CTH

CONFEDERATION OF TOURISM & HOSPITALITY

Qualification Specification

CTH Certificate in English for Tourism and Hospitality

June 2023

Gold standard qualifications for Hospitality, Culinary & Tourism

CONTENTS

1. Introduction

Overview

The objective of this Qualification Specification is to provide an overview of the **CTH Certificate in English for Tourism & Hospitality** qualification.

This document includes the aim, size, level, structure and content including learning outcomes and assessment criteria for each unit, together with sample assessment/s.

There is guidance relating to the centre approval requirements, and delivery and assessment 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 Delivery and Assessment Handbook.

Purpose of the Qualification

The purpose is to provide a qualification that:

- enables learners to acquire relevant and necessary language and vocabulary essential to the travel, hospitality and tourism sectors.
- helps learners in the tourism and hospitality industry gain and/or improve their English communication skills.
- helps learners gain confidence whilst communicating in English.

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.

Approved CTH Centres are responsible for ensuring learners meet the recommended admission requirements below, prior to admission and enrolment, and are deemed able to fulfil the demands of the course and successfully complete the qualification.

CTH would also expect approved Centres to undertake an initial assessment of each learner prior to the start of their programme to ensure they are able to provide the learner with any necessary additional support.

Requirements		Recommended Admission Requirements
All Learners	√ **Minimum Age**	16 at enrolment.
	√ **English Language**	Learners should have competence in English at a level equivalent to IELTS 3.5 before starting the course. The course is assessed by written and oral tests in the English language.
	√ **Education**	This is an open access qualification with admission at the discretion of approved CTH Centres for learners they consider able to successfully complete the qualification. However, all learners should have completed full time secondary education up to age 16, and it is expected that most will have achieved a recognised qualification at Level 2 in some subjects (UK GCSE level or overseas equivalent).

CTH Membership Registration

Centres must register learners as CTH Members within 2 weeks of starting the course.

2. Centre Approval Requirements

✓ Centre Approval Application & Approval Meeting
✓ Teaching Facilities
✓ Centre Staffing
✓ Continuing Professional Development

Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. Please see the 'About CTH' page at the end of this specification for advice on the CTH approval process or if you wish to discuss your curriculum requirements.

The CTH Approval 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 and maladministration. An online video conversation with CTH academic and quality staff will form part of the initial approval application process.

Teaching Facilities

Suitable teaching rooms and IT facilities should be available to learners. Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

The approved Centre should ideally also provide an appropriate area and facilities for learner relaxation and recreation.

Centre Staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be occupationally competent or technically knowledgeable in the area for which they are teaching.
- have recent relevant experience in the specific area that they will be assessing or verifying.
- hold a teaching qualification as well as a relevant degree.

CTH will review the CVs of all teaching staff when a potential Centre seeks approval to deliver the qualification. Centres must appoint an Internal Verifier (IV) and have a named quality insurance lead.

Continuing Professional Development

Centres must support their staff to ensure that they have current knowledge of the occupational area, and that delivery, assessment and internal verification is in line with current good practice and takes into consideration relevant international regulatory requirements.

3. CTH Support

Delivery & Assessment Handbook

Centres approved to deliver this qualification will be provided with a comprehensive Delivery and Assessment Handbook designed for the qualification delivery team of teaching staff, quality assurance staff and administrators.

CTH Workshops

New CTH centres are offered a short induction session (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH also offers specific training sessions for each qualification along with a workshop on centre marking and internal verification.

CTH Members Website and Resources

The CTH Members website resource is available for both Centre teaching staff and learners and contains a wealth of resources. Learners can access our online resource library including relevant e-books and journals from EBSCO.

Teaching staff can also download teaching materials including the CTH Learning Toolkits per unit and/or subject specific PowerPoint slides, past exam papers and assessments and examiner reports.

Please note that any instructional material provided by CTH should be used to assist teaching staff to develop their own material to support delivery and assessment of the qualification.

4. Qualification Size

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. Although the **CTH Certificate in English for Tourism & Hospitality** is not part of the Ofqual Regulated Qualification Framework (RQF), we have applied the same set of quality standards that are in all our qualifications. Being 'unregulated' means in this case that we have been more flexible in designing this course.

Qualification Size

The qualification is designed to be delivered in **250** hours of TQT (Total Qualification Time) of which **200** are Guided Learning Hours (GLH). TQT is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification.

Definitions

- **Guided Learning Hours – GLH**
  This is the amount of time the average learner is expected to spend in supervised learning and practice but may vary by learner.

- **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 centre marker.

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 such as 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.

Learners completing this qualification should be able to demonstrate their ability as independent learners.

5. Qualification Structure

The qualification, units and sizing information for the **CTH Certificate in English for Tourism and Hospitality (CETH)** are set out in the following table. Further details of each unit are included later in the specification.

CTH Certificate in English for Tourism & Hospitality				
Learners must achieve the 3 mandatory units, providing 25 credits**.**				
Credit Value (CV): 25				
Guided Learning Hours (GLH) for Qualification: 200				
Total Qualification Time (TQT) for Qualification: 250				
Mandatory Units				
Unit Code	**Unit Title**	**CV**	**GLH**	**Assessment Method**
TE	Travel English	7	60	• One Reading & Writing Test. • One Speaking & Listening (one-to-one Q & A with assessor) Test. • One Presentation.
EWHT	English for Working in Hotels & Tourism	9	70	
EWR	English for Working in Restaurants	9	70	
Certificate Total (3 units)		**25**	**200**	

6. Qualification Grading Criteria

The qualification is awarded having **either a Pass, Merit or Distinction grade**. In terms of certification, this means that learners will receive a transcript of their results showing the grades for each unit successfully completed, plus the certificate that recognises their level of achievement.

The following tables explain the generic grading criteria that should be used by centres in conjunction with the unit mark schemes to assess all learners' work. Note that learners must achieve a minimum 50% in all assessment methods in order to successfully complete a unit.

ORAL SKILLS		
PASS **50% to 59%**	**MERIT** **60% to 69%**	**DISTINCTION** **70%+**
• Limited level of accuracy with repeated errors that might affect comprehension and clear communication. • Limited range of expression and limited use of structures • No attempt to use idiomatic expressions at all for this level suitable to the task.	• Reasonably good expression and accuracy with errors that do not compromise significantly the communication process at this level. • Good ability to use a range of appropriate vocabulary, expressions and structures for this level with some good attempts to use idiomatic expressions for this level suitable to the task. • Sound use for a beginner with good communication skills. • Good ability to interact with other speakers, although relying sometimes on pre-learnt phrases and structures. • Good level of pronunciation and fluency with some hesitations that do not compromise significantly the communication process. • Good intonation.	• Excellent expression with some errors that may be compensated by demonstrable excellence in other areas. • Ability to self-correct and /or rephrase. • Excellent ability to use a range of appropriate vocabulary, expressions and structures for this level with excellent attempts to use idiomatic expressions for this level suitable to the task. • Effective for a beginner with excellent communication skills. • Excellent ability to interact with other speakers and relying only occasionally on pre-learnt phrases and structures. • Excellent level of pronunciation and fluency with very minor hesitations for this level. • Communication is very clear and unimpeded. • Excellent intonation.

WRITING SKILLS & READING COMPREHENSION

PASS 50% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
- The candidate struggled to engage with the text in a sophisticated fashion. - S/he also experienced difficulties to convey relatively complex ideas clearly, and in many cases the information provided was imprecise and needed further clarification. - Adequate structure and level of accuracy with some frequent errors, which in some cases may be major and affect the overall written expression. - The candidate introduced an adequate range of syntax, though s/he rarely made use of complex sentence structures and other relevant linguistic resources. - Adequate level of vocabulary, although the range is limited. - No discernible attempts to use idiomatic expressions appropriately. - There were frequent errors (e.g. spelling, erroneous implementation of English vocabulary, wrong word choice...). - Fair use of paraphrase and synonyms, although there was also a noticeable repetition of vocabulary. - Adequate but intermittent use of register for the task.	- The candidate demonstrated a good ability to engage with the text in a sophisticated fashion. - There was a good ability to convey relatively complex ideas clearly, though in some cases the information provided was imprecise and needed further clarification. - Good structure and writing skills. - Good expression and accuracy with a few basic errors that do not compromise the written expression in general. - Good range of syntax. The candidate made use of some complex sentence structures and other relevant linguistic resources occasionally. Syntax and sentence structures were generally correct and varied. - Good ability to use a range of appropriate vocabulary, with some good attempts to use idiomatic expressions. Nevertheless, in some cases there were errors (eg. spelling, erroneous implementation of English vocabulary, wrong word choice...). - Good use of paraphrase and synonyms, though there was some occasional repetition of vocabulary. - For the most part, the candidate showed a sense of good sense of register appropriate to the task.	- Excellent engagement with the text in a sophisticated fashion. On the whole, there was an excellent ability to convey relatively complex ideas clearly. - Excellent structure overall. Writing skills were excellent and grammar was accurate in most cases, with some minor errors that were compensated by demonstrable excellence in other areas. - Excellent mastery of the linguistic learning outcomes at course level. Syntax and sentence structures were generally correct and varied. - Successful implementation of other relevant linguistic resources occasionally. - There is a distinguished use of argumentation strategies. - Excellent ability to use a range of appropriate & sophisticated vocabulary, with excellent attempts to use idiomatic expressions. - Excellent use of paraphrase and synonyms to avoid repetition, demonstrating a broad range of vocabulary on the whole. - Excellent understanding of the register appropriate to the task.

SPEAKING SKILLS & LISTENING COMPREHENSION

PASS 50% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
• Satisfactory understanding of familiar words and basic phrases concerning personal and concrete topics when delivery is slow and clear. • The learner understands the majority of the main points of the text, but finds it difficult to understand more complex structures and low-frequency vocabulary.	• Competent level of comprehension of phrases and high frequency vocabulary concerning personal interests, family and immediate concrete surroundings when people speak slowly and clearly. • The learner can clearly understand the main points of texts but displays some difficulty in understanding longer utterances on less familiar topics.	• Very good level of ability to understand phrases and high-frequency vocabulary on familiar topics. • The learner understands the main points in short, clear and simple messages and announcements and is able to draw some inferences about the speaker's intentions. • The learner occasionally displays the ability to understand more complex texts on less familiar topics.

7. Assessment Methodology

Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification (for more information, please see CTH Assessment Timetable). All assessments must take place during CTH exam weeks.

Assessment Methods

Assessment of learners' work for this qualification will be carried out by a reading and writing test, a speaking and listening test along with an individual presentation on any of the three units. Learners' work will be measured against the specified learning outcomes and assessment criteria of the units. Mark schemes are provided for each unit and grading criteria are set out to assist centre markers in allocating marks.

See Section 9 for specimen assessment materials applicable to this qualification.

Assessment Responsibilities

CTH is responsible for:

- producing all assessment material and making these available to centres.
- carrying out post-exam moderation and checks by reviewing centre marked and internally verified work per unit.

The CTH Exam Board meets four times a year to review all moderated assessment results, taking into consideration special considerations and mitigating circumstances, reports from the Malpractice Panel, and other information including previous results over time. The Exam Board will ratify all results before publication.

Centres must:

- register learners for each assessment submission within the timescales stated on the CTH website.
- ensure learners understand how to avoid academic dishonesty and check that work in progress and submitted to CTH is the learners' own.
- send the assessment evidence to CTH electronically via SharePoint.
- prepare learners for examinations via worked questions in class and mock exams.
- mark and internally verify* all assessments using the mark sheets provided by CTH.

*Internal Verification

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and providing feedback to the assessors. They should have a good understanding of the units/qualifications being assessed.

The Centre internal verifier **assures the quality of the assessment process within the Centre**. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should also plan the observation of centre markers during any practical assessments, especially to support new centre markers, and provide constructive feedback.

8. Qualification Units

Travel English	TE

Unit Purpose and Aim(s)	This unit aims to provide learners with an understanding of English relating to travel and destinations and how to provide information on directions and traditions.

Guided Learning Hours (GLH): 60 Hours	**Credit Value:** 7 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One reading & writing test, one one-to-one conversation or one presentation.

Learning Outcome 1	Understand English relating to travel and destinations.

Assessment Criteria

- 1.1. Describe how to plan a holiday.
- 1.2. Explain how to deal with an enquiry about a holiday by telephone and in writing.
- 1.3. Describe the features of a destination.
- 1.4. Explain how to reach a destination by chosen travel method.

Learning Outcome 2	Understand how to provide information on directions and traditions.

Assessment Criteria

- 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.

English for Working in Hotels & Tourism	EWHT

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

Guided Learning Hours (GLH): 70 Hours	Credit Value: 9 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One reading & writing test, one one-to-one conversation or one presentation.

Learning Outcome 1	Understand the work of a hotel.

Assessment Criteria

1.1. Describe the facilities in a hotel.
1.2. Describe how to reply to an enquiry about a hotel.
1.3. Describe the range of jobs in a hotel.
1.4. Explain how to check in a guest.
1.5. Describe how to deal with a complaint and solve an overbooking problem.
1.6. Describe how to write a letter of apology to a customer.
1.7. Give accurate and correct health and safety advice.

Learning Outcome 2	Understand how to give guided tours in cities and outdoors.

Assessment Criteria

2.1 Explain how to give a guided tour.
2.2 Describe the features of a building and recommend places to visit.
2.3 Describe how to sell tours.
2.4 Explain how to exchange information on excursions.
2.5 Describe how to change a booking and write an email of confirmation.
2.6 Describe the weather.

Learning Outcome 3	Understand the work of tour operators and special interest tours.

Assessment Criteria

3.1 Describe how to persuade a client to buy a package tour.
3.2 Describe how to deal with complaints.
3.3 . Describe how to write a letter of apology to a customer.
3.4 Explain how to exchange information on hobbies.
3.5 Describe how to sell a holiday.
3.6 Explain how to organise a special interest tour.

English for Working in Restaurants	**EWR**

Unit Purpose and Aim(s)	This unit aims to teach learners 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.

Guided Learning Hours (GLH): 70 Hours	**Credit Value:** 9 Credits (1 credit is 10 hours total study/TQT)

Unit Assessment is by:	One reading & writing test, one one-to-one conversation or one presentation.

Learning Outcome 1	Understand the work of a restaurant.

Assessment Criteria

    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 short job application for work in a restaurant.

Learning Outcome 2	Know how to make restaurant reservations.

Assessment Criteria

    2.1 Describe how to deal with customers' enquiries.
    2.2 Explain how to give accurate information about, and directions to, a restaurant.
    2.3 Describe how to accept restaurant reservations.

Learning Outcome 3	Understand how to welcome guests, take orders and deal with bills in a restaurant.

Assessment Criteria

    3.1 Explain how to welcome guests.
    3.2 Explain how to present menus in line with agreed service standards.
    3.3 Recommend dishes in line with agreed service standards.
    3.4 Describe desserts to customers.
    3.5 Explain how to calculate and explain a bill to a customer.
    3.6 Explain how to deal with complaints.
    3.7 Describe how to write a letter of apology.

| **Learning Outcome 4** | Understand food and drinks service in a restaurant. |

Assessment Criteria

  4.1 Describe a range of drinks.
  4.2 Explain how to take drinks orders.
  4.3 Explain the recipes of a range of cocktails/mocktails.
  4.4 Explain how to make a range of cocktails /mocktails.
  4.5 Explain how to plan menus.
  4.6 Describe a range of dishes.

9. Sample Assessment

TRAVEL ENGLISH	
Assessment Type	Individual Presentation
Duration	10 minutes
Assessment Criterion	AC 2.6 Describe a festival or cultural celebration.
Instructions	You have been asked to give a talk on a Special Festival from your country. Prepare a 10-minute presentation on this festival and include the following topics in your presentation: ✓ Origins of festival. ✓ Traditions of festival. ✓ Costumes. ✓ Food. ✓ Music. ✓ Where the festival is being held. ✓ How often it is held. ✓ Why it is so popular. ✓ Any dangers to be aware of.

10. 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.

Policies

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

Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

Website & Contact Details

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