SPECIFICATION

For exams January, May and November onwards
For teaching from September 2024 onwards.

LRN INTERNATIONAL GCSE
HOSPITALITY
(7146)

Learning Resource Network

THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE

Contents

BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers. LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields. In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.

INTRODUCTION

This specification provides an overview to the LRN International GCSE Hospitality[1].This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

The LRN International GCSE Hospitality is designed to enable international candidates to demonstrate their ability to communicate effectively in the medium of the English language. This qualification will assess the following mandatory components: background to the hospitality industry, customer service awareness and effective team working. Learners can then select from a range of optional units which cover topics such as food preparation and cooking, front office, accommodation and food and drink operations.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

The LRN International GCSE Hospitality has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 2 qualification in Hospitality;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

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[1] LRN International GCSEs are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

QUALIFICATION OVERVIEW

Number	Subject Content	AO	Exam
1	Introduction to the hospitality industry	1	Combination of written exam papers (externally set and marked) **Paper 1:** Multiple Choice Questions and Short Answer Questions Duration: **1 hour** **Paper 2-A:** Scenario Based Questions Duration: **1 hour** **Paper 2-B:** Portfolio Assessment (Includes Practical Assessment Task)
2	Customer service skills for the hospitality industry	1	
3	Effective team working for the hospitality industry	1	
4	Food preparation and cooking	1,2,3 and 4	
5	Food, nutrition and exercise	1,2 and 4	

BREAKDOWN OF ASSESSMENT OBJECTIVES

AO 1 – demonstrate knowledge and understanding of food, cooking and nutrition

AO 2 – apply knowledge and understanding of food, cooking and nutrition

AO 3 – plan, prepare, cook and present dishes combining appropriate techniques

AO 4 – analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others

ASSESSMENT

The assessment for this qualification consists of written exam papers and a portfolio assessment (Including Practical Assessment Task) set and marked by the LRN.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2-A	Paper 2-B
AO1	50%	50%	0%
AO2	30%	30%	0%
AO3	0%	0%	75%
AO4	20%	20%	25%

PORTFOLIO ASSESSMENT

(including centre approval and delivery)

CENTRE APPROVAL

Due to the practical nature of this qualification, prior to delivering this qualification, centres must meet LRN's requirement for practical delivery, formative and summative assessment. This will require centres to provide LRN with sufficient evidence of their ability to deliver the qualification, within a realistic working environment, and to ensure the centre retains suitably qualified staff. Evidence of these requirements will be sought at the outset of the accreditation process. Furthermore, LRN may wish to sample onsite delivery facilities; this can be achieved remotely but will require centres to provide sufficient evidence. Centres who require further information regarding LRN's requirements are encouraged to contact LRN, at an early stage, via the enquiries mailbox (enquiries@lrnglobal.org). This will allow LRN to set up a one to one meeting with prospective centre and will allow us to discuss and explain the requirements and to support prospective centres with the submission of their centre applications.

PORTFOLIO ASSESSMENT

The portfolio element of this qualification requires learners to achieve the following:

- Carry out an investigation of food related issue affecting the hospitality industry (see unit 1, learning outcome 4, page 9);
- Carry out a review of customer service needs and requirements within a sector of the hospitality industry. (see unit 2, learning outcome 3, page 10);
- Prepare, cook and finish a 3 course meal (see unit 4, pages 12 and 13).

The portfolio must include all 3 practical aspect as set out above. The learning outcomes and assessment criterion relating to these 3 aspects are set out within the unit profiles, shown below. It is essential that centre assessors and internal quality assessors are familiar with these requirements. Whilst LRN is prepared to be flexible as to the projects (for units 1 and 2) and the dishes to be prepared, cooked and finished (for unit 4), we will be conducting external moderation of all centre evidence relating to these requirements.

GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. Please note the hours stated are indicative.

ENTRY

One entry, for each learner, per qualification is sufficient and will cover all the question papers (and the practical assessment) including certification.

PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

GRADING

Results are reported, as 9 to 1.

RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

RE-TAKES

Whereas candidates can re-take the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification. Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1	Introduction to the hospitality industry

Aim

The aim of this unit is to enable learners to demonstrate their knowledge and understanding as how the industry operates in terms of the products and services available across the industry, the types of businesses which operate within the industry and how the industry contributes to the Gross Domestic Product (GPD) of the U.K.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the range of products and services available within the industry.	1.1	**Define** the types of products **and** services available within the hospitality industry.
		1.2	**Explain** the term hospitality **and** the job roles available within the industry.
		1.3	**Define** examples of businesses which operate within the following sectors: (i) commercial, (ii) voluntary, and (iii) public.
		1.4	**Outline** the various customer types and their needs.
2	Understand the types of businesses (status and/or ownership) which operate within and across the industry	2.1	**Explain** the key aspects of the following types of businesses: (i) sole trader, (ii) partnership, (iii) franchise, and (iv) limited liability partnership.
		2.2	**Explain** the inter-relationships between businesses operating within the hospitality industry.
3	Understand how the hospitality industry contributes to the GDP of the U.K economy.	3.1	**Explain** the ways in which the hospitality industry contributes to the GDP of the U.K.
		3.2	**Define** the internal and external factors which influence ways in which a business within the hospitality can contribute to the GDP of the U.K economy.
4	Be able to demonstrate a practical awareness of the hospitality industry.	4.1	**Investigate** a current food-related issue affecting the hospitality industry.
		4.2	**Draw** conclusions and document findings from the investigation.
		4.3	**Present** findings to a group/mentor and discuss the implications for the industry.

2	Customer service skills for the hospitality industry

Aim

The aim of this unit is to enable learners to demonstrate a clear understanding as to the importance of displaying effective customer service skills in a hospitality context. Learners must understand their role in the business and how they are able to personally contribute to the business and identifying ways to meet customer expectations.

	Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1	Understand the range of products and services available within the industry.	1.1	**State** examples of internal and external customers.
		1.2	**Define** ways in which employees can provide effective customer service skills.
		1.3	**Explain** how to provide strong customer service to customers with differing needs such as (i) those with hearing issues, (ii) those with mobility issues, and (iii) those with allergy related issues.
		1.4	**Explain** how hospitality employees are able to contribute to meeting customer expectations.
2	Understand the importance of demonstrating a consistently high level of customer service to internal and external customers.	2.1	**Outline** ways in which feedback can be provided by customers in order to provide a high level of customer service skills.
		2.2	**Explain** how hospitality employees can consistently meet customer service requirements.
3	Be able to demonstrate a practical awareness of customer service skills.	3.1	**Carry** out a review of customer needs and expectations within a sector of the hospitality industry.
		3.2	**Draw** conclusions and document findings from the review.
		3.3	**Present** findings to a group/mentor and discuss the implications for the industry.

3	Effective team working

Aim

The aim of this unit is to enable learners to demonstrate an understanding as to the importance of working well with other team members, within one's own and across departments. Learners must know how to deal with conflict, how to resolve professional issues and how to utilise internal help and assistance (e.g. – human resources).

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the benefits of positive working relationships within teams.	1.1	**State** the reasons for working well within a team environment.
		1.2	**Explain** ways in which positive working relationships can be encouraged.
		1.3	**Describe** the benefits to the business of working positively within teams.
2	Understand the limitations of negative working relationships within teams.	2.1	**Describe** ways in which negative working relationships can affect team morale.
		2.2	**Outline** various approaches to handling negative working within teams.
		2.3	**Define** the impact of team dynamics and how they can be used to improve team relationships.
3	Understand how to recognise and resolve conflicts within teams.	3.1	**Identify** ways in which conflict can emerge within a team.
		3.2	**Describe** ways in which conflict can be managed within a team.
		3.3	**Explain** the impact of conflict to the business.

4	Food preparation and cooking

Aim

The aim of this unit is to enable learners to demonstrate an understanding of ways in which food can be prepared and cooked. Learners will need to understand how food safety and hygiene plays an important role, as does planning and preparation. Finally, learners will know how food plays an important role in both sustaining people and provides a means to entertain people.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the purpose of food safety and hygiene in preparing and cooking food safely.	1.1	**Define** food safety and hygiene.
		1.2	**List** the various types of pathogenic bacteria which can affect different food types.
		1.3	**Describe** ways in which food handlers can maintain a safe environment in which to prepare and cook food.
		1.4	**Describe** ways in which food business operators can maintain a safe environment in which employees can prepare and cook food.
		1.5	**Outline** the consequences for food handlers in failing to abide by food safety management procedures.
		1.6	**Outline** the consequences for food business operators in failing to implement food safety management procedures.
2	Understand ways in which different foods can be prepared.	2.1	**Define** ways in which the following foods can be prepared: (i) meat, (ii) vegetables, (iii) poultry, (iv) fish, and (v) shellfish
		2.2	**Explain** the importance of preparing foods safely and in line with product specifications.
		2.3	**Outline** ways in which leftover food, to be used later, can be stored.
		2.4	**State** the safe operating temperatures for the following: (i) deep-freezer, and (ii) refrigerator.

3	Understand how to cook food.	3.1	**Define** ways in which the following foods can be cooked: (i) meat, (ii) vegetables, (iii) poultry, (iv) fish, and (v) shellfish
		3.2	**Outline** how food is cooked in the following ways: (i) roasting, (ii) baking, and (iii) grilling.
		3.3	**State** the safe operating temperatures for hot food.
		3.4	**Describe** ways in which hot food can be chilled prior to being stored safely.
4	Be able to demonstrate a practical awareness of food preparation and cooking.	4.1	**Plan** a 3-course meal which consists of a starter, main course and dessert.
		4.2	**Prepare** a costing plan for the 3-course meal.
		4.3	**Cook** the meal in line with food safety, hygiene and health requirements.
		4.4	**Finish** and serve the meal.

5	Food, nutrition and exercise

Aim

The aim of this unit is to enable learners to demonstrate an understanding of food and its nutritional benefit, or limitations, on the human body. Learners will need to know how food provides the body with a variety of nutrients, minerals and vitamins. Finally, learners will need to demonstrate a basic understanding as to the importance of exercise and the benefit to the mind and body.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the main food groups and its nutritional value.	1.1	**List** different types of: (i) meat, (ii) vegetables, (iii) poultry, (iv) fish, and (v) shellfish
		1.2	**Define** the nutritional content of: (i) meat, (ii) vegetables, (iii) poultry, (iv) fish, and (v) shellfish
		1.3	**Explain** the importance of incorporating different food groups into the diet.
		1.4	**Define** the impact of preserving foods in terms of its nutritional value.
		1.5	**List** examples food capable of being: (i) dried, (ii) frozen, (iii) vacuum-packed, (iv) cured, and (v) canned.
2	Understand the benefits of exercise on the human body.	2.1	**Describe** the various forms of exercise and their impact on the human body.
		2.2	**Outline** how exercise can have a positive impact on the human mind.
		2.3	**Describe** how a balanced diet and regular exercise can be positive on the human body and mind.