

Qualification Specification

CTH LEVEL 1 CERTIFICATE IN ESOL FOR WORK (ENGLISH FOR TOURISM & HOSPITALITY)

(QAN: 603/2816/2)

APRIL 2018

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1. Introduction

The purpose of this qualification specification is to provide an overview of the CTH level 1 Certificate in ESOL for work (English for Tourism & Hospitality) in order that prospective learners and centres can assess its suitability against their requirements. This qualification was developed by a team of specialist and experienced practitioners in teaching ESOL and English Language working alongside those with experience in the hospitality, travel and tourism sectors.

This document includes information regarding the qualification aims, size, structure and content including learning outcomes and assessment criteria for each unit, together with sample assessment materials of each different type. There is guidance relating to the accreditation, delivery and assessment requirements for this qualification, and details of grading criteria and the grading of units. Further details regarding this qualification are available from CTH, and contained within the more comprehensive qualification and assessment handbooks. CTH contact details are on the final page.

Aims of the Qualification

The aims are to provide a qualification that:

- provides for an entry route into jobs in the tourism and hospitality industry.
- provides students with the English language skills that can be used both in a vocational and educational context
- provides for an effective progression route on to vocational qualifications in tourism and hospitality.

The qualification is intended for practical and vocational use of English and is not a substitute for English language qualifications that may be required for Visa or university entrance such as IELTS.

Access and 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 should assess all applicants to ensure they are able to meet the demands of the course and determine any additional support requirements.

Applicant profile	Recommended entry requirements
All students	<ul style="list-style-type: none"> • Completed full time secondary or high school education up to age 16, or • hold an Entry 3 Level qualification in English or other qualification equivalent to IELTS 4.0.

2. Accreditation

Accreditation Requirements

Prospective Centres should apply for approval as an accredited CTH Centre in order to deliver this qualification. Please see the 'Contact CTH' page at the end of this specification and email us for advice on the CTH accreditation process or if you wish to discuss your curriculum requirements.

The CTH accreditation committee will consider applications from centres against a set of criteria, including the availability of suitable teaching accommodation and staffing, experience of delivering qualifications at a similar level and evidence of expertise in academically-related areas including planning the delivery of courses leading to regulated qualifications, quality assurance and preventing malpractice. A Skype conversation between the centre and CTH academic and quality staff will form part of the initial accreditation application process

Teaching Staff

Teaching staff for this qualification should be qualified English language teachers and hold CELTA/Trinity or an equivalent English teaching qualification. There may be a skype chat with the teaching staff prior to the commencement of the course to ensure suitability for teaching. CTH will review the CVs of all teaching staff during the centre approval process.

Teaching Rooms

Suitable teaching rooms and IT facilities should be available to students. It is recommended that class sizes do not exceed 12.

Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

3. Assessment

Assessment of students' work will be carried out by a range of methods for each unit:

- **Reading** material and using the content to form the basis of the **Writing** (e.g., a job advert and formal written reply)
- **Speaking** and **Listening** questions, based on the learning outcomes, in a one-to-one session with assessor
- Formal presentation.

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.

See Appendix A for specimen assessment materials. The Delivery and Assessment handbook provided to accredited centres contains full details of all assessments, mark schemes and grading.

Assessment opportunities

Assessments are arranged at the convenience of the centre throughout the year; with registrations submitted to the CTH Assessment Co-ordinator.

Results and certificates are published after the CTH Exam Board meetings, currently held five times each year. Contact CTH or see the CTH website for more details.

Assessment responsibilities

A Centre should submit student registrations for this qualification to CTH at least four weeks before the assessment dates, invoices must be cleared before assessment dates.

CTH will set and distribute all assessments to centres where learners have been registered. Centres will be required to assess and internally verify the assessments. CTH can provide centres with guidance prior to assessment periods and will distribute guidance for exam invigilators. Note that CTH may visit centres during assessment periods.

CTH will review electronic evidence of 50% of student work submitted by centres and moderate the centre-assessed and verified assessments. The percentage sampled may reduce over time

4. CTH Centre Support

Training

CTH provides Centres with initial training and support for delivering and assessing this CTH qualification for the first time. CTH academic and admin team members provide ongoing support for Centres regarding any aspect of the qualification

Resources

In addition to the Administration manual, CTH provides the following resources to centres accredited to offer this qualification:

- A CTH placement test in grammar, speaking and listening, reading and writing, along with marker guidelines and answer sheets. This will assist centres to ascertain a student's suitability to the course, especially if they do not hold an Entry 3 Level qualification.
- PowerPoint slides for each unit, covering all the Learning Outcomes and Assessment Criteria.
- A Qualification handbook which includes the detailed indicative content.
- An Assessment handbook with full details of the assessments for this qualification including a full set of 'mock' assessments for each unit, i.e.
 - a) Reading and Writing activity
 - b) Speaking and Listening one-to-one with assessor
 - c) Presentation

and all necessary guidance on carrying out the assessments, with grading criteria and mark sheets:

5. Qualification Level, Size & Structure

Qualification Type and Level

The CTH Level 1 Certificate in ESOL for work (English for Tourism & Hospitality) qualification is included on the Ofqual Register of Regulated Qualifications and falls within their Regulated Qualification Framework (RQF). This qualification adheres to the Ofqual requirements for ESOL qualifications (Ofqual/11/4888) and for assigning a level to a regulated qualification (Ofqual/15/5774), available via gov.uk.

Size of Qualification

The Level 1 Certificate qualification is designed to be delivered in 190 hours of Total Qualification Time (TQT), of which 160 are Guided Learning Hours (GLH). Programmes of study should be designed with this in mind. More information on GLH and TQT is provided below.

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. TQT includes Guided Learning hours, directed Learning and time spent on assessment.

Definitions

Guided Learning Hours – GLH

This is the amount of time the average student is expected to spend in supervised learning and practice, but may vary by student.

Total Qualification Time – TQT

TQT is made up of Guided Learning Hours plus all other time taken in preparation, study or any form of participation in education and training but not under the direct supervision of a lecturer or tutor.

The following activities are indicative of those included in TQT:

- Guided Learning (GLH) when the lecturer is present, e.g. formal classes, lectures, seminars, tutorials, supervised assessment (e.g. exams or observed practice)
- Independent and unsupervised learning or research
- Unsupervised coursework, or directed activity
- Watching pre-recorded webinars or podcasts
- Work placement, self-study, visits to hospitality or tourism outlets, revision and time spent on written assignments.

Qualification Structure (Rules of Combination)

The qualification, units and TQT for the CTH Level 1 Certificate in ESOL for Work (English for Tourism & Hospitality) are set out in the following table, often referred to as the Rules of Combination.

CTH Level 1 Certificate in ESOL for Work (English for Tourism & Hospitality) QAN: 603/2816/2

Candidates must achieve all 3 mandatory units
Students who successfully pass any single unit will qualify for a Level 1 Award.

Credit Value (CV)						19 Units	
Guided Learning Hours for qualification (GLH)						160 Hours	
Total Qualification Time for qualification (TQT)						190 Hours	
Unit	Unit Title	Lvl	CV	GLH	TQT	URN	Assessment Method
EWR	English for Working in a Restaurant	1	6	50	60	J/504/9350	<ul style="list-style-type: none"> • Reading & Writing • Speaking & Listening (one-to-one Q & A with assessor) • Presentation
EWHT	English for Working in Hotels & Tourism	1	7	60	70	A/504/9359	<ul style="list-style-type: none"> • Reading & Writing • Speaking & Listening (one-to-one Q & A with assessor) • Presentation
TE	Travel English	1	6	50	60	H/504/9386	<ul style="list-style-type: none"> • Reading & Writing • Speaking & Listening (one-to-one Q & A with assessor) • Presentation
Certificate Total (3 units)		1	19	160	190		

This level 1 qualification provides the language skills for progression into:

- Work within the Tourism and Hospitality industry for entry level jobs
- Further development of English Language skills
- Further study on specialist Tourism and Hospitality qualifications

Grading Criteria

Individual units can be graded either as pass or fail. Each unit has three separate assessments, each with a Pass /Fail grade, with 60% required to achieve a Pass. All three assessments must be passed to achieve a pass for a unit.

The qualification is also graded as Pass or Fail. A Pass is awarded where all three units have a Pass Grade.

In terms of certification, students will receive a transcript of their results for each unit successfully completed, plus the award certificate where all units have been successfully completed.

The following table shows a summary of the generic grading criteria that should be used by centres, in conjunction with the detailed unit mark sheets provided to accredited centres for each assessment that are used to assess all students' work.

Level	Failure criteria Students who fail will:	Pass criteria Students who pass will:
1	not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes of the unit

6. Unit Details

English for Working in a Restaurant	
Unit Ref. No.	J/504/9350
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
Unit Level	1
Credit value	6 Credits
Guided Learning Hours (GLH)	50 Hours
Total Qualification Time (TQT)	60 Hours
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:
1. Understand the work of a restaurant	<ul style="list-style-type: none"> a) Greet and introduce themselves in a restaurant context b) Ask for customers' names c) Describe a restaurant, its kitchen and its cuisine d) Write a job application for work in a restaurant
2. Know how to make restaurant reservations	<ul style="list-style-type: none"> a) Describe how to deal with customers' enquiries b) Explain how to give accurate information about and directions to a restaurant c) Describe how to accept restaurant reservations
3. Understand how to welcome guests, take orders and deal with bills in a restaurant	<ul style="list-style-type: none"> a) Explain how to welcome guests b) Explain how to present menus in line with agreed service standards c) Recommend dishes in line with agreed service standards d) Describe desserts to customers e) Explain how to calculate and explain a bill to a customer f) Explain how to deal with complaints g) Write a letter of apology

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:
4. Understand food and drinks service in a restaurant	<ul style="list-style-type: none">a) Describe a range of drinksb) Explain how to take drinks ordersc) Explain the recipes of a range of cocktailsd) Explain how to make a range of cocktailse) Explain how to plan menusf) Describe a range of dishes

English for Working in Hotels & Tourism

Unit Ref. No.	A/504/5359
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
Unit Level	1
Credit value	7 Credits
Guided Learning Hours (GLH)	60 Hours
Total Qualification Time (TQT)	70 Hours
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:
1. Understand the work of a hotel	<ul style="list-style-type: none"> a) Describe the facilities a hotel b) Describe how to reply to an enquiry about a hotel c) Describe the range of jobs in a hotel d) Explain how to check in a guest e) Describe how to deal with a complaint and solve an overbooking problem f) Describe how to write a letter of apology to a customer g) Give accurate and correct health and safety advice
2. Understand how to give guided tours in cities and outdoors	<ul style="list-style-type: none"> a) Explain how to give a guided tour b) Describe the features of a building and recommend places to visit c) Describe how to sell tours d) Explain how to exchange information on excursions e) Describe how to change a booking and write an email of confirmation f) Describe the weather
3. Understand the work of tour operators and special interest tours	<ul style="list-style-type: none"> a) Describe how to persuade a client to buy a package tour b) Describe how to deal with complaints c) Describe how to write a letter of apology to a customer d) Explain how to exchange information on hobbies e) Describe how to sell a holiday f) Explain how to organise a special interest tour

Travel English

Unit Ref. No.	H/504/9386
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
Unit Level	1
Credit value	6 Credits
Guided Learning Hours (GLH)	50 Hours
Total Qualification Time (TQT)	60 Hours
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:
1. Understand English relating to travel and destinations	<ul style="list-style-type: none"> a) Describe how to plan a holiday b) Explain how to deal with an enquiry about a holiday by telephone and in writing c) Describe the features of a destination d) Explain how to reach a destination by chosen travel method
2. Understand how to provide information on directions and traditions	<ul style="list-style-type: none"> a) Describe the features of a famous sight b) Give travel information for someone who is driving c) Give travel information for someone who is travelling by underground d) Describe how to book a hire car e) Exchange historical facts f) Describe a festival or cultural celebration that meets the specification

7. Sample Assessments

Specimen assessment materials

This qualification has three units, each with three assessments for each unit to cover reading, writing, listening and speaking.

One sample assessment of each type is included in this specification, taken from each of the three units in the qualification as shown below.

Assessment Example 1

Unit	Travel English
Unit Ref. No.	H/504/9386
Assessment type	Presentation
Time allowed	Presentation delivery: 5 to 8 minutes (plus up to five minutes for questions and answers)

Guidance for Presentation task

- Candidates should be given the title of the presentation during their course to ensure they prepare for it.
- Students need to produce a presentation based on their assignment. Presentations must include evidence that demonstrates which Learning Outcomes and Assessment Criteria of the unit the student has addressed.
- Assessors should put the candidate at ease, and offer encouragement, but cannot comment on performance.
- The suggested time for the presentation is 5 - 8 minutes plus up to 5 minutes for responding to questions from audience.
- Candidates may utilise Power Point Slides if they wish.
- The presentation must be recorded and videoed, which can be done using a mobile phone. The following information must be included orally at the start of the recording of each presentation by the assessor:
 - Date of assessment
 - Name of assessor
 - Candidate name and enrolment number
 - Title of assessment (topic)
- Assessors to record the candidates scores on the Assessment Record Sheet and also the Candidate Overall Marksheet.
- Assessors to note down examples of the candidate's answers on the Assessment Record Sheet. This will be used as evidence during internal and external verifications
- Assessor must sign and date the Assessment Record Sheet and include candidate details. Candidates must also sign the Assessment Record Sheet prior to doing the assessment.

Task:

You have been asked by a local college to give a talk on a Special Festival from your country.

Include in your presentation:

- *Origins of festival*
- *Traditions of festival*
- *Costumes*
- *Food*
- *Music*
- *Where the festival is held*
- *How often it is held*
- *Why it is so popular*
- *Any dangers to be aware of*

Prepare a 5-8-minute presentation on this festival.

Assessment Example 2

Unit	English for Working in Hotels & Tourism
Unit Ref. No.	A/504/9359
Assessment type	Reading and Writing
Time allowed	60 minutes

Task:

You are working in a hotel and have received the following letter of complaint. Your supervisor has asked you to draft a response on behalf of the hotel. Write a letter of apology from the hotel to Mrs Jones (approx. 200-250 words). Include addresses in your letter.

**Anna Jones
100 Eastern Road
Chester
CH1 2LL**

**The Manager
The Grove Hotel
London Road
Buxton
BX3 5QQ**

18 October 2017

Dear Sir/Madam

I am writing to complain about the very poor service my husband and I received when we came to stay in your hotel last weekend.

Firstly, we reserved a sea-view room, but in fact were given a room facing the car park. When we complained to the receptionist she informed us that the hotel was full and there was nothing she could do.

Secondly, the room was extremely dirty, dust all over the room and dirty marks on the wall and carpets. We even had to ask for fresh towels as there were none in the bathroom.

My husband ordered a gluten free meal in the restaurant, but when the meal arrived it had a bread topping which contains gluten. Luckily, he saw this before he ate anything.

I explained these details to the receptionist when we checked out, but she was quite rude and did nothing about the situation.

I certainly would not recommend your hotel to anyone, and am extremely disappointed by the service we received.

I look forward to hearing your comments

Yours faithfully

Mrs A Jones

Assessment Example 3

Unit	English for Working in a Restaurant
Unit Ref. No.	J/504/9350
Assessment type	Speaking and Listening
Time allowed	15 minutes

Guidance for Speaking and Listening task:

- *This assessment is carried out individually and takes the form of asking each student to answer questions against each Learning Outcome that have been provided by CTH. Assessors should put the candidate at ease, and offer encouragement, but cannot comment on performance*
- *All speaking and listening tasks must be recorded and videoed, including the instructions given by assessor. (This can be done using a mobile phone). The following information must be included orally at the start of the assessment:*
 - *Candidate name and enrolment number*
 - *Name of assessor*
 - *Title of assessment*
 - *Date of assessment*
- *Assessors to record the candidates scores on the Assessment Record Sheet and also the Candidate Overall Marksheet provided by CTH. For example, here is an extract from the mark sheet for one question:*

Learning Outcome 2: Know how to make restaurant reservations

Question	Learning Outcome	Example Answers	Type of Structures
What 3 things do customers expect when going to a restaurant?	2(a)	<ul style="list-style-type: none"> • Cleanliness • Helpful suggestions • Friendly staff • Staff members who are knowledgeable about the restaurant offer, facilities and food items • To have a good time and enjoy their meal • Staff members who are attentive 	

- *Assessors to note down examples of the candidate’s answers on the Assessment Record Sheet. This will be used as evidence during internal and external verifications.*
- *Assessor must sign and date the Assessment Record Sheet and include candidate details. Candidates must also sign the Assessment Record Sheet prior to doing the assessment.*

Task:

Sample questions from the supplied question bank.

Questions selected by the assessor must cover all Learning Outcomes; these are shown on the mark sheets for this assessment.

- *What 3 questions can you use to greet people in a restaurant?*
- *You have a party of 4 guests (2 men and 2 women). What titles can you use for the men and the women?*
- *Name 5 types of cuisine in the catering and hospitality industry.*
- *Your restaurant serves Asian food. Give some examples of dishes which may be on the menu, and also the types of flavours of these dishes.*
- *Describe 3 things that customers expect when going to a restaurant.*
- *On the phone, someone wants to make a booking for a party of 5. They are new to the area and do not know it so well. What do you say and what questions do you ask?*
- *What details should you inform the customer of when presenting the menu?*
- *A customer has an allergy and cannot eat gluten. There is one dish on the menu they love but it has gluten in it. Recommend to the customer an alternative.*
- *Name 6 types of alcoholic drinks served in a restaurant and then choose 2 and describe what they are made from.*
- *A customer asks you to describe a certain dish. How can you do this to make it sound more appealing?*

8. Miscellaneous

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About CTH

CTH, the Confederation of Tourism & Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

CTH is a not for profit company limited by guarantee. Registered in England No. 2090576

Policies

CTH policies are available to Approved Centres and learners to refer to in the administration of the delivery of the programme.

Application forms need to be completed for some policies and procedures before CTH is able to service a Centre's request.

Contact details

For further information or guidance please contact:

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