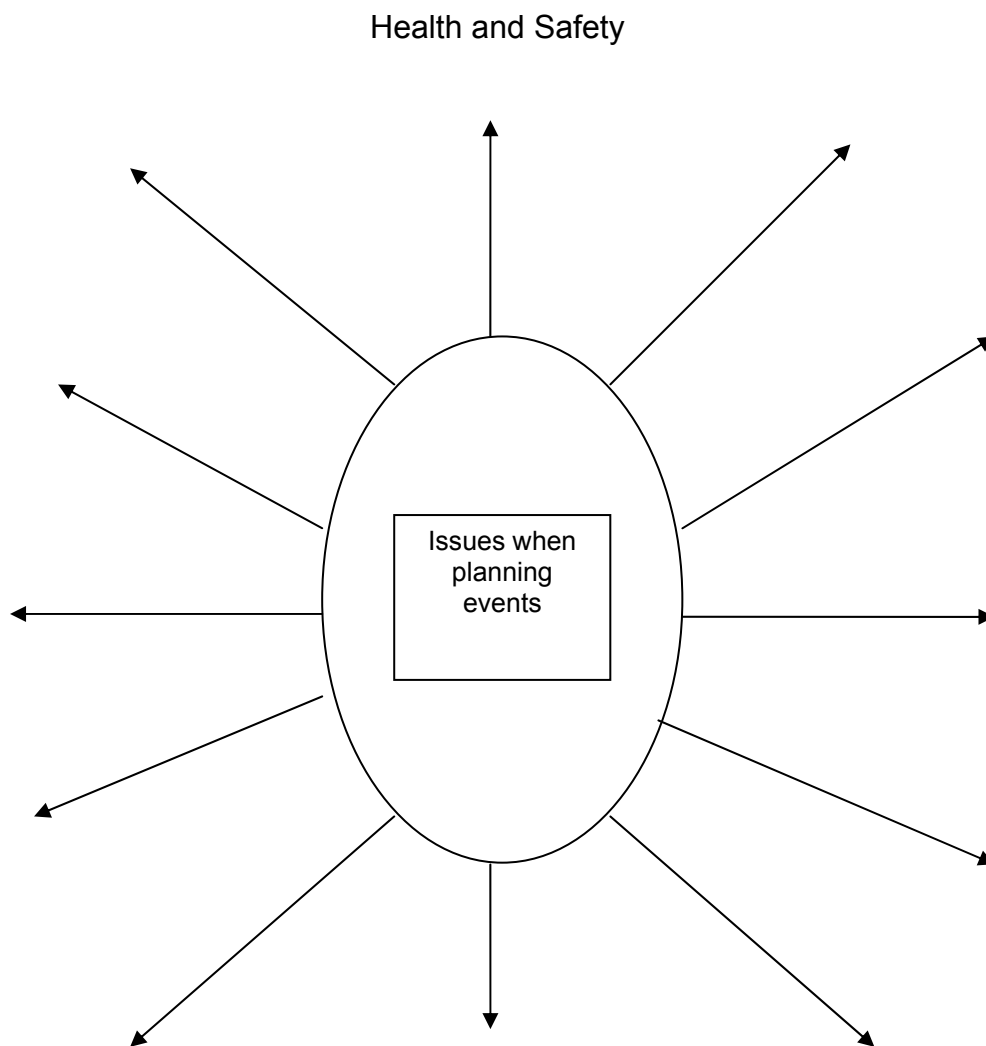
One has been started for you.

Reason for planning event	Types of event
To socialise	Parties, picnics, lunches,
To have fun	
To celebrate	
To raise money for charity	
To reward people	
Make people aware of something new	
To learn new things	
To team build	
To meet new people	



### Activity 4: Main issues when planning events

In small groups, brainstorm the main issues you would need to think about when planning events.





### Activity 5: Types of events



Give some examples of events you could plan given the resources you have available to you:

- 
- 
- 
- 
- 
- 
- 

**Now as a whole group, discuss the type of event that you would like to run. Discuss this with your tutor who will advise if this is possible given the time and resources you have available. Alternatively, your tutor may provide you with an outline of a proposed event.**

**Event our group will be organising:**

## Learning from the experts

If a visit from someone working in events in hospitality was organised, what would you ask them so that you could gain the information that you would need to help you plan your own event?

These are some examples of the kinds of things that you could ask:

- What kind of establishment do you run/own?
- How many events do you organise per week?
- How many people can your establishment hold for an event?



### Activity 6: Questions for a visiting speaker



In groups, make a list of other questions that you could ask to find out about planning and running events.

- 
- 
- 
- 
- 
- 
- 
-

## Planning Hospitality Events

You may now have decided what your event will be or your tutor may have given your group a specified brief for an event which you have to come up with ideas for. For example, your tutor may wish you to organise an event for the senior citizens in the local area, so that you can give something back to the community. There are a number of events that could be organised for the old people in the community. For example, you could organise a coffee morning, afternoon tea, high tea, lunch or picnic to name but a few.

What do you need to do to plan an event? The best place to start is to look at ideas that you may have thought in Activity 4.

Let's take the brief a stage further using the example of running a coffee morning with an Easter theme for 40 senior citizens. The event is planned for the Tuesday afternoon the week before Easter in the local community centre. You have six weeks to organise this.





### Activity 7: Order and timing of event tasks



In your group, decide on the tasks of you would need to carry out, put them in a logical order and then estimate the time each task should take. For example:

- produce a menu and beverages that are suitable for old people. This may take three days to consider as you may need to research what goes into a coffee morning, what the pensioners would like and adapt your ideas for Easter. It may have to be completed by the end of the first week so that you can get on with other tasks.

Once you have completed these activities, you can put all the information into the planning grid which your tutor will give you to use as your guide to planning the event. You can always adjust the timing of the tasks and add tasks that you may have forgotten about along the way. This document could be given to you in the form of a template in Word format so that you can change it when necessary.

## Team Working

When you work in the hospitality industry and especially at events, you will have to work with other people in a team. Events need a lot of people to work together to achieve the objective of a successful event. This cannot be done by one person.

Team working therefore requires:

- commitment
- co-operation
- information shared freely
- communication

By working together as a team you can:

- achieve better results than individuals working alone
- come up with more ideas
- help each other when team members are finding their tasks difficult
- form lasting relationships and motivate one another

To build a great team you need to:

- know why the team has been brought together
- identify the skills, knowledge and experiences of everyone in the team
- give people roles within the team
- have team meetings
- review the team's progress
- have a good leader

**and have fun!**



## Team Meetings

It's important to meet with your team members on a regular basis to pass on information, see how the team is getting on, make decisions and allocate further tasks within the group. This will normally be in class time, although meetings can be arranged out-with this time. It is also important to record meetings you have, so that you have evidence of what took place at these meetings. You may want to take turns in recording the meetings you have, as this gives everyone in the team a chance to learn this skill. There are formal ways of taking minutes of meetings. Your record doesn't need to be formal but should be accurate. Something similar to the pro forma overleaf would be suitable for your meetings to keep you on track.

Try it and see if it works and if it doesn't use a way that works for you. You need to note:

- The date
- Who was present?
- Who was absent?
- What was discussed?
- What actions should be taken?

It is also important at meetings to ensure somebody is controlling the meeting and allowing everybody to talk freely. At first this may be your teacher/tutor but again, you could rotate this role on a regular basis so that everybody gets a chance and learns this skill. It is probably the case that you will have six to eight meetings in the course of planning your event. As your time is precious, it is important you use it effectively.



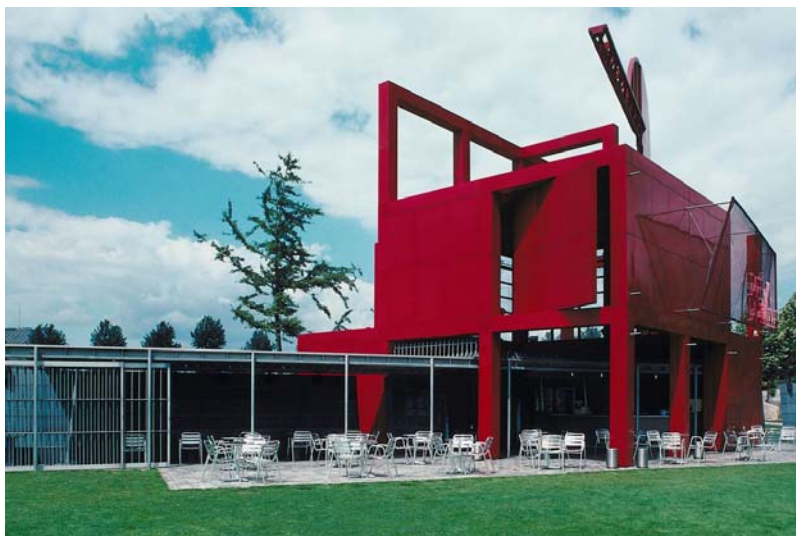


## Resources

Finding and selecting resources is a big part of the whole event planning process. One of the main resources you may need to get is the venue for your event! It's important that you get to know your local area and the various types of venues available to you. When organising an event, think of every space as a venue - not just the usual or obvious ones. It may be that you are using your school/college facilities and this makes it slightly easier for you. There are other venues that you could choose. Consider local restaurants, hotels, church halls, community centres, sports facilities and theatres. You may even have a castle near by that you could use, with its resident ghost!!

There are important factors to consider when looking at venues. Here are some:

1. Does the venue match your event?
2. How many rooms does the venue have?
3. What are the maximum/ minimum numbers for each room?
4. What types of set up can you do in the venue?
5. Will the owner charge for the use of the venue or could you get it free?
6. What other facilities does the venue have?
7. Is the venue in good repair?
8. Does it have facilities for the disabled?
9. Does the venue have parking?
10. What preparation areas do they have for food and beverages?
11. What is the heating and lighting like at the venue?





**Activity 8: Venues**



In pairs, use various methods (**including brochures, a list of Internet sites, visits, and your local knowledge**) to collect information on three venues in your area. You may want to use one of these venues for your event. A grid is provided for your answers and an example is given.

Venue Name	Rooms Available	Max Nos	Min Nos	Other facilities
Kessington Hall	Main Hall Meeting Rooms x 2	160 40	40 2	Toilet facilities Kitchen and bar area Staging Cloakroom Seats/tables

## Resources

You will also need other resources to host your event professionally and successfully. Initially, you'll have to make a list of the resources that you think you will need.



### Activity 9: Identification of resources



In small groups, look at the sample event information sheet given below and identify the resources that you would need to organise this event.

### Event Information Sheet

<b>Type of event:</b> Coffee morning		<b>Guest numbers:</b> 40
<b>Date of event:</b> 03/03/XX		<b>Venue:</b> Community Centre
<b>Method of publicising the event:</b> Invitation from the Head Teacher		
<b>Schedule of event:</b>		<b>Room Layout:</b> Small round tables and chairs
9am	Review with teachers and briefing	<b>Theme:</b> Easter
9.15- 11.00	Prepare scones and Easter biscuits, tea and coffee	
11-11.45	Serve food and beverages	
12.15	Finish	
<b>Menu:</b> Fruit scones, butter and strawberry jam Easter Biscuits Chocolate egg for each guest		<b>Beverages:</b> Tea or coffee

Resources required	Where to find resource (source)
plates	



When you have identified the resources, you then need to consider where you are going to get them from. Do you have the resources in your school or college? Don't just think about the home economics or the hospitality department. The art, drama, music or technical departments may be able to help you with resources or may be able to help you make them, especially if you're thinking about a theme. There may be other people that can help you too. What about family and friends or local businesses? You don't need to buy resources as you can borrow them or help people out in return for getting resources.

### **Case study**

Here's a quick story which proves this point. A group of students were organising a game show as their event. They wanted to organise it as professionally as possible and wanted a buzzer system for each of the teams. They didn't know where to get one free. They could have bought it but it would have been expensive, so they put an appeal out on Radio Clyde and asked if anyone in the Glasgow area had a buzzer system for quizzes. They got a positive response and found a gentleman who was willing to give them the resource free of charge. Maybe you can do something like this!



### **Activity 10: Factors to consider when sourcing resources**

In small groups, identify 5 things that it's important to think about when sourcing resources. An example is given to start you off.

- Are resources in keeping with the theme?
- 
- 
- 
- 
- 
- 
- 
-



### Activity 11: Sources for resources

In pairs, use the Internet to source the following unusual resources:

- ice-carvings
- chocolate fountain
- chair covers
- balloons and a balloon net
- buffet clips
- red carpet

Make sure you only source resources from the United Kingdom. Here is a list of websites that may be helpful:

[www.partyco.co.uk](http://www.partyco.co.uk)

[www.partybox.co.uk](http://www.partybox.co.uk)

[www.scotevents.com](http://www.scotevents.com)

[www.partypop.com](http://www.partypop.com)

[www.88eventscompany.com](http://www.88eventscompany.com)

Are there any establishments in your area that have these items?





## Publicising your Event

There are various methods of publicising an event. If you look around you, you'll see various forms of publicity. To publicise your event, you must decide what type of publicity material to design.

Remember there are many people that can help you produce your publicity material eg. the art or computer department.



### Activity 13: Publicising your event



In a small group, answer the following questions and then feedback to the rest of the class.

1. What types of publicity can be used for advertising events at your college or school?
2. What type of people are you trying to attract to your event?
3. What is the best way to publicise your event? Agree how you are going to publicise your event and write down your ideas here.
4. Who in the team or at your school or college can help you with the publicity for your event?



Once you have the list of tasks, it's important to decide on who the best person is to carry out these tasks by looking at the skills and knowledge of the individuals within the group.



### Activity 15: Individual skills and knowledge



On your own, identify at least five skills and/or knowledge you have that would help the group when planning your event.

	<b>Skills</b>	<b>Knowledge</b>
eg.	Telephone skills	Knowledge of local venues
1		
2		
3		
4		
5		

Use the information from Activity 15 to identify the whole group's strengths:



## Organising Resources

Previously, you looked at the resources you needed and where to source them. It's now time for you to book, hire or buy these resources for your event. You need to make sure that they are delivered in time for your event and to the numbers required. The Resources Checklist may be useful for ticking off the resources when they are delivered.

## Organising the Food and Beverages

You must decide on the food and beverages for your event. It may be the case that you get other people to prepare the food for your event or some of your group may prepare the food. What you will need to know is what food and beverages you want to be prepared. This will depend, among other things, on the type of event.



### Activity 17: Food and Beverages



Choose one of the following scenarios and decide on the food and beverages for the event identified. Once you have created your menu, share your ideas with the class and your tutor.

#### **Scenario 1 – Award Ceremony Lunch**

The head teacher of the school wants to have an **award ceremony** lunch for fifth year prize winners plus parents. There will be 50 people attending. The head teacher would like a two course lunch (main course and sweet) with coffee. The lunch should also include two non alcoholic drinks to be served with lunch.

#### **Scenario 2 – Macmillan Cancer Big Coffee Morning**

It is the Macmillan Cancer Big Coffee Morning and the hospitality class has been asked to fundraise for the charity by running a coffee morning at the local community centre. The coffee morning should include hot and cold beverages and bakery items.

#### **Scenario 3 – Tropical Breakfast**

The local sports centre has decided to promote a healthy eating week. They have various establishments helping with the event and have decided to invite ideas for a healthy breakfast. One of the themes they wish to consider is a **tropical breakfast**. They want cold food items and beverages. They thought it would be a great idea to provide 'smoothies' as part of the breakfast.



## Activity 18: Your Event – Your Menu!



Discuss, agree and write down the menu for your event here:

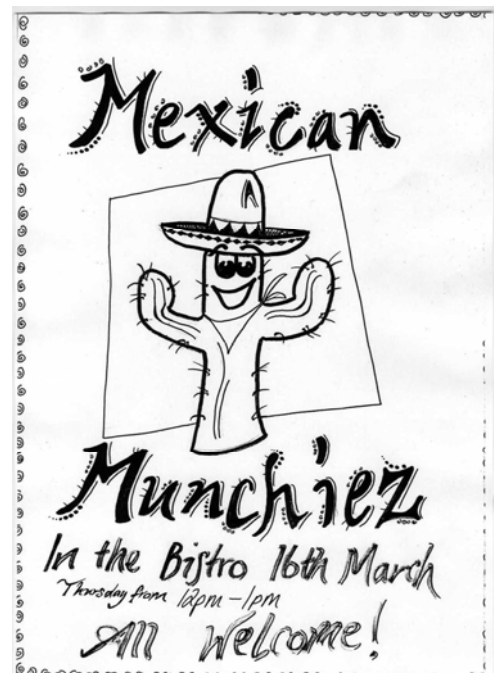




## Activity 19: Designing your publicity material



In pairs consider the following posters and note the 'good' and 'bad' points of each.



Things to remember when designing publicity materials:

- check spelling
- ensure all details are included
- use fonts that are easy to read
- use pictures or graphics if you can to add interest
- use colour
- make the materials attention grabbing
- print in colour
- place on quality card



## Activity 20: Creating your publicity

Discuss the design of your publicity material and create your publicity.

## Customer Feedback

One of the main sources of feedback at an event is through customer comments. The easiest way to get feedback from customers is either to speak to the customers directly or get customers to fill in a comment card. It is important to note that you want the customer to feedback on two things:

- the whole event
- your contribution to the event

A **customer comment card** can be designed similar to the one on the next page:

<b>Comment Card for lunch</b>				
<b>Food and beverage</b>				
(please tick ✓ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Presentation				
Value for money				
Choice				
Taste				
<b>Service</b>				
(please tick ✓ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Friendly				
Professional				
Answered queries				
Dealing with complaints				
Quality of service				
<b>Venue</b>				
(please tick ✓ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Atmosphere				
Staff presentation				
Decoration (if applicable)				

**Please include any other comments about your service person in the space provided below.**

<b>Name:</b>
--------------

**Many thanks. We hoped you enjoyed the event.**



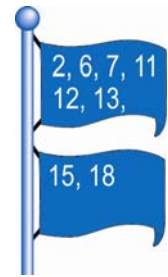
### **Activity 21: Design a customer comment form**

In your group, discuss ideas for and design a customer comment form to use at your event.



## Outcome 3

***Contribute to the implementation of the event while working as a member of a team***



## Implementation of the Event

### Preparation for the event

In order for the event to be a success, you must remember to work as part of a team.

Before the day of the event the team must organise:

- what each team member is doing on the day?
- a schedule of the preparation, running and closing down of the event
- a checklist of all resources required for the event
- any float necessary for the event
- a briefing of the team on what is going to happen

Here is an example of a schedule for the Easter Coffee morning with fictitious names.

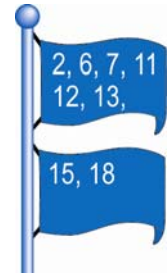
<b>Schedule for the Easter Coffee Morning</b>			
<b>Time</b>	<b>Tasks</b>	<b>Person responsible</b>	<b>Checked</b>
9am	Briefing session	All	
9.15 – 10.30	Make and bake scones	Kim/Jennifer /Joe/Ian	
	Make and bake Easter biscuits	William/Heather/Saira /Eileen	
	Set up room with tables and chairs according to the plan	Connor/Mohammed	
10.30 – 11	Arrange scones and Easter biscuits on each table	Kim/Jennifer/ William/Heather	
	Make tea and coffee	Joe/Ian	
11 – 11.30	Welcome guests	Saira /Eileen	
	Pour tea and coffee	All, at allocated tables	
	Present egg to each guest	All, at allocated tables	
11.45 -12.15	Clear all dishes	William/Heather/Saira	
	Wash and put away	All	
	Reinstate room	All	

Additional example – this time for an awards ceremony.

<b>Schedule for the awards ceremony</b>			
<b>Time</b>	<b>Tasks</b>	<b>Person responsible</b>	<b>Checked</b>
9 - 10	Set up room with tables and chairs according to the plan	All	
10 - 11	Lay tables with linen crockery, cutlery, glassware	Kim/Jennifer/Joe/Ian	
10 -11	Decorate the room and tables	William/Heather/Saira	
10 -11	Set up <u>stillroom</u> and dishwash areas with tea/coffee, milk, sugar, rolls, butter portions	Eileen/Connor/Mohammed	
11 - 11.30	Break	All	
11.30 -11.45	Briefing session	All	
12	Arrival of guests	William/Heather/Saira	
12.15 -12.45	Presentation of awards	All	
12.45 - 2	Service of food and beverages	Kim/Jennifer/Joe/Ian Eileen/Connor/Mohammed	
	Stillroom area and dishwash	William/Heather/Saira	
2 - 2.20	Photographs of award winners	Kim/Jennifer/Joe/Ian Eileen/Connor/Mohammed	
	Clear tables		
2.20 -2.40	Guests leave get coats	Kim/Jennifer	
2.40 - 3	Clear down restaurant, dishwash and stillroom areas	All	



## On the day



On the day, good timekeeping and attendance are vital to make the event a success.

You must arrive ready to start on time. You must also know what is expected of you at the event. Non attendance or lateness will only mean your team members will have more to do and this could cause problems as well as work not being up to standard because they have had to rush.

**Appearance** is something else that will show how professional you are.



### Activity 23: Appearance

In small groups, think about the proper appearance for somebody serving at an event. What are the do's and don'ts?



Do's	Don'ts

## Customer Care

Good customer care means dealing with your customers in a thoughtful, friendly, and efficient way. Customer care is about keeping your customers satisfied. You are trying to give your customers the best experience you can, as they are the most important part of your event.

The list below will help you give your customers the best impression of you and your event.

- greet your customers on arrival
- smile and put customers at their ease
- make them feel important and welcome
- use their name whenever possible
- actively listen to your customers
- ask your customers questions to clarify any details
- be well dressed and have good posture
- use positive body language
- know the products and services offered at the event
- answer customer questions as fully as possible and speak clearly
- anticipate your guests' needs



## Health and Safety



The safety of all who work in or visit an establishment should be foremost in the minds of everyone. A main part of an employee's work is to carry out procedures and comply with regulations which have been designed to encourage good working practices and to reduce the risks of injury to themselves and others. These regulations are also designed to make the working environment more comfortable and safe to work in.

### Employer's responsibilities

Employers must, as far as reasonably practicable:

- provide and maintain workplaces and systems of work that are safe and without risks to health
- make arrangements to ensure safety and the absence of risks to health in connection with the use, handling, storage and transport of articles and substances
- provide information, instruction, training and supervision to ensure the health and safety of employees
- maintain the place of work in a safe condition without risks to health and provide at least statutory welfare facilities and arrangements

These duties also include a responsibility to customers and others visiting the premises.



## Employee's responsibilities (student's responsibilities)

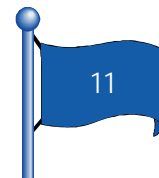
As an employee (student) you also have responsibilities and must:

- take reasonable care of your own health and safety
- take reasonable care for the health and safety of other people who may be affected by what you do or don't do at work
- cooperate with the establishment in the steps it takes to meet its legal duties
- report to a supervisor any physical conditions or systems which you think are unsafe or potentially unsafe.



### Activity 24 – Hazards and Risks

For your event group, consider the hazards and risks associated with your event and answer the questions below:



1. Identify the hazards that could cause an accident or ill-health at your event.
2. Describe how the hazards could be prevented or remedied.
3. List the types of accidents / injuries that could occur as a result of the hazards identified.

### Safety points to remember:

- Be constantly aware of obstacles on the floor or in the corridors and remove them, returning them to their rightful place.
- Watch out for damaged floor coverings or torn carpets. It's very easy to catch your heel and trip over a carpet edge.
- Make sure electrical cables or wires never run across walkways. Always keep them behind you when you are working, to reduce the risk of damage.
- Clean up spillages as soon as they occur. If grease is spilt use salt or sand to absorb the spillage before cleaning the area.
- If cleaning up spillages on floors, use 'wet floor' signs to warn people of the danger.
- Never handle electrical plugs with wet hands. Water conducts electricity which can cause death.
- Never use equipment that seems faulty or damaged. You are increasing the risk to yourself by doing so. Report the problem immediately and ensure equipment is repaired.
- Use a step ladder to reach the top of shelves. Never stand on piles of cases or boxes.
- If lifting a load, make sure it is not too heavy or awkward for you to move on your own. If you need help, ask. Back injuries are among the most common reasons for people having to take time off from work.



## Outcome 4



### ***Review and evaluate own contribution to the event.***

Now that the event is over you need to reflect on how you feel it went, and also what you think you could have done better before and during the event. You will look at your own strengths and weaknesses as this will help you understand how you could improve your own performance.

We all like to be praised for doing a good job. However, taking advice and feedback on how we can improve can be a different matter! Yet the fact is that it is not possible to go through life without taking some advice and feedback from others. Accepting advice and feedback from your tutor in a positive fashion will almost certainly help you to learn new skills a lot quicker. You will also get feedback from members of your team. It is also good to get feedback on your performance from your customers as they are impartial and will give you fair feedback on everything you did at the event.

It's important to emphasise that any advice and feedback you are given by your tutors will always be constructive: helping you to improve what you are doing.

Learning to take constructive advice and feedback in a positive way is not only an important attitude to develop for this Unit but in many other areas of your life as well.

**Your tutor will guide you through the evaluation process and give you out the forms you need to fill in.**

## Unit Questionnaire

This questionnaire is designed to help your lecturer find out how you feel about this unit.

You don't need to put your name on this questionnaire.

Instructions: Please complete this form by placing ✓ in the most appropriate box.

Unit Title:				
Lecturer's Name:			Date:	
		Strongly Agree	Agree	Disagree
1	The induction to this unit was helpful.			
2	My teacher/lecturer helped me through this unit.			
3	The resources and equipment were suitable.			
4	All Health and Safety information and practices were effective.			
5	My teacher/lecturer prepared me well for assessments.			
6	I was given constructive feedback.			
7	I was kept informed of my progress regularly.			
8	I enjoyed this subject.			

Please add any comments you feel are important to make this subject better:

--------------------------------------

## Glossary of Terms

Term	Meaning
<b>Buffet clips</b>	plastic clips that can be attached to plate and allow you to hold a wine glass so that you are free to eat from your plate without having to put you glass down
<b>Stillroom</b>	an area used to prepare and provide food items and equipment which are not catered for in any other department (coffee, hot cupboard)
<b>Doilies</b>	decorative mats of lacelike paper to put on plate under cakes, sandwiches etc.
<b>Salvers</b>	silver trays for presenting food such as sandwiches or meats

## **Appendix**







## Customer Comment Card

<b>Comment Card for</b>				
<b>Food and beverage</b>				
(please tick √ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Service</b>				
(please tick √ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Venue</b>				
(please tick √ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Other</b>				
(please tick √ )	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>

**Please include any other comments about your service person in the space provided below.**

<p><b>Name:</b></p>    
-------------------------------------

Many thanks. We hoped you enjoyed the event.

