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**LEVEL 1 DIPLOMA IN  
ENGLISH COMMUNICATION  
FOR TOURISM AND  
HOSPITALITY**

**QUALIFICATION  
SPECIFICATION**

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**MARCH 2017**

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## INTRODUCTION

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The purpose of this document is to explain the aims, structure, and content of the Level 1 Diploma in English Communication for Tourism and Hospitality.

This document includes the learning outcomes, assessment criteria and indicative content for each unit. In this document, there is guidance relating to learning, teaching and assessment strategies for these qualifications and an explanation of the assessment quality assurance processes.

### Aims of the qualification

The aims are to provide a qualification that:

- provides students with a range of communication and study skills that can be used both in academia and in a vocational context;
- provides for an effective academic progression route;
- provides for an entry route into the tourism and hospitality industry.

### Entry requirements

The entry requirements below are intended for guidance only as applicants may apply with a wide variety of backgrounds and qualifications.

CTH accredited centres will assess all applicants to ensure they are able to meet the demands of the course.

Applicant profile	Recommended entry requirements
All students	<ul style="list-style-type: none"><li>• Completed full time secondary or high school education up to age 16</li></ul>

### Qualification structure (rules of combination)

The qualification is at Level 1 and designed to be 39 credits. The qualification conforms to the relevant level descriptors as developed by Ofqual. One credit represents ten hours of study at any specified level, therefore, this Diploma normally requires programmes of study that have been designed to include a minimum of 600 learning hours. This figure includes but is not limited to formal classes, self-study, revision and assessment. However, students completing this qualification should also be able to demonstrate their ability as independent students.

The credit values and unit structures for the qualification are set out in the following table.

The qualification structure is below, please note all units are mandatory.

Level 1 Diploma in English Communication for Tourism and Hospitality					
Candidates must achieve:					
<ul style="list-style-type: none"> <li>3 mandatory units, providing 39 credits i.e. a total of 39 credits</li> </ul>					
<b>Min credit (Mandatory units): 39</b>			<b>Max credit (Mandatory units): 39</b>		
<b>Min GLH for qualification: 150</b>			<b>Max GLH for qualification: 150</b>		
Mandatory units					
Unit no.	Unit title	L	CV	GLH	Assessment Method
EWR	English for Working in a Restaurant	1	13	50	Assignment 80% Presentation 20% <b>to cover all 3 Units</b>
EWHT	English for Working in Hotels and Tourism	1	13	50	
TE	Travel English	1	13	50	
<b>Total</b>			<b>39</b>	<b>150</b>	

This level 1 qualification provides for progression to the level 2.

## ASSESSMENT

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Given the broad and highly varied nature of the tourism and hospitality business, assessment of knowledge purely by examination is not generally felt to be an appropriate assessment method. Students need to demonstrate their higher-level skills and qualities specified in the learning outcomes within a heterogeneous vocational context where investigative assignments and presentations are more appropriate.

Assessment of students' work will be carried out by a range of methods including assignment, essay examination or work assessment. Students' work will be measured against the specified learning outcomes and assessment criteria of each unit. Mark schemes are provided for each unit and grading criteria are set out below to assist assessors in allocating marks.

For students who wish to progress to a university degree course, CTH recommends that where a unit offers a choice of assessment method, students should carry out assignments rather than practical assessments.

See Appendix A for specimen assessment materials.

### Grading criteria

Individual units can be graded either as fail, pass, merit or distinction. However, the qualification is not subject to grading. The qualification is either achieved or not achieved.

In terms of certification, this means that students will receive a transcript of their results showing the grades for each unit successfully completed, plus the Diploma that recognises their level of achievement. Note that the Diploma does not allocate a grade.

The following table explains the generic grading criteria that should be used by centres in conjunction with the unit mark sheets to assess all students' work.

**GRADING CRITERIA**

Level	Failure criteria	Pass criteria	Merit criteria	Distinction criteria
Level 1	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	<ul style="list-style-type: none"> <li>do not meet the requirements of the assessment criteria and learning outcomes of the unit</li> </ul>	<ul style="list-style-type: none"> <li>meet the requirements of the assessment criteria and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>meet the requirements of the assessment criteria and learning outcomes</li> <li>address the issues in the area of study</li> <li>explain their reasoning and support views with examples</li> <li>address problems logically</li> <li>produce work that is well presented, clear and well structured.</li> </ul>	<ul style="list-style-type: none"> <li>meet the requirements of the assessment criteria and learning outcomes</li> <li>identify strengths, weaknesses and illogicalities</li> <li>demonstrate an understanding and knowledge of the area of study</li> <li>make well-argued conclusions or recommendations</li> <li>present work that is neat, clear, well-structured and coherent.</li> </ul>

## UNITS OF ASSESSMENT

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Title	English for working in a restaurant	
Unit purpose and aim(s)	This unit aims to teach students the essential English vocabulary and grammar to enable them to understand the work of a restaurant, how to make restaurant reservations, how to welcome guests, take orders and deal with bills in a restaurant and to understand food and drinks service in a restaurant	
CTH ref	EWR	
Level	1	
Credit value	13	
GLH	50	
Learning outcomes  When awarded credit for this unit, a learner will:	Assessment criteria  Assessment of this learning outcome will require a learner to demonstrate that they can:	Indicative content
1. Understand the work of a restaurant	1.1. Greet and introduce themselves in a restaurant context  1.2. Ask for customers' names  1.3. Describe a restaurant, its kitchen and its cuisine  1.4. Write a job application for work in a restaurant	<ul style="list-style-type: none"> <li>• Discuss staff manners and behaviour at restaurants</li> <li>• Language and tone used in greetings and introductions</li> <li>• Things to consider when asking and giving personal information</li> <li>• Address customers with appropriate titles, learn names of countries and nationalities</li> <li>• Practise pronunciation focusing on syllables and word stress</li> <li>• Discuss types of restaurant, cuisine and vocabulary used in a restaurant</li> <li>• Describe layout of a restaurant and kitchen</li> <li>• Use prepositions of place in the context of a restaurant (<i>on, in, next to, under etc.</i>)</li> <li>• Discuss skills needed to work in a restaurant</li> <li>• Create a CV/résumé using correct layout, structure and language (action verbs)</li> <li>• Write a cover letter using correct layout and structure (opening, body, closing)</li> <li>• Explore formal language in cover letters</li> </ul>

<p>2. Know how to make restaurant reservations</p>	<p>2.1. Describe how to deal with customers' enquiries</p> <p>2.2. Explain how to give accurate information about and directions to a restaurant</p> <p>2.3. Describe how to accept restaurant reservations</p>	<ul style="list-style-type: none"> <li>• Discuss customers' needs and expectations, types of enquiry and how to deal with them</li> <li>• Use Wh question words when dealing with customer enquiries (<i>what, when, who, why, how etc.</i>)</li> <li>• Discuss knowledge about the restaurant and its surrounding areas</li> <li>• Give directions to a restaurant using imperatives and prepositions (<i>go out of, walk towards, go along etc.</i>)</li> <li>• Discuss process of making a reservation</li> <li>• Describe seating arrangement in a restaurant</li> <li>• Have knowledge of opening/closing times of a restaurant, popular days, months and seasons</li> <li>• Use prepositions of time and place to make reservations (<i>in, at, on, to, from etc.</i>)</li> </ul>
<p>3. Understand how to welcome guests, take orders and deal with bills in a restaurant</p>	<p>3.1. Explain how to welcome guests</p> <p>3.2. Explain how to present menus in line with agreed service standards</p> <p>3.3. Recommend dishes in line with agreed service standards</p> <p>3.4. Describe desserts to customers</p> <p>3.5. Explain how to calculate and explain a bill to a customer</p> <p>3.6. Explain how to deal with complaints</p>	<ul style="list-style-type: none"> <li>• Discuss how to receive guests and make arrangements</li> <li>• Use polite forms of greetings (<i>past and present forms of modals, past simple</i>)</li> <li>• Discuss process of presenting menus and taking orders</li> <li>• Use language to express preferences (<i>would like/prefer/rather</i>)</li> <li>• Understand reasons for recommending dishes</li> <li>• Use language of recommendation (<i>modals and a range of phrases</i>)</li> <li>• Describe different varieties of dessert</li> <li>• Discuss the importance of presenting desserts</li> <li>• Use countable and uncountable nouns in describing desserts</li> <li>• Discuss the process of paying a bill</li> <li>• Use words and phrases when calculating and explaining the bill</li> <li>• Discuss do's and don'ts of dealing with customer complaints</li> <li>• Language of apologising and polite intonation</li> </ul>

<p>4. Understand food and drinks service in a restaurant</p>	<p>4.1. Describe a range of drinks</p> <p>4.2. Explain how to take drinks orders</p> <p>4.3. Explain the recipes of a range of cocktails</p> <p>4.4. Explain how to make a range of cocktails</p> <p>4.5. Explain how to plan menus</p> <p>4.6. Describe a range of dishes</p>	<ul style="list-style-type: none"> <li>• Speak about different kinds of drink</li> <li>• Use adjectives to describe beverages and drinks</li> <li>• Describe tableware for drinks and wine</li> <li>• Describe the process of ordering a drink</li> <li>• Use a range of phrases to order drinks</li> <li>• Describe different ingredients in recipes of cocktails</li> <li>• Practise using verbs for making cocktails (<i>add, shake, mix etc.</i>)</li> <li>• Use imperatives to give instructions for recipes of cocktails</li> <li>• Describe tools and utensils used to make cocktails</li> <li>• Use determiners and pronouns (<i>another, other, more</i>) to speak about cocktails</li> <li>• Discuss things to consider when planning a menu (type of restaurant, target customers, pricing)</li> <li>• Discuss steps to planning a menu</li> <li>• Use cooking verbs to explain how dishes are prepared (<i>steam, mash, bake etc.</i>)</li> <li>• Describe dishes using descriptive adjectives and other structures</li> <li>• Use quantifiers to describe dishes on a menu (<i>much, many, a lot, some, any etc</i>)</li> <li>• Practise pronunciation (stress and intonation)</li> <li>• Discuss vocabulary used in a restaurant including common French terms</li> </ul>
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Title	English for working in hotels and tourism	
Unit purpose and aim(s)	This unit aims to teach students the essential English vocabulary and grammar to enable to them to understand the work of a hotel, how to give guided tours in cities and outdoors and the work of tour operators and special interest tours	
CTH ref	EWHT	
Level	1	
Credit value	13	
GLH	50	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1. Understand the work of a hotel	<p>1.1. Describe the facilities a hotel</p> <p>1.2. Describe how to reply to an enquiry about a hotel</p> <p>1.3. Describe the range of jobs in a hotel</p> <p>1.4. Explain how to check in a guest</p> <p>1.5. Describe how to deal with a complaint and solve an overbooking problem</p> <p>1.6. Describe how to write a letter of apology to a customer</p> <p>1.7. Give accurate and correct health and safety advice</p>	<ul style="list-style-type: none"> <li>• Discuss different types and classifications of hotel</li> <li>• Describe various facilities available at hotels</li> <li>• Use adverbs of frequency (<i>always, usually, never etc.</i>) to speak about hotel experiences</li> <li>• Discuss different types of response to possible queries at hotels</li> <li>• Use key phrases to write standard emails in response to hotel enquiries</li> <li>• Understand the roles and positions of people who work in hotels</li> <li>• Discuss duties and responsibilities of hotel staff</li> <li>• Use future forms (<i>shall/will/going to</i>) to explain availability of rooms and facilities</li> <li>• Check understanding, repeat information, answer questions during check-in</li> <li>• Practise pronunciation (asking for and checking tones)</li> <li>• Discuss how to handle customer complaints and overbooking with useful phrases</li> <li>• Use modal verbs (<i>can/could/may/might/will</i>) in dealing with customer complaints</li> <li>• Develop listening skills (look interested, inquire, summarise, test understanding etc.)</li> <li>• Use correct pronunciation (sentence stress and intonation) when addressing complaints</li> <li>• Key points to consider when writing a letter of apology (tone, taking responsibility, offering compensation)</li> </ul>

		<ul style="list-style-type: none"> <li>• Do's and Don'ts of writing a letter of apology</li> <li>• Use discourse markers in writing (linking words and phrases)</li> <li>• Understand health and safety policies, law and signage used in hotels</li> <li>• Use modals (<i>should/ought to/must</i>) to give health and safety advice to hotel guests</li> <li>• Describe common medical conditions and first-aid equipment</li> </ul>
<p>2. Understand how to give guided tours in cities and outdoors</p>	<p>2.1. Explain how to give a guided tour</p> <p>2.2. Describe the features of a building and recommend places to visit</p> <p>2.3. Describe how to sell tours</p> <p>2.4. Explain how to exchange information on excursions</p> <p>2.5. Describe how to change a booking and write an email of confirmation</p> <p>2.6. Describe the weather</p>	<ul style="list-style-type: none"> <li>• Speak about different types of tour guide and choice of guided tours</li> <li>• Discuss steps to giving a guided tour</li> <li>• Use discourse markers in speaking (<i>so, well, as etc.</i>) in delivering a talk during a guided tour</li> <li>• Describe interior and exterior features of building and surrounding areas</li> <li>• Speak about the history and significance of buildings using <i>past simple tense</i></li> <li>• Practise pronunciation of regular past simple verb endings (-ed)</li> <li>• Discuss a range of marketing strategies to sell tours</li> <li>• Explore language in speaking to attract customers (descriptive adjectives, superlatives, polite questions)</li> <li>• Use short punchy phrases and advertising slogans in writing to create flyers</li> <li>• Describe different types of excursion</li> <li>• Discuss things to consider when going on excursions</li> <li>• Discuss different ways of confirming and checking information about excursions</li> <li>• Change a booking using present tenses (<i>present simple/present continuous</i>)</li> <li>• Things to consider when writing a confirmation email</li> <li>• Explore useful expressions in writing to confirm changes in bookings</li> <li>• Describe different kinds of weather using a range of vocabulary (nouns and adjectives)</li> <li>• Give advice to tourists about local weather conditions using language of recommendation</li> </ul>

<p>3. Understand the work of tour operators and special interest tours</p>	<p>3.1. Describe how to persuade a client to buy a package tour</p> <p>3.2. Describe how to deal with complaints</p> <p>3.3. Describe how to write a letter of apology to a customer</p> <p>3.4. Explain how to exchange information on hobbies</p> <p>3.5. Describe how to sell a holiday</p> <p>3.6. Explain how to organise a special interest tour</p>	<ul style="list-style-type: none"> <li>• Describe a tour operator and package tour</li> <li>• Discuss advantages and disadvantages of package holidays</li> <li>• Discuss things to consider when persuading a client to buy a package tour</li> <li>• Use language of persuasion (<i>that-clauses</i>) in convincing a client</li> <li>• Discuss different stages of dealing with a customer complaint</li> <li>• Manage interaction during a conversation (interrupt, change topic, resume or continue)</li> <li>• Discuss how to deal with written complaints (identify objective and tone of letter)</li> <li>• Structure and organise a letter of apology using key phrases</li> <li>• Describe various hobbies and interests</li> <li>• Speak about personal experiences related to hobbies using <i>present perfect tense</i></li> <li>• Discuss different ways of selling a holiday</li> <li>• Discuss things to consider when selling a holiday</li> <li>• Use <i>conditional structures</i> to give advice on specific details of holidays</li> <li>• Describe a special interest tour and things to consider when organising the tour</li> <li>• Use language of agreement and disagreement when giving a tour</li> </ul>
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Title	Travel English	
Unit purpose and aim(s)	This unit aims to provide students with an understanding of English relating to travel and destinations and how to provide information on directions and traditions	
CTH ref	TE	
Level	1	
Credit value	13	
GLH	50	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1. Understand English relating to travel and destinations	<p>1.1. Describe how to plan a holiday</p> <p>1.2. Explain how to deal with an enquiry about a holiday by telephone and in writing</p> <p>1.3. Describe the features of a destination</p> <p>1.4. Explain how to reach a destination by chosen travel method</p>	<ul style="list-style-type: none"> <li>• Describe different kinds of holiday</li> <li>• Steps to planning a holiday (setting a budget, reading and researching, packing, making reservations etc.)</li> <li>• Discuss differences between written and telephone enquiries</li> <li>• Make polite telephone requests using modal verbs (<i>can, could, may</i>)</li> <li>• Speak about future plans and arrangements using <i>present continuous tense</i></li> <li>• Make written requests in emails/letters for information about holidays</li> <li>• Language, layout and structure used in formal emails/letters</li> <li>• Use <i>indirect questions</i> when being polite and diplomatic</li> <li>• Describe various features of a destination (accommodation, transport and dining facilities, tourist attractions etc.)</li> <li>• Explain a range of destinations using descriptive adjectives</li> <li>• Steps to preparing and giving a presentation on a travel destination</li> <li>• Useful phrases for delivering a presentation</li> <li>• Practise clarity and interaction in presentations; intonation, sentence stress, pausing, pacing</li> <li>• Discuss reasons for travel; pros and cons of different means of travel</li> <li>• Compare different ways of travel using <i>comparatives and superlatives</i></li> <li>• Practise using expressions and phrasal verbs to explain directions to a destination</li> <li>• Understand connected speech (linking in phrasal verbs)</li> </ul>

<p>2. Understand how to provide information on directions and traditions</p>	<p>2.1. Describe the features of a famous sight 2.2. Give travel information for someone who is driving 2.3. Give travel information for someone who is travelling by underground 2.4. Describe how to book a hire car 2.5. Exchange historical facts 2.6. Describe a festival or cultural celebration that meets the specification</p>	<ul style="list-style-type: none"> <li>• Describe features of a famous sight (holds value and interest, attracts tourists/locals, boosts economy)</li> <li>• Use <i>active and passive verb forms</i> in describing famous sights around the world</li> <li>• Information and advice on travelling by car</li> <li>• Understand driving rules with modal verbs (<i>must/mustn't, can't, don't have to/need to</i>)</li> <li>• Use <i>imperatives</i> to ask for and give driving directions</li> <li>• Information on travelling by underground</li> <li>• Explain train routes and schedules using prepositions (<i>from, to, on etc.</i>)</li> <li>• Information on car hire and steps to hiring a car</li> <li>• Use car hire and transportation vocabulary at car rentals</li> <li>• Practise pronunciation of alphabets, dates, times and prices (word stress and connected speech)</li> <li>• Advice on how to exchange historical facts</li> <li>• Use <i>relative clauses</i> to add details and give more information about historical facts</li> <li>• Speak about festivals held on different dates and days around the world</li> <li>• Use language of recommendation to make suggestions about festivals/cultural celebrations</li> </ul>
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## English for tourism and hospitality

<b>Unit title</b>	<b>Assessment methodology</b>
Assignment	80%
Presentation	20%

<b>Unit title</b>	<b>English for Tourism and Hospitality</b>
<b>Credit Value</b>	<b>39</b>
<b>Level</b>	<b>1</b>
<b>CTH ref</b>	<b>ETH</b>

<b>Student name</b>	
<b>Assessment ref</b>	
<b>Centre</b>	

### Instructions for marking assignments and presentations

This qualification must be assessed by an assignment and a presentation. The assignment will account for 80% of the marks and the presentation will account for 20% of the marks. The assignment covers the whole qualification.

### Assignment instructions

Students must base their assignments on their own working practice in their place of work or in an organisation that is known to them. They must show their knowledge and understanding of the units of assessment and any recommended reading.

Assignments must:

- include evidence that shows that the student meets all the Learning Outcomes and

Assessment Criteria of the unit;

- include a brief introduction to the assignment;
- include an analysis and evaluation of the topic they discuss and facts should be used to support conclusions and recommendations;
- make clear connections between theory and practice;
- provide a demonstration of the practical application of theory in the workplace;
- cite references in accordance with the Harvard System;
- be presented in report format;
- be within 10% of the required word count;
- may include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

One electronic and one paper copy of the final assignment report should be submitted. This should include a front cover page with the student's and tutor's declaration.

## **Presentation instructions**

Students need to produce a presentation based on their assignment. Presentations must:

- include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit;
- Utilise Power Point Slides. A minimum of 8 slides should be produced and these should be printed out and presented to CTH.
- be at least of 10 minutes duration (a maximum allowance of 15 minutes) 10 minutes be allocated for questions.
- Include a minimum of 5 questions which are asked of student and at least 1 question for every assessor involved in the assessment
- be an individual student's own work and be attributable to a named individual
- make clear connections between theory and practice
- provide a demonstration of the practical application of theory in the workplace;
- there should be at least one A4 page handout and / or supporting information to be given to the audience. This should be presented to CTH along with copies of Power Point slides.

The role of Assessors to interview and stop the presentation if it is longer than 15 minutes.

One electronic and hard copy of the Power Point slides should be submitted. This should include the student's and tutor's declaration.

Handouts and any supporting information given out during presentation must be submitted to CTH as part of the assessment.

**STUDENTS MUST ACHIEVE A MINIMUM 30 OF THE AVAILABLE 80 MARKS IN THE ASSIGNMENT AND 10 OF THE AVAILABLE 20 MARKS IN THE PRESENTATION IN ORDER TO SUCCESSFULLY COMPLETE THIS QUALIFICATION.**

## **ASSESSMENT TASKS**

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Assessment tasks for Assignment 80% and Presentation 20%.

## **Assessment tasks – Assignment (80%)**

### **English for tourism and hospitality**

Students are required to select an organisation in the hospitality industry and prepare a report of around 1,500 words discussing the use of English for tourism and hospitality with particular reference to the following areas:

- English for working in a restaurant
- English for working in hotels and tourism
- Travel English.

### **Outline**

Students are required to conduct relevant and adequate primary and secondary research on the chosen organisation(s). The student should therefore be able to visit the selected organisation(s).

Students should include a brief introduction to the organisation(s) they have selected in terms of the size, customers, services, products and future plans.

Students' comprehension and use of English will be assessed in context of the hospitality and tourism industry. The following areas should be evaluated in detail supported by examples quoted from the selected organisation(s).

### **English for working in a restaurant**

- describing the work of a restaurant
- making restaurant reservations
- how to welcome guests, take orders and deal with bills
- describing food and drinks service in a restaurant.

### **English for working in hotels and tourism**

- describing the work of a hotel
- how to give guided tours in cities and outdoors
- describing the work of tour operators and special interest tours.

### **Travel English**

- using English relating to travel and destinations
- how to provide information on directions and traditions.

Students should demonstrate the application of theory and knowledge to their chosen organisation(s) and ensure they have addressed the assessment criteria outlined in the following tables.

The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used. The secondary research undertaken should be appended to this assignment.

**Task instructions – Assignment**

**Task 1- English for working in a restaurant - 30%**

Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:

Assessment criteria	LO/AC ref	Marks
1 Greet and introduce themselves, ask for customers' names, describe a kitchen and its cuisine and write a job application	LO1, 1.1, 1.2, 1.3	8
2 Describe how to deal with customers' enquiries, explain how to give information and directions and how to accept restaurant reservations	LO2, 2.1, 2.2, 2.3	8
3 Explain how to welcome guests, present menus, recommend dishes, describe desserts, how to calculate and explain bills and how to deal with complaints	LO3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	8
4 Describe a range of drinks, how to take drinks orders, explain cocktail recipes, how to plan menus and a range of dishes	LO4, 4.1, 4.2, 4.3, 4.4, 4.5	6

**The word count is 500 words**

**Task instructions – Assignment**

**Task 2- English for working in hotels and tourism - 30%**

Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:

Assessment criteria	LO/AC ref	Marks
1 Describe a hotel's facilities, how to reply to an enquiry, the range of jobs in a hotel, the check-in process, how to deal with complaints and overbookings, how to write a letter of apology and give health and safety advice	LO1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7	10
2 Describe how to give a guided tour, the features of a building and places to visit, how to exchange information on excursions, how to change a booking and write confirmation emails and describe the weather	LO2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	10
3 Describe how to persuade a client to buy a package tour, how to deal with complaints, how to write a letter of apology, how to discuss hobbies, how to sell a holiday and how to organize a special interest tour	LO3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	10

**The word count is 500 words**

**Task instructions – Assignment****Task 3- Travel English - 20%**

Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:

<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
1 Describe how to plan a holiday, how to deal with holiday enquiries (by telephone and in writing), the features of a destination and how to reach a destination	LO1, 1.1, 1.2, 1.3, 1.4	10
2 Describe the features of a famous sight, give travel information for someone travelling by car and by underground, how to book a hire car, exchange historical facts and describe a festival or cultural celebration	LO2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	10

**The word count is 500 words**

**The Assignment should have a word count of 1500 words.**

**Assessment tasks – Presentation (20%)**

**English Communication for tourism and hospitality**

Based on the assignment unit of this qualification students are required to produce a 10 minutes presentation (maximum of 15 minutes) covering the following areas:

- English for working in a restaurant
- English for working in hotels and tourism
- Travel English.

**Outline**

The following areas should be covered in the presentation supported by examples quoted from the selected organisation(s).

**English for working in a restaurant**

- describing the work of a restaurant
- making restaurant reservations
- how to welcome guests, take orders and deal with bills
- describing food and drinks service in a restaurant.

**English for working in hotels and tourism**

- describing the work of a hotel
- how to give guided tours in cities and outdoors
- describing the work of tour operators and special interest tours.

**Travel English**

- using English relating to travel and destinations
- how to provide information on directions and traditions.

Students should demonstrate the application of theory and knowledge to their chosen organisation(s) and ensure they have addressed the assessment criteria outlined in the following tables.

The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used.

