Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

Specification

BTEC Specialist qualification

For first teaching April 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF)

The QN remains the same.

Summary of Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
QCF references removed from unit titles and unit levels in all units	19-42
Guided learning definition updated	12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles	600/0871/4

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of the Hospitality Apprenticeships.

Welcome to the Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

Focusing on the Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

In this qualification learners will develop the underpinning skills, knowledge and understanding required to work in the hospitality industry. This qualification is recognised as a component of the Apprenticeship Framework.

The Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles provides opportunities for learners to progress into employment as hospitality staff, or onto Specialist qualifications such as the Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the SSC People 1st**.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 3 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 3 Award

The Pearson BTEC Level 3 Award gives an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The Pearson BTEC Level 3 Award offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 3 Award can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

The Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised, Level 3 vocationally-related qualification

- progress to employment in the hospitality industry

- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 3 Specialist qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 3 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles relates to the People 1st Hospitality National Occupational Standards (NOS).

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for Pearson BTEC Level 3 qualifications

When combining units for the Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

1   Qualification credit value: a minimum of 11 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 11 credits.

3   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles

The Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles is an 11-credit and 78-guided-learning-hour (GLH) qualification consisting of three mandatory units.

The Total Qualification Time (TQT) for this qualification is 110.

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles			
Unit	Mandatory units	Credit	Level
1	Principles of Leading a Team in the Hospitality Industry	5	3
2	Supervision of Operations in the Hospitality Industry	4	3
3	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3

Assessment

For current information concerning the units mode of assessment please see separate document on the qualifications webpage (https://qualifications.pearson.com/content/dam/pdf/BTEC-Specialist-Qualifications/Hospitality-and-Catering-Principles-(Kitchen-Services)/2010/Teaching-materials/Assessment-details-for-Level-2-units.pdf) entitled *Assessment details for Level 2 units*.

The units are criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based upon the successful completion of the external assessment(s) or a portfolio of evidence or a combination of both.

External assessment using onscreen multiple choice tests assesses all of the learning outcomes in the individual units and meets the standard determined by the specified assessment criteria in the units.

All of the content in each unit that is being assessed by onscreen multiple choice tests is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Pearson website (qualifications.pearson.com).

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre

- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 3 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purpose of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 3 Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver.

The Pearson quality assurance processes for this qualification will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Pearson through the quality review process.

For centres choosing to assess the qualification purely by onscreen multiple choice tests the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for Pearson BTEC Level 3 qualifications and units.

For centres choosing to assess the qualification by a portfolio of evidence or a combination of a portfolio and onscreen multiple choice tests the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for Pearson BTEC Level 3 qualifications and units

- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of centre verification practice

- Quality Review and Development by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

For centres delivering this qualification as a part of an Apprenticeship the Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 3 Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 3 Specialist qualifications, the mode of delivery and assessment. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

All of the content in each externally assessed unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles is accredited for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition or the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Outline learning plans* – these have been produced to support centres. Outline learning plans are for guidance only and are not mandatory.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Principles of Leading a Team in the Hospitality Industry

Unit reference number: R/502/3964

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

This unit provides the knowledge required to deliver leadership through teams in the hospitality industry. It includes an understanding of the spectrum of hospitality businesses, the importance of clear communication, effective teamwork and the consequences of different factors acting on the hospitality industry.

Unit introduction

The ability to lead teams effectively is crucial to the success of the wide variety of operations within the hospitality industry. There are many different styles of leadership that managers can adopt in the hospitality industry and some are more effective than others.

This unit introduces learners to the principles of leading teams. Being able to communicate with team members, in different roles within operations, is a vital skill for any team leader. A team leader is expected to give instructions and assign tasks, such as who will carry out what, how they will carry it out and when it must be completed by. Good team leaders develop effective working relationships, foster a positive climate and engender a sense of belonging for team members.

The unit explores the different methods and techniques that can be used to motivate and build confidence in team members and when they are appropriate. Planning is an important tool for team leaders and involves developing work plans for team members to ensure a successful operation. As managers, leaders must ensure standards, policies and procedures are understood and adhered to including complying with the relevant legislation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the different types of hospitality organisations	1.1 Describe key types of hospitality organisations
	1.2 Describe the characteristics of different service styles in the hospitality and catering industry
	1.3 Outline internal and external factors that affect hospitality organisations
2 Understand the need for effective communication	2.1 Describe key ways in which supervisors can communicate with: • colleagues (peers/managers) • customers/clients • suppliers
	2.2 Explain the benefits of effective communication
	2.3 Analyse a range of effective methods of communication used within hospitality organisations
	2.4 Explain why different methods of communication are used in different scenarios
3 Understand how to lead a team effectively	3.1 Describe how to support, motivate and develop staff in a team
	3.2 Explain the importance of effective working relationships and the impact on the organisation
	3.3 Explain the importance of performance management and its impact on the organisation
	3.4 Identify various leadership styles and how they differ
	3.5 Explain how different styles of leadership can be effective within the hospitality and catering industry

Learning outcomes	Assessment criteria
	3.6 Explain the principles of developing daily and weekly work plans including: • monitoring trends • contingency planning • operating constraints • outside influence • allocation of work
	3.7 Explain the importance of objective setting in daily and weekly allocation of work
	3.8 Explain the importance of ongoing review of work allocation
	3.9 Describe internal and external operational factors that affect decision making
	3.10 Produce daily and weekly work plans
	3.11 Identify factors that may influence long-term work planning
4 Understand factors that impact on the hospitality industry	4.1 Describe requirements of key legislation that applies to the hospitality industry
	4.2 Describe the impact of key regulations and codes of practice on behaviour and service delivery in the hospitality industry
	4.3 Explain the consequences of failing to follow key internal and external regulations and codes of practice
	4.4 Outline environmental issues that affect the hospitality industry including: • recycling and waste management • energy utilisation
	4.5 Describe the health, safety and security responsibilities of individuals and team leaders in hospitality organisations

Learning outcomes	Assessment criteria
	4.6 State common hazards and risks in hospitality organisations
	4.7 Describe the consequences of not following health and safety procedures to staff, the business and the company
	4.8 State supervisor responsibilities for responding to identified risks in hospitality organisations

Unit content

1 **Know the different types of hospitality organisations**

Key types: hotels; restaurants; pubs, bars and nightclubs; contract food service providers; hospitality services; membership clubs; events

Characteristics of service styles: styles (silver service, plated service, buffet, self-service, assisted service, room service, counter service); suitability of style; constraints (cost effectiveness, customer demands, timescale, staff skills, environment, layout)

Internal factors: social (customer and staff behaviour and religious beliefs); health and safety considerations; cleanliness of environment; furnishings and equipment; obtaining and preparing equipment; layout of equipment; layout of environment; menu requirements; staffing

External factors: political (introducing legislation and regulation, responsible for national and local strategies, setting political agendas); economic (taxation, government spending, interest rates, exchange rates); technological (rapid change, innovations); competition; legal requirements; ethical (morally right or wrong, human rights)

2 **Understand the need for effective communication**

Communication methods: formal and informal; face to face; written; verbal; non-verbal; telephone; electronic; styles; merchandising messages; technology; leadership styles (their impact on colleagues and the business)

Benefits of effective communication: message will be specific, explicit and complete; providing the necessary information (the who, what, where, how and why); reducing misunderstandings (conflict and misinterpretation of information, maintaining workplace standards, contributing to effective teamwork, maintaining health, safety and hygiene in the workplace)

Analysing different communication methods: choice determined by factors (need for record, direction of information flow, number of people to be reached, confidentiality, nature of the information (length, complexity, speed of transfer), cost of medium)

Reasons for different communication methods: colleagues (reinforcing important information, reminders, meeting business needs, reporting requirements); customers/clients (meeting different customer needs, advertising products); suppliers (ensuring clarity of information, recording order/transaction)

3   **Understand how to lead a team effectively**

Supporting, motivating and developing staff in a team: motivational theories (carrot-and-stick method, economic person theory, human relations theory, Maslow's hierarchy of needs, personal development plans, training, progression, uses and effectiveness of reward and recognition and on-the-job coaching); behaviourist theories (positive reinforcement, punishment, extinction, negative reinforcement)

Working relationships: team building; achievement of goals; good customer service; efficient use of resources; reducing conflict; motivation of individuals; commitment from team members; sense of belonging; staff retention; profitability of business

Performance management: strategic (long-term goals); integrated (people management); feedback (advice and guidance); motivation (positive, setting aims and objectives, identification of training needs, encouragement); personal development plans; targets (against job description); meeting objectives, achieving outputs, balanced score cards, return on investment; procedures (appraisals, disciplinary, grievance)

Leadership styles: autocratic; bureaucratic; democratic; laissez-faire; leader as a facilitator; differences in styles (autocrat dictates the way forward, democrat asks the team's opinion, laissez-faire has no leader so the group decides by common consent)

Effectiveness of leadership styles: circumstances will dictate which style is most appropriate (on the spot decision making often requires an autocratic style, a review of procedures lends itself to a democratic approach, working as a team often relies on a laissez-faire style)

Planning principles: comprehensive (all significant options and impacts are considered); efficient (makes best use of time and resources); inclusive (all relevant staff are involved); informative (results are understood); logical; transparent (everyone understands the process)

Objective setting: SMART (specific (detailed, well defined, clear and concise direction), measurable (numbers, quantity), achievable (feasible), realistic (relevant, attainable, considers resources), time-bound); core to success

Review of work allocation: monitoring hours of work (start times, timesheets, flexibility of hours of work, overtime); manageable workloads (within working hours); staff skills; monitoring labour costs (wage costs, staff turnover, efficiency)

Internal and external factors that impact on decision making: non-recurrent problems (on-off problems, fire, interpersonal conflict, theft, union action, customer complaint, legal action); recurrent problems (shortage of staff, shortage of supplies, equipment breakdowns, computer failure, cancellations, late arrivals, overbooking); turning problem into an opportunity (define problem, analyse the problem, develop solutions, test solutions, decide best solution, take action, follow through)

Daily and weekly work plans: assessing level of business (sales records, hourly demand levels, daily demand levels, occupancy reports)

Factors influencing work planning: available staff; skills of staff; appropriate productivity mix (existing staff skills to meet standard operational procedures); staff needs; compliance with legislation (Working Time Directive 2003); atmosphere within the team

4 **Understand factors that impact on the hospitality industry**

Key legislation requirements: Health and Safety at Work Act 1974; Licensing Act 2003; Food Safety Act 1990; Equality and Diversity legislation; employment law; Data Protection Act 1998; Tourism (Sleeping Accommodation Price Display) Order 1977; Occupiers' Liability Act 1984; Hotel Proprietors Act 1956; Sex Discrimination Act 1975; Race Relations Act 1976; Human Rights Act 1998; Disability Discrimination Act 2005; following relevant legislation

Codes of practice: types (in relation to sex discrimination, equal pay, racial equality, equal opportunities, employment rights, food safety, receipt of gifts, service charge)

Key regulations: types (health and safety, food safety, service of alcohol, playing music, providing entertainment, security, stewarding, financial)

Impact: staff performance; quality assurance; staff behaviour; setting and maintenance of standards; profit, staff turnover, quality of service

Consequences of failing to follow regulations and codes of practice: criminal prosecution; civil prosecution; poor public image, termination of contract/employment

Environmental issues: benefits (financial and managerial, preventing pollution, cost savings, reducing use of raw materials, energy saving, operating and disposal costs reduced); liability; public image; recycling (methods, complying with legislation); waste management (complying with legislation); energy utilisation (protecting the environment)

Health and safety responsibilities: employers' legal duty to undertake risk assessment of health hazards at work; preventing accidents; providing a safe workplace; providing safe systems of work; management responsibilities; employees responsibilities

Hazards and risks in hospitality: responsibility for risk assessments; accident prevention (training, preventative measures); reporting incidents; hazards (physical, electrical, mechanical, psychological, chemical, biological); significance of hazards (frequency, duration, severity)

Consequences of not following health and safety procedures: criminal prosecution; civil prosecution; poor public image

Supervisor responsibilities: monitoring and implementation (legislation, company policies, standard operating procedures); achieving/exceeding customer expectations; team building; creating positive work environment; motivating the team; coaching and mentoring

Essential guidance for tutors

Delivery

It is expected that learners will already have an awareness or practical knowledge of operational skills needed in the hospitality industry. This unit gives learners an understanding of the principles of leading a team in the hospitality industry.

For learning outcome 1, learners could share their experiences (drawn from different sectors of the hospitality industry) as well as explore further the diverse nature of the industry, through a series of tutor-organised visits and guest speakers. This should include the opportunity to discuss the factors, both external and internal, that impact on the hospitality industry.

For learning outcome 2, learners could explore communication methods, recognising the different types supervisors use with their staff, customers and suppliers. The importance of effective communication can be illustrated through role play as well as inviting learners to share their experiences within industry settings.

For learning outcome 3, learners will look at how to lead teams effectively. This will enable them to appreciate effective supervisory and leadership styles. Learners could review the different leadership styles within an industry context. Case studies, scenarios and television programmes will add to the vocational relevance for learners. In addition, industry visits and guest speakers will support learning. Experienced practitioners could explain the techniques that can be used successfully to motivate staff and build effective working relationships in a variety of industry situations.

For learning outcome 4, learners will explore the internal and external factors that impact on the hospitality industry, including legislation, codes of practice and environmental issues. Learners should be taught to appreciate the importance of the role of the team leader in addressing these factors and, through discussion, visits and guest speakers, explore the range of factors and how they impact on hospitality environments.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussions relating to the principles of leading a team in the hospitality industry.
Tutors to introduce learners to the different types of hospitality businesses.
Discussions with hospitality employees to understand the need for effective communication.
Visits to hospitality businesses to understand how to lead a team effectively.
Tutor-led discussion about the factors that impact on the hospitality industry.
Tutorial support and feedback.
Self-initiated independent learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Indicative resource materials

Textbooks

Belbin M R — *Team Roles at Work, 2nd Edition* (Butterworth-Heinemann, 2010) ISBN 9781856178006

Hunter G, Tinton T and Mannall C — *Hospitality Supervision S/NVQ Level 3* (CENGAGE Learning, 2009) ISBN 9781408009253

Leigh A and Maynard M — *Leading Your Team: How to Involve and Inspire Teams, 2nd Edition* (Nicholas Brealey, 2002) ISBN 9781857883046

Journals

Caterer and Hotelkeeper — Reed Publications

Hospitality Today — Special Publishing

Websites

www.bha.org.uk	British Hospitality Association
www.caterer.com	*Caterer and Hotelkeeper* magazine
www.hse.gov.uk	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality

Unit 2: Supervision of Operations in the Hospitality Industry

Unit reference number: D/502/3952

Level: 3

Credit value: 4

Guided learning hours: 28

Unit aim

This unit provides the knowledge required to supervise hospitality operations. It includes an introduction to the principles of supervising customer service in the hospitality industry, and the importance of effective stock controls and resource utilisation in hospitality businesses.

Unit introduction

The effective supervision of teams is critical to the success of a hospitality business. Supervisors manage people who create products and/or perform services for customers. How well staff perform does depend on how they are supervised. Supervisors are also responsible for meeting the needs of their employer and they help to ensure this by motivating and stimulating their staff. The hospitality industry relies on staff working in different types of teams. Supervisors need to understand the composition and structure of these teams.

In the first part of the unit learners will explore different customer groups. Learners will look at the benefits of good customer service, complaint handling and monitoring, as well as improving standards in hospitality businesses.

Learners will then examine the importance of supervising stocks and efficiently using resources.

On completion of this unit, learners will appreciate the vital role supervisors play in a hospitality context.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand customer service supervision	1.1	Describe different customer groups
	1.2	Explain the benefits of good customer service to:
		• colleagues
		• customers/clients
		• the organisation
	1.3	Describe ways in which service standards can be internally and externally monitored effectively
	1.4	Describe ways of improving customer service
	1.5	Describe how to deal with unsatisfactory customer experiences
	1.6	Outline ways to promote a customer service culture within a team
2 Understand the principles of stock control	2.1	State key types of supplies available to a supervisor
	2.2	Describe stock ordering processes
	2.3	Describe procedures for receiving stock
	2.4	Explain the principles of storing stock
	2.5	Describe the factors that influence stock levels in a hospitality organisation
	2.6	Describe how to monitor use of stock to avoid wastage and to maintain sufficient levels
	2.7	Explain the financial and operational impacts of not maintaining the correct levels of stock
3 Understand how to use resources effectively	3.1	Describe how to use key types of supplies cost effectively
	3.2	State the importance of encouraging others to use supplies efficiently
	3.3	Explain the need to maintain appropriate staffing levels

Unit content

1 **Understand customer service supervision**

Customer groups: internal (front of house, back of house, support staff); external (individuals, groups, business travellers, very important people (VIPs), corporate, people with young children); with specific needs (mobility impairments, sensory problems, dietary requirements); different cultures; non-English speakers

Benefits of good customer service: colleagues (positive working environment, rewards); customers (good reputation, loyal customers, repeat customers, referrals); the business (good reputation, loyal customers, increased profitability, staff retention)

Internal and external monitoring of service standards: customer feedback (surveys, questionnaires, suggestion cards, informal comments, complaints, staff suggestions); financial data (turnover, repeat business); competitor activity (comparison with competitor products or services, mystery shoppers)

Improving customer service: operation (efficiency, staffing levels, staff training); customer care policy (introducing an employee of the month award); to products and services offered (quality, range, price, loyalty schemes)

Unsatisfactory customer experiences: policy and systems in place (identifying problems); remedial actions (positive response, apologising, listening, rectifying the problem, informing customer, offering compensation, checking customer is comfortable with actions taken, staff training)

Customer service culture: leading by example (commitment to excellent customer service, sharing enthusiasm); teamwork; team formation; team roles (front of house and back of house); support and guidance to team; encouraging the team; differing characteristics of team members; delegation; lines of authority; mentoring

2 **Understand the principles of stock control**

Key types of supplies: produce (perishables, non-perishables, alcoholic, non-alcoholic, equipment, cleaning materials)

Stock ordering processes: levels of stock ordering; bar coding; sources of supply (contract purchasing, purchasing by tender, centralised purchasing, from market list or quotation, cash-and-carry outlet, wholesaler, retail outlet, website); stages in the process (requisition, purchase specification, quotation, purchase order, receipt of goods, invoicing, payment)

Procedures for receiving stock: checking (quality of supplied stock, delivery note, goods received note, returns, credit notes, invoicing); storing in appropriate place (fresh produce in fridge, temperature controls); refusal of stock; processing of records; reporting of wastage and contamination

Principles of storing stock: special conditions (hygiene and food safety legislation, preventing deterioration, preventing cross-contamination, preventing infestation); cost of storage (space utilisation); security

Factors that influence stock levels: seasonal (Christmas, Easter); systems (regular stock counts, recording stock counts, stock rotation, stock valuation, bin cards, costed issue sheets); depreciation period; annual audit; theft; calculating stock value (First in First Out (FIFO), Last in First Out (LIFO)); costed recipes; portion control; yields and standard costs

Monitoring stock use: following relevant legislation (First in First Out (FIFO), Last in First Out (LIFO), regular stock checks, regular audits)

Financial and operational impact: financial accountability procedures; quantity of stock; damaged goods; highlighting discrepancies; security (staff vigilance, management controls, identifying problem areas); visual checks

3 **Understand how to use resources effectively**

Key types of available supplies: produce (perishable and non-perishable, alcoholic and non-alcoholic beverages, equipment, consumables); suppliers and supplies; monitor stock levels

Using supplies efficiently: consumption levels for resources; audits; stock rotation; monitoring use of supplies; minimising waste; in line with business procedures

Appropriate staffing level: staffing levels to meet business demand (quite periods, busy periods); staff planning; rosters; business level indicators (reservations, year, forecasts); staff skills (skill level against business needs)

Essential guidance for tutors

Delivery

It is expected that learners will already have an awareness or practical knowledge of the operational skills required in the hospitality industry.

A visit to a large hospitality business, for example a hotel will enable learners to put their understanding of the unit content into a vocational context.

For learning outcome 1, learners will explore how different hospitality businesses deal with different customer groups. They need to understand the use of service standards within these different businesses. Learners also need to understand the different types of customer groups and the impact of good customer service on these groups. Learners will identify how to improve customer service and resolve customer complaints. In addition, they will examine how teams can work together to provide good customer service. Case studies, scenarios and recent media reports illustrating real life incidents, would be useful in adding to the vocational relevance for learners.

For learning outcome 2, learners will explore the procedures associated with supplying resources to a business. Learners could carry out stock control procedures in a simulated or real environment in order to understand the reasons for control measures. Learners need to understand the financial implications of stock control and the impact of wastage. Work experience may give learners an in-depth understanding of the procedures that are used in a hospitality business.

For learning outcome 3, learners will consider how to obtain resources effectively. They will examine the process of stock rotation, wastage limiting procedures and the need to use supplies efficiently. Learners will explore the need for planning of staffing levels to meet business needs by preparing rosters for case studies.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussions relating to supervision of operations in the hospitality industry.
Tutors to introduce learners to customer service.
Visits to hospitality businesses to help learners understand the principles of stock control.
Tutor-led discussion on how to use resources effectively.
Tutorial support and feedback.
Self-initiated independent learning time.

Assessment

Tutors should ensure that learners cover all the unit content.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V — *Practical Cookery, 11th Edition* (Hodder Education, 2008) ISBN 9780340948378

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition* (Hodder Education, 2007) ISBN 9780340939260

Journals

Caterer and Hotelkeeper — Reed Publications

Hospitality Today — Special Publishing

Websites

www.bha.org.uk	British Hospitality Association
www.caterer.com	*Caterer and Hotelkeeper* magazine
www.instituteofhospitality.org	Institute of Hospitality

Unit 3: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Unit reference number: L/600/1066

Level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for supervisors and managers whose responsibilities include managing staff.

Unit introduction

Effective customer service is of vital importance to all businesses within hospitality, leisure, travel and tourism. A reputation for providing excellent customer service will help businesses to attract and retain customers by differentiating them from their competitors. Supervisors play an important role in ensuring the continuity of an effective and positive customer service culture within a business.

This unit looks at how supervisors can help to develop customer service in their business, the relationship between customer service and selling, and the impact that excellent customer service can have on business performance.

Learners will explore the role of the supervisor in providing customer service and in building teams that can deliver effective customer service. The importance of staff development, training, coaching, and different methods of giving feedback in relation to customer service is also explored. Finally, learners will investigate the effectiveness of customer service in a business by measuring it against customer service standards and suggest improvements.

On completion of this unit, learners will appreciate the vital role they play, as supervisors or potential supervisors in the hospitality, leisure, travel and tourism sector, in contributing to high quality customer service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to develop a customer service culture within their business	1.1	Describe the role of the supervisor in leading by example when delivering excellent customer service
	1.2	Explain the impact of customer service on the performance of the business
	1.3	Explain the relationship between delivering customer service and selling services
	1.4	Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards
2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching	2.1	Analyse how effective teams can be developed to deliver excellent customer service
	2.2	Explain the importance of staff development in ensuring that excellent customer service is delivered
	2.3	Describe the role of the supervisor in developing teams
	2.4	Describe how training and coaching sessions can be implemented to improve the delivery of customer service
	2.5	Describe the importance of providing feedback to staff
	2.6	Apply appropriate methods to deliver feedback to staff

Learning outcomes	Assessment criteria
3 Understand how to effectively monitor and communicate levels of customer service performance	3.1 Analyse the importance of developing and implementing clear customer service standards
	3.2 Describe appropriate ways in which supervisors can monitor and measure the performance of team members
	3.3 Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service
	3.4 Explain how performance against customer service standards can be recorded and communicated
	3.5 Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance

Unit content

1 **Understand how to develop a customer service culture within their business**

Role of the supervisor: leading a team; demonstrating good customer service skills (personal presentation, knowledge of products and services, communication and listening skills); team goals; positive attitude

Customer service and business performance: business objectives (customer loyalty, repeat business, increased sales and usage, enhanced public image, new customers)

Customer service and selling: product knowledge; providing information or advice; identifying, meeting and exceeding customer needs

Monitoring delivery of customer service: business standards; monitor customer loyalty (repeat business, new customers); enhanced public image; customer satisfaction; techniques (mystery shoppers, comment cards, observation)

2 **Understand how to build teams and motivate colleagues through techniques such as on-site coaching**

Developing effective teams: recruitment; induction; motivation; training; team goals; team knowledge; retention of team members; threats to team development (high team member turnover, weak or authoritarian leadership, poorly defined goals)

Importance of staff development: planning; team knowledge (awareness of team member strengths, weaknesses and sensitivities); appraisals

Role of the supervisor: ability to motivate and lead a team; ability to take initiative; ability to defuse and resolve conflict; fairness in decision making

Implementation of training and coaching: to improve customer service; group or individual training (on-site or off-site); individual on-site coaching

Importance of providing feedback: to motivate team members; maintain team focus

Methods of providing feedback: meetings; staff appraisal; staff newsletter; email

3 **Understand how to effectively monitor and communicate levels of customer service performance**

Importance of customer service standards: important for customers, potential customers, employees and supervisors; defining what customers can expect; reminding supervisors and employees of their duties

Monitoring and measuring team performance: customer feedback (surveys, informal comments, complaints); financial data (turnover, repeat business); team objectives

Corrective action: support and development of underperforming team members; revising team responsibilities; reviewing and evaluating teamworking arrangements

Recording and communicating performance: performance set at staff appraisal; self-evaluation; standards checklist; customer feedback; communicating about performance (appraisal interview); team meetings

Improving future performance: of the operation (efficiency, staff training, staff levels, employee of the month scheme); of the products and services offered (quality, range, price, loyalty scheme assessment criteria)

Essential guidance for tutors

Delivery

Delivery of this unit needs to focus on learners sharing their experience in classroom discussions and group work.

Investigating how businesses develop the quality of their customer service provision will put the unit into context for learners who may have different experiences of customer service. Company websites are a good way of looking at how companies portray themselves to customers.

A visit to the training department of a large business could give learners relevant and up-to-date information on training and staff development issues. Having copies of customer service standards used by companies available for learners would be useful when discussing business standards and how the delivery of customer service could be monitored.

Although the unit is largely theoretical, learners could be given the opportunity to develop their presentation skills, or see themselves on video when giving feedback to colleagues/team members in a role-play situation for example at a team meeting or on an individual basis.

Learners could look at examples of how different businesses monitor and communicate customer service performance. While learner experience is relevant, a guest speaker from the industry could provide a managerial perspective on the subject.

In this unit learners have the opportunity to consider their own experience as a customer or supervisor who deals with customers, such as their own role within the business and how their behaviour, communication and leadership can impact on customer service performance, either negatively or positively.

As a result, learners can reflect on how they could improve their behaviour, communication and leadership skills in order to improve overall customer service within the business.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the delivery of multiple choice tests.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities
Introduction to unit.
Group discussion to determine the role of the supervisor in leading on delivering excellent customer service.
Visit to a hospitality business to monitor the delivery of customer service against business standards — follow-up poster.
Group discussion about how effective teams can be developed to deliver excellent customer service including the importance of staff development.
Group discussion about how training and coaching sessions can be implemented to improve the delivery of customer service.
Group discussion about the importance of providing feedback to staff and the appropriate methods to use.
Visits to hospitality businesses with an excellent reputation for customer service to find out how the business achieves this and how it is monitored — follow-up discussion.
In pairs learners interview dissatisfied customers and identify what went wrong.
Learners investigate methods of monitoring and evaluating customer service used in different businesses.

Assessment

Tutors should ensure that learners cover all the unit content.

Essential resources

It is essential that learners have the opportunity to gain an understanding of the hospitality, leisure, travel and tourism sector. This may be through work placements, employment, visits or interviews with industry spokespeople.

Learners should have access to IT resources for research and to produce written work and presentations. Video cameras could be used to record any evidence.

Indicative resource materials

Textbooks

Campbell J, Foskett D and Ceserani V — *Practical Cookery, 11th Edition*
(Hodder Education, 2008) ISBN 9780340948378

Foskett D and Ceserani V — *The Theory of Catering, 11th Edition*
(Hodder Education, 2007) ISBN 9780340939260

Mead T, Holmes S, Wilson P, Batten S, Richer W, Dale G, Ingle S, Neild C,
Neild M and Ovenden F — *BTEC Level 2 First in Hospitality Student Book*
(Pearson Education, 2011) ISBN 9780435026592

Journals

Caterer and Hotelkeeper — Reed Business Information

Waitrose Kitchen — available in Waitrose supermarkets

Websites

www.bbc.co.uk/learningzone BBC Learning Zone

www.bha.org.uk British Hospitality Association

www.caterersearch.com Caterersearch – hospitality news

www.catersource.com Catersource – education, products and news for caterers

www.people1st.co.uk People 1st – Sector Skills Council for Hospitality, Leisure,
Travel and Tourism

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Please contact:

People 1st
2nd Floor
Armstrong House
38 Market Square
Uxbridge
UB8 1LH

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert

- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the hospitality industry

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7			Pearson BTEC Level 7 Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5		Pearson BTEC Level 5 HND Diploma in Hospitality Management		
4		Pearson BTEC Level 4 HNC Diploma in Hospitality Management		

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	Pearson BTEC Level 3 Certificate in Food and Beverage Service Pearson BTEC Level 3 Certificate in Front Office Operations Pearson BTEC Level 3 Certificate in Hospitality Customer Relations Pearson BTEC Level 3 Certificate in Hospitality Small Business Operations Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism **Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles** Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 *continued*		Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality	Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	Pearson Edexcel Level 2 NVQ Diploma in Food and Beverage Service Pearson Edexcel Level 2 NVQ Diploma in Beverage Service Pearson Edexcel Level 2 NVQ Diploma in Food Service Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception Pearson Edexcel Level 2 NVQ Diploma in Housekeeping Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2 *continued*			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine)	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine)	
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine)	

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	
1 *continued*		Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry Pearson BTEC Level 1 Award in General Front Office Operations	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry Pearson BTEC Level 1 Award in General Front Office Operations	Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking Pearson Edexcel Level 1 NVQ Certificate in Food and Beverage Service

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1		Pearson BTEC Level 1 Award in General Housekeeping Operations Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry Pearson BTEC Level 1 Certificate in General Food and Beverage Service Pearson BTEC Level 1 Certificate in General Cookery	Pearson BTEC Level 1 Award in General Housekeeping Operations Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry Pearson BTEC Level 1 Certificate in General Food and Beverage Service Pearson BTEC Level 1 Certificate in General Cookery	Pearson Edexcel Level 1 NVQ Certificate in Accommodation Services
Entry			Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) Pearson BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)	

Annexe B

Wider curriculum mapping

Pearson BTEC Level 3 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of this qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles against the underpinning knowledge of the Level 3 NVQ in Hospitality Supervision and Leadership.

KEY

\#   indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3
Level 3 NVQ Hospitality Supervision and Leadership			
HSL1	#		
HSL2	#		
HSL3		#	
HSL4	#		
HSL5	#		#
HSL11		#	
HSL7		#	
HSL10		#	
HSL8		#	
HSL17		#	
HSL20		#	
HSL21		#	
HSL22		#	
HSL6			#
HSL27		#	
HSL9		#	
HSL29	#	#	
HSL30	#		
HSL23			#
HSL31	#		
HSL28	#		
HSL14		#	

Units	1	2	3
HSL19			#
HSL13		#	
HSL18		#	
HSL12		#	
HSL26			#
HSL25		#	
HSL15		#	
HSL16		#	
HSL24	#		#

Annexe D

Unit mapping overview

Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership legacy (specification end date 31/07/2011)/new version of the Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (specification start date 01/04/2011).

Old units / New units	Unit 1	Unit 2
Unit 1	F	
Unit 2		F
Unit 3	P	P

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe E

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website – see: qualifications.pearson.com.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on regulation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe F

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits