

BTEC

HIGHER NATIONALS

Hospitality Management

Specification

First Teaching from September 2018

First Certification from 2019



**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

About Pearson

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Summary of changes in Pearson BTEC Higher Nationals in Hospitality Management Issue 3

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| <p><i>Branding</i></p> <p>Added new front cover</p> <p>Applied updated Pearson BTEC Higher Nationals branding colour, font and tables throughout the spec</p> | 1-469 |
| <p><i>2.5.1 Progression to university</i></p> <p>University recognition and articulations section updated and reflects new website.</p> | 10 |
| <p><i>2.7 How Pearson BTEC Higher Nationals in Hospitality Management provide both transferable employability skills and academic study skills</i></p> <p>Correction. Changed word from moderated to verified</p> | 13-14 |
| <p><i>3.2.1 English language requirements for Higher Nationals</i></p> <p>Reverted wording back to previous issue</p> | 16 |
| <p><i>3.2.8 Pearson.hosco.com no longer is available to new student membership but students can still access the HOSCO website directly without sign up.</i></p> | 18 |
| <p><i>3.7 Dealing with malpractice in assessment</i></p> <p>Updated sections on student, tutor, centre malpractice as well as sanctions and appeals</p> | 21-24 |
| <p><i>4.2.3 Meeting local needs (MLN)</i></p> <p>Updated section and guidance</p> | 48 |
| <p><i>4.2.4 Pearson BTEC Higher National Commissioned Development</i></p> <p>Updated section and guidance</p> | 49 |
| <p><i>6.3.2 Making assessment decisions using criteria</i></p> <p>Correction. Changed word from moderated to 'verified'</p> <p>Correction. Changed word from mark to 'grade'</p> <p>Correction. Changed word from marks to 'grades'</p> | 72 |
| <p><i>6.4 Planning and record keeping</i></p> <p>Removed requirement for spreadsheet only, as Programme Leaders must have assessment plans that can be in any appropriate format.</p> | 75 |

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| <p data-bbox="177 271 576 309"><i>6.5.2 Compensation of HNC</i></p> <p data-bbox="225 331 1161 409">Clarified statement by inserting words "<i>attempted but</i>" as is the case with the wording on compensation of HND</p> | 76 |
| <p data-bbox="177 436 387 474"><i>11 Appendices</i></p> <p data-bbox="225 497 991 535">Added Recognition of prior Learning as Appendix 6</p> | 465-469 |

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.

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1 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Hospitality Management, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant Professional Bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Hospitality Management are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at level 4 and 5 means that students wishing to progress to level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of core, optional and specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce.
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills.
- Learning Outcomes mapped against Professional Body standards and vendor accreditation requirements, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the Centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills.
- An approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Example Assessment Briefs.

1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website <http://www.highernationals.com/>.

With HN Global, tutors can access programme specifications which contain useful information on programme planning and Quality Assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up-to-date on the latest news regarding HN programmes.

1.4 Qualification Titles

Pearson BTEC Level 4 Higher National Certificate in Hospitality Management

Pearson BTEC Level 5 Higher National Diploma in Hospitality Management

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Culinary Arts Management)
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Food and Beverage)
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Accommodation and Revenue Management)
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Events)
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Innovative Marketing and Sales)

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Hospitality Management: 603/2279/2
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management: 603/2278/0

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications in Hospitality Management offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully into further study or the world of work.
- A simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with optional units linked to their specialist area of study.

- Five specialist pathways in the Level 5 Diploma, so there is something to suit each student's preference of study and future progression plans.
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs.
- Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do).
- Unit-specific grading and Pearson-set assignments.
- A varied approach to assessment that supports progression to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality Assurance measures – as outlined in sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, colleges and students) can feel confident in the integrity and value of the qualifications.
- A qualification designed to meet the needs and expectations of students aspiring to work in an international hospitality environment.

Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.8 Collaborative development

Students completing their BTEC Higher Nationals in Hospitality Management will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies and universities, and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers, Professional Body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- Confederation of Tourism and Hospitality
- Manila University, Philippines
- Cardiff University
- E-Thames College

- Ealing, Hammersmith and West London College
- West Herts College
- Trafford College
- Barnsley College
- Westminster Kingsway College
- Hopwood Hall College
- Walsall College
- Southville International School, Philippines
- Laksamana College of Business, Brunei
- Beacon International College, Singapore
- Boston Business School, Singapore
- Four Seasons Hotel Park Lane London
- Chew Events
- The Marriott Hotel, BexleyHeath
- Baglioni Hotels, Kensington
- Edge Hotel School (University of Essex)
- Tablet Catering
- Novus Luxus Ltd
- Wineaux Consultancy
- Liquid Chefs
- HOSCO

1.9 Professional Body consultation and approval

These qualifications have also been approved by the following professional bodies as suitable qualifications for students wanting to progress onto their approved courses at the appropriate level. The professional bodies include:

- The Confederation of Tourism and Hospitality

2 Programming purpose and objectives

2.1 Purpose of the BTEC Higher Nationals in Hospitality Management

The purpose of BTEC Higher Nationals in Hospitality Management is to develop students as professional, self-reflecting individuals able to meet the demands of employers in Hospitality Management and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the BTEC Higher Nationals in Hospitality Management

The objectives of the BTEC Higher Nationals in Hospitality Management are as follows:

- To provide an exciting, stimulating and challenging programme of study in Hospitality that combines subject knowledge and industry experience that is both responsive to the constantly evolving needs of students and employers.
- To equip students with hospitality skills, knowledge and the understanding necessary to achieve high performance in the global hospitality environment.
- To enrich the student experience through a diverse and innovative programme of study that stems from a vocational and technical perspective.
- To empower students through the study of core themes in management, leadership, innovation and entrepreneurship to maximise employability.
- To provide education and training for a range of careers in hospitality, including food and beverage management, hotel management, kitchen management, facilities management and events management.
- To provide insight and understanding into the diversity of roles within the hospitality industry, recognising the importance of networking and collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in hospitality, or progress to higher education qualifications such as an Honours degree in hospitality or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.

- To support students to understand the local, regional and global context of the hospitality sector and support those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary issues facing the industry, and society at large; with particular emphasis on sustainability and the environment, globalisation and the impact of digital technology.
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation.
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme for Hospitality Manager that aligns with their employer's needs and their own career aspirations.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- Providing a thorough grounding in hospitality principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within hospitality.
- Equipping individuals with commercial acumen, understanding and hospitality skills for success in a diverse range of roles in food and beverage, accommodation, events and contract catering services in hospitality.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills required to apply and evaluate theories and concepts in core areas of hospitality.
- Enabling progression to further professional qualifications in specific hospitality areas by mapping to units in a range of professional hospitality qualifications.

Who is this qualification for?

The BTEC Higher National qualifications in Hospitality Management are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the hospitality sector and are designed for students who wish to pursue or advance their career in hospitality. In addition to the knowledge, understanding and skills that underpin the study of hospitality, Pearson BTEC Higher Nationals in Hospitality Management give students experience of the breadth and depth of the sector that will prepare them for further study or training.

2.3 Aims of the Level 4 Higher National Certificate in Hospitality Management

The Level 4 Higher National Certificate in Hospitality Management offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

At Level 4 students develop a broad knowledge and awareness of key aspects of hospitality through five core units, which include one unit assessed by a Pearson-set assignment. The units are:

- The Contemporary Hospitality Industry
- Managing the Customer Experience
- Professional Identity and Practice
- The Hospitality Business Toolkit
- Leadership and Management for Service Industries (Pearson-set unit).

The Centre can also choose three further optional units at Level 4 from the following:

- Managing Food and Beverage Operations
- Managing Accommodation Services
- Managing Conference and Events
- Managing Food Production
- Creative Patisserie and Artisan Bakery
- Butchery and Fishmongery
- International Gastronomy

- Work Experience
- Management Accounting
- Hospitality Marketing Essentials
- Human Resource Management
- Entrepreneurship and Small Business Management

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of hospitality. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to hospitality, show resilience under pressure, and meet challenging targets within a given resource.

2.4 Aims of the Level 5 Higher National Diploma in Hospitality Management

The Level 5 Higher National Diploma in Hospitality Management offers students five specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional Body standards (where appropriate) and can provide professional status and progression to direct employment.

The Level 5 Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of hospitality:

- Culinary Arts Management
- Food and Beverage
- Accommodation and Revenue Management
- Events
- Innovative Marketing and Sales

There is also a non-specialist 'General Hospitality Management' pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in hospitality, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the hospitality sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Linking with the appropriate industry certificates
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

2.5.1 Progression to university

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant hospitality-related courses, for example:

- BSc (Hons) in Hospitality and Events Management
- BA and BSc (Hons) in Culinary Arts Management
- BSc (Hons) in International Hospitality Management

Students should always check the entry requirements for degree programmes at specific Higher Education providers. After completing a BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

University recognition and articulations

We work with a range of higher education institutions around the world that recognise and accept BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities allow advanced entry onto the second or third year of a degree, and agreements can include credit transfer, articulation and case-by-case admission. Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>.

2.5.2 Employment

The skills offered as part of the Pearson BTEC Higher National Diploma can provide graduates with the opportunity to work in many different areas of hospitality. Below are some examples of job roles each qualification could lead to.

| Pathway | Job Roles |
|--------------------------------------|--|
| Culinary Arts Management | <ul style="list-style-type: none">• Senior Chef• Head Chef• Sous Chef• Kitchen Manager |
| Food and Beverage | <ul style="list-style-type: none">• Bar/Pub Manager• Coffee Shop Manager• Restaurant Manager• Food and Beverage Manager• Site Manager |
| Accommodation and Revenue Management | <ul style="list-style-type: none">• Front Office Manager• Hotel Manager• Resort Manager• Hotel Operations Manager• Revenue and Sales Manager• Reservations Manager• Head of Housekeeping |

| Pathway | Job Roles |
|--------------------------------|---|
| Events | <ul style="list-style-type: none"> • Events Manager • Special Events Manager • Conference and Banqueting Manager • Events Project Manager |
| Innovative Marketing and Sales | <ul style="list-style-type: none"> • Marketing Manager • Product and Sales Manager • Sales and Marketing Manager • Assistant Product Manager • Sales Development Manager |
| General/All Pathways | <ul style="list-style-type: none"> • Assistant General Manager • Duty Manager • Assistant Hospitality Manager • Hospitality Customer Relationships Manager |

2.6 Use of Maths and English within the curriculum

Those working within the hospitality sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language

Some aspects of hospitality require maths skills and we strongly recommend all students to complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C grade GCSE Maths and/or 9 to 4 in GCSE Maths, prior to starting the course (see Entry requirements in section 3.2 of this specification).

2.7 How Pearson BTEC Higher Nationals in Hospitality Management provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson Higher National Hospitality Management qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories:

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- **Commercial skills:** sector awareness; sales; marketing/promotion; budget management/monitoring.
- **Business skills:** awareness of types of companies, company formation, invoicing, calculating fees, business management.

Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and **must** be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking

- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in appendices.

3 Planning your programme

3.1 Delivering the Higher Nationals in Hospitality Management

You play a central role in helping your students to choose the right BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a Centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Hospitality
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C (or equivalent), and/or 9 to 4 (or equivalent) in subjects such as maths and English
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to section 8 of this document.)

Please note, it is strongly recommended that applicants wishing to enrol for the Culinary Arts Management pathway have appropriate Level 3 culinary qualifications to be able to undertake the practical units at Level 4.

3.2.1 English language requirements for Higher Nationals

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

Common European Framework of Reference (CEFR) level B2

- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

3.2.2 Centre approval

To ensure that Centres are ready to assess students and that we can provide the support that is needed all Centres must be approved before they can offer these qualifications. For more information about becoming a Centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com/>).

3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that Centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

3.2.4 Resources required

As part of your Centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Higher Nationals. For some units, specific resources are required, this is clearly indicated in the unit descriptors.

3.2.5 HN Global support

HN Global is an online resource that supports Centre planning and delivery of BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see *sections 5 and 6* of this Programme Specification.

3.2.6 Modes of delivery

Subject to approval by Pearson, Centres are free to deliver BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- Full-time
- Part-time
- Blended learning.

3.2.7 Recommendations for employer engagement

BTEC Higher Nationals are vocational qualifications and as an approved Centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in *section 5.2* about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

3.2.8 Support from Pearson

We provide a range of support materials, including Schemes of Work and Example Assessment Briefs, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

3.2.9 Student employability

All BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards and have been mapped to relevant Professional Body standards and Higher Apprenticeship Standards for the Hospitality Manager.

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3 Access to study

This section focuses on the administrative requirements for delivering a BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our 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 those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (<http://qualifications.pearson.com/>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to Section 9 on reasonable adjustments.

3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com/>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the Centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessments

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (<http://www.jcq.org.uk/>).

3.6 Administrative arrangements for internal assessment

3.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<http://qualifications.pearson.com/>). We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

3.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com/>).

3.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the document linked above.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

3.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com/>).

If your Centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

3.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (<http://qualifications.pearson.com/>).

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

3.7.2 Student malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

3.7.3 Staff and centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (<https://www.jcq.org.uk/exams-office/appeals>).

4 Programme structure

4.1 Units, credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards
- Required combinations of optional units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a Total Unit Time of 150 hours with 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience

- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning (GL) is defined as the time when a tutor 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. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Programme structures

The programme structures specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The core units
- The specialist units
- The optional units
- **Please note that the specialist units are also available as optional units at Level 5**
- The maximum credit value in units that can be Centre commissioned.

When combining units for a Pearson Higher National qualification, it is the Centre's responsibility to make sure that the correct combinations are followed.

4.2.1 Pearson BTEC Level 4 Higher National Certificate in Hospitality Management

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- There is a required mix of Core, Specialist and Optional units totalling 120 credits. All units are at Level 4.
- In some cases a maximum of 30 credits from a Higher National qualification may be from units designed by the Centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.

| Pearson BTEC Level 4 Higher National Certificate in Hospitality Management | | Unit credit | Level |
|---|---|-------------|-------|
| Core Unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core Unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core Unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core Unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core Unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Centres must select two optional units from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional Unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional Unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional Unit | 8 Managing Conference and Events | 15 | 4 |
| Optional Unit | 9 Managing Food Production | 15 | 4 |
| Optional Unit | 10 International Gastronomy | 15 | 4 |
| Optional Unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional Unit | 12 Butchery and Fishmongery | 15 | 4 |

| Group B | | | |
|----------------|--|----|---|
| Optional Unit | 13 Work Experience | 15 | 4 |
| Optional Unit | 14 Management Accounting | 15 | 4 |
| Optional Unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional Unit | 16 Human Resource Management | 15 | 4 |
| Optional Unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

4.2.2 Pearson BTEC Level 5 Higher National Diploma in Hospitality Management

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) **plus** an additional 120 credits at Level 5 delivered via the General Hospitality Management pathway **or** one of the following five specialist pathways:

- Culinary Arts Management
- Food and Beverage
- Accommodation and Revenue Management
- Events
- Innovative Marketing and Sales

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.

There is a required mix of core, specialist and optional units totalling 240 credits. The core units required for each Level 5 specialist pathway (in addition to the specialist units) are Research Project, which is weighted at 30 credits, and Consumer Behaviour and Insight, weighted at 15 credits.

The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the Centre and approved by Pearson. Core units and specialist units may **not** be substituted. For more information please refer to Higher National Commissioned qualifications.

| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management | | Unit credit | Level |
|---|---|--------------------|--------------|
| Level 4 units: | | | |
| Core unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Plus two optional units selected from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional unit | 8 Managing Conference and Events | 15 | 4 |
| Optional unit | 9 Managing Food Production | 15 | 4 |
| Optional unit | 10 International Gastronomy | 15 | 4 |
| Optional unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional unit | 12 Butchery and Fishmongery | 15 | 4 |
| Group B | | | |
| Optional unit | 13 Work Experience | 15 | 4 |
| Optional unit | 14 Management Accounting | 15 | 4 |
| Optional unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional unit | 16 Human Resource Management | 15 | 4 |
| Optional unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

| Level 5 units: | | Unit credit | Level |
|--|---|--------------------|--------------|
| Core unit | 18 Research Project (Pearson-set) | 30 | 5 |
| Core unit | 19 Hospitality Consumer Behaviour and Insight | 15 | 5 |
| <p>Plus an additional 5 optional units selected from the specialist and optional units given below.</p> <p>*Please note that only one specialist unit can be selected from each pathway group and that Unit 29 Managing and Planning an Event is 30 credits.</p> | | | |
| Optional Level 5 units: | | | |
| Group: Culinary Arts Management | | | |
| Specialist unit | 20 Hospitality Supply Chain Management | 15 | 5 |
| Specialist unit | 21 Menu Development, Planning and Design | 15 | 5 |
| Specialist unit | 22 Creative Kitchen Management | 15 | 5 |
| Specialist unit | 23 Food Innovation | 15 | 5 |
| Group: Food and Beverage | | | |
| Specialist unit | 24 Barista to Bar Management | 15 | 5 |
| Specialist unit | 25 Food Service Management | 15 | 5 |
| Group: Accommodation and Revenue Management | | | |
| Specialist unit | 26 Revenue Management | 15 | 5 |
| Specialist unit | 27 Front Office Operations Management | 15 | 5 |
| Specialist unit | 28 Hospitality Distribution Channels Management | 15 | 5 |
| Group: Events | | | |
| Specialist unit | 29 Managing and Planning an Event | 30 | 5 |
| Specialist unit | 30 Global Events | 15 | 5 |
| Group: Innovative Marketing and Sales | | | |
| Specialist unit | 31 Hospitality Digital Marketing | 15 | 5 |
| Specialist unit | 32 Sales Management | 15 | 5 |
| Specialist unit | 33 Integrated Hospitality Marketing Communications | 15 | 5 |
| Specialist unit | 34 Hospitality Brand Management | 15 | 5 |

| Optional units | | | |
|-----------------------|--|----|---|
| Optional unit | 35 Food Science | 15 | 5 |
| Optional unit | 36 Diet and Nutrition | 15 | 5 |
| Optional unit | 37 Facilities Management | 15 | 5 |
| Optional unit | 38 Concepts and Innovation in Hospitality | 15 | 5 |
| Optional unit | 39 Tourist Resort Management | 15 | 5 |
| Optional unit | 40 Spa Management | 15 | 5 |
| Optional unit | 41 Hospitality Business Strategy | 15 | 5 |
| Optional unit | 42 Customer Value Management | 15 | 5 |
| Optional unit | 43 Organisational Behaviour | 15 | 5 |
| Optional unit | 44 Strategic Human Resource Management | 15 | 5 |
| Optional unit | 45 Launching a New Venture | 15 | 5 |
| Optional unit | 46 Managing and Running a Small Business | 15 | 5 |
| Optional unit | 47 Pitching and Negotiation Skills | 15 | 5 |

| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Culinary Arts Management) | | Unit credit | Level |
|--|---|--------------------|--------------|
| Level 4 units: | | | |
| Core unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Plus two optional units selected from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional unit | 8 Managing Conference and Events | 15 | 4 |
| Optional unit | 9 Managing Food Production | 15 | 4 |
| Optional unit | 10 International Gastronomy | 15 | 4 |
| Optional unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional unit | 12 Butchery and Fishmongery | 15 | 4 |
| Group B | | | |
| Optional unit | 13 Work Experience | 15 | 4 |
| Optional unit | 14 Management Accounting | 15 | 4 |
| Optional unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional unit | 16 Human Resource Management | 15 | 4 |
| Optional unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

| Level 5 units: | | Unit credit | Level |
|--|--|--------------------|--------------|
| Core unit <i>Mandatory</i> | 18 Research Project (Pearson-set) | 30 | 5 |
| Core unit <i>Mandatory</i> | 19 Hospitality Consumer Behaviour and Insight | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 20 Hospitality Supply Chain Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 21 Menu Development, Planning and Design | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 22 Creative Kitchen Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 23 Food Innovation | 15 | 5 |
| Plus one optional unit selected from either a specialist unit grouping or an optional unit. | | | |
| *Please note that Unit 29 Managing and Planning an Event is 30 credits. | | | |
| Group: Food and Beverage | | | |
| Specialist unit | 24 Barista to Bar Management | 15 | 5 |
| Specialist unit | 25 Food Service Management | 15 | 5 |
| Group: Accommodation and Revenue Management | | | |
| Specialist unit | 26 Revenue Management | 15 | 5 |
| Specialist unit | 27 Front Office Operations Management | 15 | 5 |
| Specialist unit | 28 Hospitality Distribution Channels Management | 15 | 5 |
| Group: Events | | | |
| Specialist unit | 29 Managing and Planning an Event | 30 | 5 |
| Specialist unit | 30 Global Events | 15 | 5 |
| Group: Innovative Marketing and Sales | | | |
| Specialist unit | 31 Hospitality Digital Marketing | 15 | 5 |
| Specialist unit | 32 Sales Management | 15 | 5 |
| Specialist unit | 33 Integrated Hospitality Marketing Communication | 15 | 5 |
| Specialist unit | 34 Hospitality Brand Management | 15 | 5 |

| Optional units | | | |
|-----------------------|--|----|---|
| Optional unit | 35 Food Science | 15 | 5 |
| Optional unit | 36 Diet and Nutrition | 15 | 5 |
| Optional unit | 37 Facilities Management | 15 | 5 |
| Optional unit | 38 Concepts and Innovation in Hospitality | 15 | 5 |
| Optional unit | 39 Tourist Resort Management | 15 | 5 |
| Optional unit | 40 Spa Management | 15 | 5 |
| Optional unit | 41 Hospitality Business Strategy | 15 | 5 |
| Optional unit | 42 Customer Value Management | 15 | 5 |
| Optional unit | 43 Organisational Behaviour | 15 | 5 |
| Optional unit | 44 Strategic Human Resource Management | 15 | 5 |
| Optional unit | 45 Launching a New Venture | 15 | 5 |
| Optional unit | 46 Managing and Running a Small Business | 15 | 5 |
| Optional unit | 47 Pitching and Negotiation Skills | 15 | 5 |

| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Food and Beverage) | | Unit credit | Level |
|---|---|--------------------|--------------|
| Level 4 units: | | | |
| Core unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Plus two optional units selected from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional unit | 8 Managing Conference and Events | 15 | 4 |
| Optional unit | 9 Managing Food Production | 15 | 4 |
| Optional unit | 10 International Gastronomy | 15 | 4 |
| Optional unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional unit | 12 Butchery and Fishmongery | 15 | 4 |
| Group B | | | |
| Optional unit | 13 Work Experience | 15 | 4 |
| Optional unit | 14 Management Accounting | 15 | 4 |
| Optional unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional unit | 16 Human Resource Management | 15 | 4 |
| Optional unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

| Level 5 units: | | Unit credit | Level |
|--|---|--------------------|--------------|
| Core unit <i>Mandatory</i> | 18 Research Project (Pearson-set) | 30 | 5 |
| Core unit <i>Mandatory</i> | 19 Hospitality Consumer Behaviour and Insight | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 20 Hospitality Supply Chain Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 21 Menu Development, Planning and Design | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 24 Barista to Bar Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 25 Food Service Management | 15 | 5 |
| Plus one optional unit selected from either a specialist unit grouping or optional units. | | | |
| *Please note that Unit 29 Managing and Planning an Event is 30 credits. | | | |
| Group: Culinary Arts Management | | | |
| Specialist unit | 22 Creative Kitchen Management | 15 | 5 |
| Specialist unit | 23 Food Innovation | 15 | 5 |
| Group: Accommodation and Revenue Management | | | |
| Specialist unit | 26 Revenue Management | 15 | 5 |
| Specialist unit | 27 Front Office Operations Management | 15 | 5 |
| Specialist unit | 28 Hospitality Distribution Channels Management | 15 | 5 |
| Group: Events | | | |
| Specialist unit | 29 Managing and Planning an Event | 30 | 5 |
| Specialist unit | 30 Global Events | 15 | 5 |
| Group: Innovative Marketing and Sales | | | |
| Specialist unit | 31 Hospitality Digital Marketing | 15 | 5 |
| Specialist unit | 32 Sales Management | 15 | 5 |
| Specialist unit | 33 Integrated Hospitality Marketing Communications | 15 | 5 |
| Specialist unit | 34 Hospitality Brand Management | 15 | 5 |

| Optional units: | | | |
|------------------------|--|----|---|
| Optional unit | 35 Food Science | 15 | 5 |
| Optional unit | 36 Diet and Nutrition | 15 | 5 |
| Optional unit | 37 Facilities Management | 15 | 5 |
| Optional unit | 38 Concepts and Innovation in Hospitality | 15 | 5 |
| Optional unit | 39 Tourist Resort Management | 15 | 5 |
| Optional unit | 40 Spa Management | 15 | 5 |
| Optional unit | 41 Business Strategy | 15 | 5 |
| Optional unit | 42 Customer Value Management | 15 | 5 |
| Optional unit | 43 Organisational Behaviour | 15 | 5 |
| Optional unit | 44 Strategic Human Resource Management | 15 | 5 |
| Optional unit | 45 Launching a New Venture | 15 | 5 |
| Optional unit | 46 Managing and Running a Small Business | 15 | 5 |
| Optional unit | 47 Pitching and Negotiation Skills | 15 | 5 |

| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Accommodation and Revenue Management) | | Unit credit | Level |
|--|---|--------------------|--------------|
| Level 4 units: | | | |
| Core unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Plus two optional units selected from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional unit | 8 Managing Conference and Events | 15 | 4 |
| Optional unit | 9 Managing Food Production | 15 | 4 |
| Optional unit | 10 International Gastronomy | 15 | 4 |
| Optional unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional unit | 12 Butchery and Fishmongery | 15 | 4 |
| Group B | | | |
| Optional unit | 13 Work Experience | 15 | 4 |
| Optional unit | 14 Management Accounting | 15 | 4 |
| Optional unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional unit | 16 Human Resource Management | 15 | 4 |
| Optional unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

| Level 5 units: | | Unit credit | Level |
|---|---|--------------------|--------------|
| Core unit <i>Mandatory</i> | 18 Research Project (Pearson-set) | 30 | 5 |
| Core unit <i>Mandatory</i> | 19 Hospitality Consumer Behaviour and Insight | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 26 Revenue Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 27 Front Office Operations Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 28 Hospitality Distribution Channels Management | 15 | 5 |
| <p>Plus two optional units which can be selected from either a specialist unit grouping or optional units.</p> <p>*Please note that only one specialist unit per pathway group can be selected and that Unit 29 Managing and Planning an Event is 30 credits.</p> | | | |
| Group: Culinary Arts Management | | | |
| Specialist unit | 20 Hospitality Supply Chain Management | 15 | 5 |
| Specialist unit | 21 Menu Development, Planning and Design | 15 | 5 |
| Specialist unit | 22 Creative Kitchen Management | 15 | 5 |
| Specialist unit | 23 Food Innovation | 15 | 5 |
| Group: Food and Beverage | | | |
| Specialist unit | 24 Barista to Bar Management | 15 | 5 |
| Specialist unit | 25 Food Service Management | 15 | 5 |
| Group: Events | | | |
| Specialist unit | 29 Managing and Planning an Event | 30 | 5 |
| Specialist unit | 30 Global Events | 15 | 5 |
| Group: Innovative Marketing and Sales | | | |
| Specialist unit | 31 Hospitality Digital Marketing | 15 | 5 |
| Specialist unit | 32 Sales Management | 15 | 5 |
| Specialist unit | 33 Integrated Hospitality Marketing Communications | 15 | 5 |
| Specialist unit | 34 Hospitality Brand Management | 15 | 5 |

| Optional units | | | |
|-----------------------|--|----|---|
| Optional unit | 35 Food Science | 15 | 5 |
| Optional unit | 36 Diet and Nutrition | 15 | 5 |
| Optional unit | 37 Facilities Management | 15 | 5 |
| Optional unit | 38 Concepts and Innovation in Hospitality | 15 | 5 |
| Optional unit | 39 Tourist Resort Management | 15 | 5 |
| Optional unit | 40 Spa Management | 15 | 5 |
| Optional unit | 41 Hospitality Business Strategy | 15 | 5 |
| Optional unit | 42 Customer Value Management | 15 | 5 |
| Optional unit | 43 Organisational Behaviour | 15 | 5 |
| Optional unit | 44 Strategic Human Resource Management | 15 | 5 |
| Optional unit | 45 Launching a New Venture | 15 | 5 |
| Optional unit | 46 Managing and Running a Small Business | 15 | 5 |
| Optional unit | 47 Pitching and Negotiation Skills | 15 | 5 |

| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Events) | | Unit credit | Level |
|---|---|--------------------|--------------|
| Level 4 units: | | | |
| Core unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Plus two optional units selected from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional unit | 8 Managing Conference and Events | 15 | 4 |
| Optional unit | 9 Managing Food Production | 15 | 4 |
| Optional unit | 10 International Gastronomy | 15 | 4 |
| Optional unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional unit | 12 Butchery and Fishmongery | 15 | 4 |
| Group B | | | |
| Optional Unit | 13 Work Experience | 15 | 4 |
| Optional Unit | 14 Management Accounting | 15 | 4 |
| Optional Unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional Unit | 16 Human Resource Management | 15 | 4 |
| Optional Unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

| Level 5 units: | | Unit credit | Level |
|--|---|--------------------|--------------|
| Core unit <i>Mandatory</i> | 18 Research Project (Pearson-set) | 30 | 5 |
| Core unit <i>Mandatory</i> | 19 Hospitality Consumer Behaviour and Insight | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 29 Managing and Planning an Event | 30 | 5 |
| Specialist unit <i>Mandatory</i> | 30 Global Events | 15 | 5 |
| Plus two optional units which can be selected from either a specialist unit grouping or optional units. | | | |
| *Please note that only one specialist unit per pathway group can be selected and that Unit 29 Managing and Planning an Event is 30 credits. | | | |
| Group: Culinary Arts Management | | | |
| Specialist unit | 20 Hospitality Supply Chain Management | 15 | 5 |
| Specialist unit | 21 Menu Development, Planning and Design | 15 | 5 |
| Specialist unit | 23 Creative Kitchen Management | 15 | 5 |
| Specialist unit | 23 Food Innovation | 15 | 5 |
| Group: Food and Beverage | | | |
| Specialist unit | 24 Barista to Bar Management | 15 | 5 |
| Specialist unit | 25 Food Service Management | 15 | 5 |
| Group: Accommodation and Revenue Management | | | |
| Specialist unit | 26 Revenue Management | 15 | 5 |
| Specialist unit | 27 Front Office Operations Management | 15 | 5 |
| Specialist unit | 28 Hospitality Distribution Channels Management | 15 | 5 |
| Group: Innovative Marketing and Sales | | | |
| Specialist unit | 31 Hospitality Digital Marketing | 15 | 5 |
| Specialist unit | 32 Sales Management | 15 | 5 |
| Specialist unit | 33 Integrated Hospitality Marketing Communications | 15 | 5 |
| Specialist unit | 34 Hospitality Brand Management | 15 | 5 |

| Optional units | | | |
|-----------------------|--|----|---|
| Optional unit | 35 Food Science | 15 | 5 |
| Optional unit | 36 Diet and Nutrition | 15 | 5 |
| Optional unit | 37 Facilities Management | 15 | 5 |
| Optional unit | 38 Concepts and Innovation in Hospitality | 15 | 5 |
| Optional unit | 39 Tourist Resort Management | 15 | 5 |
| Optional unit | 40 Spa Management | 15 | 5 |
| Optional unit | 41 Hospitality Business Strategy | 15 | 5 |
| Optional unit | 42 Customer Value Management | 15 | 5 |
| Optional unit | 43 Organisational Behaviour | 15 | 5 |
| Optional unit | 44 Strategic Human Resource Management | 15 | 5 |
| Optional unit | 45 Launching a New Venture | 15 | 5 |
| Optional unit | 46 Managing and Running a Small Business | 15 | 5 |
| Optional unit | 47 Pitching and Negotiation Skills | 15 | 5 |

| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management (Innovative Marketing and Sales) | | Unit credit | Level |
|--|---|--------------------|--------------|
| Level 4 units: | | | |
| Core unit <i>Mandatory</i> | 1 The Contemporary Hospitality Industry | 15 | 4 |
| Core unit <i>Mandatory</i> | 2 Managing the Customer Experience | 15 | 4 |
| Core unit <i>Mandatory</i> | 3 Professional Identity and Practice | 15 | 4 |
| Core unit <i>Mandatory</i> | 4 The Hospitality Business Toolkit | 15 | 4 |
| Core unit <i>Mandatory</i> | 5 Leadership and Management for Service Industries (Pearson-set) | 15 | 4 |
| Plus two optional units selected from Group A and one optional unit from Group B | | | |
| Group A | | | |
| Optional unit | 6 Managing Food and Beverage Operations | 15 | 4 |
| Optional unit | 7 Managing Accommodation Services | 15 | 4 |
| Optional unit | 8 Managing Conference and Events | 15 | 4 |
| Optional unit | 9 Managing Food Production | 15 | 4 |
| Optional unit | 10 International Gastronomy | 15 | 4 |
| Optional unit | 11 Creative Patisserie and Artisan Bakery | 15 | 4 |
| Optional unit | 12 Butchery and Fishmongery | 15 | 4 |
| Group B | | | |
| Optional unit | 13 Work Experience | 15 | 4 |
| Optional unit | 14 Management Accounting | 15 | 4 |
| Optional unit | 15 Hospitality Marketing Essentials | 15 | 4 |
| Optional unit | 16 Human Resource Management | 15 | 4 |
| Optional unit | 17 Entrepreneurship and Small Business Management | 15 | 4 |

| Level 5 units: | | Unit credit | Level |
|--|---|--------------------|--------------|
| Core unit <i>Mandatory</i> | 18 Research Project (Pearson-set) | 30 | 5 |
| Core unit <i>Mandatory</i> | 19 Hospitality Consumer Behaviour and Insight | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 31 Hospitality Digital Marketing | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 32 Sales Management | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 33 Integrated Hospitality Marketing Communications | 15 | 5 |
| Specialist unit <i>Mandatory</i> | 34 Hospitality Brand Management | 15 | 5 |
| Plus one optional unit selected from either a specialist unit grouping or optional units. | | | |
| *Please note that Unit 29 Managing and Planning an Event is 30 credits. | | | |
| Group: Culinary Arts Management | | | |
| Specialist unit | 20 Hospitality Supply Chain Management | 15 | 5 |
| Specialist unit | 21 Menu Development, Planning and Design | 15 | 5 |
| Specialist unit | 22 Creative Kitchen Management | 15 | 5 |
| Specialist unit | 23 Food Innovation | 15 | 5 |
| Group: Food and Beverage | | | |
| Specialist unit | 24 Barista to Bar Management | 15 | 5 |
| Specialist unit | 25 Food Service Management | 15 | 5 |
| Group: Accommodation and Revenue Management | | | |
| Specialist unit | 26 Revenue Management | 15 | 5 |
| Specialist unit | 27 Front Office Operations Management | 15 | 5 |
| Specialist unit | 28 Hospitality Distribution Channels Management | 15 | 5 |
| Group: Events | | | |
| Specialist unit <i>Mandatory</i> | 29 Managing and Planning an Event | 30 | 5 |
| Specialist unit <i>Mandatory</i> | 30 Global Events | 15 | 5 |

| Optional units: | | | |
|------------------------|--|----|---|
| Optional unit | 35 Food Science | 15 | 5 |
| Optional unit | 36 Diet and Nutrition | 15 | 5 |
| Optional unit | 37 Facilities Management | 15 | 5 |
| Optional unit | 38 Concepts and Innovation in Hospitality | 15 | 5 |
| Optional unit | 39 Tourist Resort Management | 15 | 5 |
| Optional unit | 40 Spa Management | 15 | 5 |
| Optional unit | 41 Hospitality Business Strategy | 15 | 5 |
| Optional unit | 42 Customer Value Management | 15 | 5 |
| Optional unit | 43 Organisational Behaviour | 15 | 5 |
| Optional unit | 44 Strategic Human Resource Management | 15 | 5 |
| Optional unit | 45 Launching a New Venture | 15 | 5 |
| Optional unit | 46 Managing and Running a Small Business | 15 | 5 |
| Optional unit | 47 Pitching and Negotiation Skills | 15 | 5 |

4.2.3 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to *Commissioned qualification design and validation service* of our website

<http://qualifications.pearson.com> or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. **Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.**

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5)**. This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the **Pearson BTEC Higher National Diploma in Hospitality Management**, the maximum number of credits that can be imported by pathway are as follows:

| Qualification | Pathway | Import Level 4 | Import Level 5 |
|--|--------------------------------------|----------------|----------------|
| Pearson BTEC Level 5 Higher National Diploma in Hospitality Management | Culinary Arts Management | 30 | 15 |
| | Food and Beverage | 30 | 15 |
| | Accommodation and Revenue Management | 30 | 30 |
| | Events | 30 | 30 |
| | Innovative Marketing and Sales | 30 | 15 |

4.2.4 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website <http://qualifications.pearson.com>

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

4.3 Pearson-set Assignments

There are Pearson-set assignments, as part of the core units. Each year, Pearson will issue a *Theme* and (for Level 4) a set of related *Topics*. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutors will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with Tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Business:

Theme: "Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage"

Level 4 Topics:

- How to start up a socially responsible company
- The impact of CSR on a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability.
- Implementing CSR activities within organisations to meet sustainability objectives.

Centres can find relevant support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation which will be provided for each level.

The aim of the Pearson-set assignments is to provide a common framework for Centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of 'best practice.' in higher education teaching and learning. Pearson will share the 'best practice' results with all Centres. For further information about Pearson-set Assignments and assessment, see section **6.0 Assessment** of this document.

4.4 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

| | |
|--------------------------|---|
| Unit Title | A broad statement of what the unit will cover. |
| Unit Code | The Ofqual unit designation |
| Unit Type | There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways) |
| Unit level | All Pearson BTEC Higher National units are at Level 4 or Level 5 |
| Credit value | The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits |
| Introduction | Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit |
| Learning Outcomes | The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit. |

Essential Content

This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

Learning Outcomes and Assessment Criteria

Each unit sets out the 'Pass', 'Merit' and 'Distinction' criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction level, depending on the quality of the students work.

Recommended Resources

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

Web resources – referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website

[2] The title of the site

[3] The name of the section or element of the website where the resource can be found

[4] The type of resource it is, which may be one of the following –

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum

Web

[1] www.bha.org.uk

[2] British Hospitality Association

[3] News, Articles, Industry

[4] (General Reference)

[1] www.hospitalitynet.org

[2] Hospitality Net

[3] International News, Hot Topics,
Market intelligence

[4] (General Reference)

5 Teaching and learning

The aim of this section is to provide guidance to Centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, Centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing students completing a Higher National in Hospitality Management will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a Centre.

5.1 Delivering quality and depth

A high quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, Centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Higher National in Hospitality Management is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which has, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating Schemes of Work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- Course programme overview
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of their tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.

Pearson offer Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and Quality Assurance of BTECs in Centres. This is available on the HN Global website www.highernationals.com. HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

5.2 Engaging with employers

Just as the student voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Hospitality Management. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- Field trips to local hospitality businesses including restaurants, hotels, coffee shops and pubs
- Inviting members of the local business community to present guest lectures
- Using employers to judge the quality of assessed presentations and/or products
- (For the more entrepreneurial) establishing a panel of experts who students can pitch an idea to.

While detailed guidance on assessment has been provided in this specification (see *Section 6*), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment methods. This enables Centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the Centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

5.3 Engaging with students

Students are integral to teaching and learning. As such it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end of year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback, or through on-going dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that Centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that Centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- The sequencing of units
- Whether to have condensed or expanded delivery
- Teaching and learning techniques.

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Higher National Diploma in Hospitality Management it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, Unit 1 The Contemporary Hospitality Industry and Unit 2 Managing the Customer Experience could be the first two units that Higher National Certificate students are exposed to. The former introduces students to the fundamentals of the hospitality industry, how it is structured and the internal and external factors that influence strategy and hospitality operations. The latter provides students with an opportunity to gain an understanding of how important customer service and customer experience management is for hospitality organisations. At Level 5 Centres could sequence, for example, Unit 20 before Unit 22. The former provides a broader understanding of supply chain management, with the latter using this knowledge to develop strategies to manage an effective procurement and supply chain in kitchen management.

5.4.2 Condensed, expanded and mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

Condensed version:

| Weeks 1 to 6 | Week 7 | Weeks 8 to 13 | Week 14 |
|--------------|------------|---------------|------------|
| Unit 1 | Assessment | Unit 3 | Assessment |
| Unit 2 | | Unit 4 | |

Expanded version:

| Weeks 1 to 12 | Weeks 13 and 14 |
|---------------|-----------------|
| Unit 1 | Assessment |
| Unit 2 | |
| Unit 3 | |
| Unit 4 | |

Mixed version:

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--------|--------|--------|--------|--------|------------|--------|--------|--------|---------|---------|---------|---------|------------|
| Unit 1 | | | | | | | | | | | | | Assessment |
| Unit 2 | | | | | Assessment | Unit 3 | | | | | | | |
| Unit 4 | | | | | | | | | | | | | |

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the Centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, Centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that centres could introduce into a planned programme structure.

| Technique | Face-to-face | Distance learning |
|--------------------------------------|---|--|
| Lectures and seminars | These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations. | Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used. |
| Workshops | These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study. | While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face. |
| Tutorials | These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment. | Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal. |
| Virtual Learning Environments (VLEs) | These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable. | A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning. |

| Technique | Face-to-face | Distance learning |
|---------------------|---|---|
| Blended learning | The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely. | Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints. |
| Work-based learning | Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example when assignments require students to contextualise a response to a real organisation. | It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible. |
| Guest speakers | These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience. | As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes. |
| Field trips | Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes. | The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students. |

5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, Centres must implement robust Quality Assurance measures and monitor the effectiveness of their implementation (see *section 6* of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking hospitality practitioners for the future. Assessment can be either formative, summative or both.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support on-going development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, Centres could consider a number of actions.

Use of language

The first aspect of an assignment that a Centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design:

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.

- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

Employing a range of assessment tools

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in section 6.2 *Setting effective assessments*).

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in its instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

6 Assessment

BTEC Higher Nationals in Hospitality Management are assessed using a combination of internally assessed **Centre-devised internal assignments** (which are set and marked by Centres) and internally assessed **Pearson-set assignments** (which are set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size:

- For the HNC, one core, 15 credits, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- For the HND, two core units: one core, 15 credits, unit at Level 4 and one core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- all other units are assessed by Centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows:

Standardisation of student work – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all Centres, that grade decisions and Assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.

Sharing of good practice – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. **These themes will align to those for QAA Higher Education Reviews.**

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from professional bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.

6.0.1 Example Assessment Briefs

Each unit has supporting Example Assessment Briefs that are available to download from the course materials section on our website (<http://qualifications.pearson.com/>). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted or adapted accordingly.

6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved Centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>). All the assessment team will need to refer to this document.

For BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

6.1.1 Assessment through assignments

For internally assessed units the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and, formative assessment by, tutors.

An assignment is issued to students as an **Assignment Brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that Assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 3* we have set out a definition of terms that Assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

6.1.3 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your Centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the EE. The Programme Leader registers annually with Pearson and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- **Internal Verifiers (IVs)** oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, Assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.
- Your **External Examiner (EE)** will sample student work across Assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the Centre's arrangements. From induction onwards you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- How assignments are used for assessment
- How assignments relate to the teaching programme
- How students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assessments

6.2.1 Setting the number and structure of assignments

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide online EABs for each unit to support you in developing and designing your own assessments.

In designing your own Assignment Briefs you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number of learning outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of learning outcomes or to create a single assignment for the entire unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.

- A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier learning outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

6.2.2 Providing an assignment brief

A good Assignment Brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An Assignment Brief should have:

- A vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment.
- Clear instructions to the student about what they are required to do, normally set out through a series of tasks.
- An audience or purpose for which the evidence is being provided.
- An explanation of how the assignment relates to the unit(s) being assessed.

6.2.3 Forms of evidence

BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- Written reports, essays
- In-class tests
- Examinations
- Creation of financial documents
- Creation of planning documents
- Work-based projects
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Working logbooks, reflective journals
- Presentations with Assessor questioning
- Time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 4*.)

The form(s) of evidence selected must:

- Allow the student to provide all the evidence required for the learning outcomes and the associated assessment criteria at all grade levels.
- Allow the student to produce evidence that is their own independent work.
- Allow a verifier to independently reassess the student to check the Assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

6.3 Making valid assessment decisions

6.3.1 Authenticity of student work

An Assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for the assignment is the student's own
- The student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment an Assessor may suspect that some or all of the evidence from a student is not authentic. The Assessor must then take appropriate action using the Centre's policies for malpractice. (See section 3.7 in this Programme Specification for further information.)

6.3.2 Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The Assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- The explanation of key terms in *Appendix 3* of this document
- Examples of verified assessed work
- Your Programme Leader and assessment team's collective experience supported by the standardisation materials we provide.

6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also *Section 3.6 "Administrative arrangements for internal assessment"*).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

6.3.4 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

6.3.5 Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment.**

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

6.3.6 Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification can:

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

6.3.7 Assessment Boards

Each Centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your Centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a Centre does not currently have such a process then the EE should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of Higher Education process.

6.4 Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The Centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader should have an assessment plan. When producing a plan the assessment team will wish to consider:

- The time required for training and standardisation of the assessment team.
- The time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when Quality Assurance will take place.
- The completion dates for different assignments.
- Who is acting as IV for each assignment and the date by which the assignment needs to be verified.
- Setting an approach to sampling Assessor decisions though internal verification that covers all assignments, Assessors and a range of students.
- How to manage the assessment and verification of students' work, so that they can be given formal decisions promptly.
- How resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- Verification of Assignment Briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Examples of records and further information are available in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>).

6.5 Calculation of the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

6.5.2 Compensation provisions

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have attempted but not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

6.5.3 Calculation of the overall qualification grade

The calculation of the **overall qualification grade** is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified', i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

| Grade | Points |
|-------------|--------|
| Pass | 4 |
| Merit | 6 |
| Distinction | 8 |

Point boundaries

| Grade | Point boundaries |
|-------------|------------------|
| Pass | 420–599 |
| Merit | 600–839 |
| Distinction | 840 + |

6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

| | | | | STUDENT 1 | | STUDENT 2 | | STUDENT 3 | | STUDENT 4 | | STUDENT 5 | |
|--------|---------|-------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | Credits | Level | Grade point | Grade | Unit points |
| Core 1 | 15 | 4 | 4 | P | 60 | P | 60 | P | 60 | D | 120 | D | 120 |
| Core 2 | 15 | 4 | 4 | P | 60 | P | 60 | P | 60 | D | 120 | M | 90 |
| Core 3 | 15 | 4 | 4 | P | 60 | P | 60 | P | 60 | D | 120 | M | 90 |
| Core 4 | 15 | 4 | 4 | P | 60 | P | 60 | M | 90 | M | 90 | M | 90 |
| Core 5 | 15 | 4 | 6 | M | 90 | P | 60 | M | 90 | M | 90 | M | 90 |
| Core 6 | 15 | 4 | 6 | M | 90 | P | 60 | M | 90 | M | 90 | M | 90 |
| Opt 1 | 15 | 4 | 6 | M | 90 | M | 90 | D | 120 | D | 120 | D | 120 |
| Opt 2 | 15 | 4 | 6 | M | 90 | M | 90 | D | 120 | D | 120 | D | 120 |
| TOTAL | 120 | | | | 600 | | 540 | | 690 | | 870 | | 810 |
| GRADE | | | | | M | | P | | M | | D | | M |

Pearson BTEC Level 5 Higher National Diploma

| | | | | STUDENT 1 | | STUDENT 2 | | STUDENT 3 | | STUDENT 4 | | STUDENT 5 | |
|--------|---------|-------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | Credits | Level | Grade point | Grade | Unit points |
| Core 1 | 15 | 4 | 0 | P | 0 | P | 0 | P | 0 | D | 0 | P | 0 |
| Core 2 | 15 | 4 | 0 | P | 0 | P | 0 | P | 0 | D | 0 | M | 0 |
| Core 3 | 15 | 4 | 0 | P | 0 | P | 0 | P | 0 | D | 0 | M | 0 |
| Core 4 | 15 | 4 | 0 | P | 0 | P | 0 | M | 0 | M | 0 | M | 0 |
| Core 5 | 15 | 4 | 0 | M | 0 | P | 0 | M | 0 | M | 0 | P | 0 |
| Core 6 | 15 | 4 | 0 | M | 0 | P | 0 | M | 0 | D | 0 | U | 0 |
| Opt 1 | 15 | 4 | 0 | M | 0 | P | 0 | D | 0 | D | 0 | D | 0 |
| Opt 2 | 15 | 4 | 0 | M | 0 | P | 0 | D | 0 | D | 0 | D | 0 |
| Core 7 | 30 | 5 | 6 | M | 180 | M | 180 | M | 180 | P | 120 | D | 240 |
| Core 8 | 15 | 5 | 6 | M | 90 | M | 90 | M | 90 | P | 60 | D | 120 |
| Opt 3 | 15 | 5 | 6 | M | 90 | M | 90 | D | 120 | P | 60 | D | 120 |
| Opt 4 | 15 | 5 | 6 | M | 90 | P | 60 | D | 120 | P | 60 | D | 120 |
| Opt 5 | 15 | 5 | 6 | M | 90 | P | 60 | D | 120 | M | 90 | M | 90 |
| Opt 6 | 15 | 5 | 6 | M | 90 | P | 60 | M | 90 | M | 90 | P | 60 |
| Opt 7 | 15 | 5 | 6 | M | 90 | P | 60 | M | 90 | M | 90 | M | 90 |
| TOTAL | 240 | | | | 720 | | 600 | | 810 | | 570 | | 840 |
| GRADE | | | | | M | | M | | M | | P | | D |

Opt = Optional

7 Quality assurance

Pearson's Quality Assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that Centres have effective Quality Assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The Quality Assurance process for Centres offering Pearson BTEC Higher National programmes comprise five key components:

- 1 The approval process
- 2 Monitoring of internal Centre systems
- 3 Independent assessment review
- 4 Annual programme monitoring report
- 5 Annual student survey

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing Centre approval process and then through the programme approval process. Programme approval for new Centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the Centre.

Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- Have the human and physical resources required for effective delivery and assessment.
- Understand the implications for independent assessment and agree to abide by these.
- Have a robust internal assessment system supported by 'fit for purpose' assessment documentation.
- Have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all Assessors and sites.

Applications for approval must be supported by the Head of the Centre (Principal or Chief Executive, etc.) and include a declaration that the Centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the Centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of Centre, Pearson reserves the right to withdraw either qualification or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its programme delivery or its assessment standards.

7.2 Monitoring of internal Centre systems

Centres will be required to demonstrate on-going fulfilment of the Centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by EE. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, Centres may present evidence of their operation within a recognised code of practice, such as that of the QAA for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the on-going effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the Centre in correcting the problem.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA's FHEQ, are subject to a visit from a Pearson appointed EE. The outcomes of this process will be:

- To confirm that internal assessment is to national standards and allow certification, **or**
- To make recommendations to improve the quality of assessment outcomes before certification is released, **or**
- To make recommendations about the Centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

7.4 Annual Programme Monitoring Report (APMR)

The APMR is a written annual review form that provides opportunity for Centres to analyse and reflect on the most recent teaching year. By working in collaboration with Centres, the information can be used by Pearson to further enhance the Quality Assurance of the Pearson BTEC Higher National programmes.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the Quality Assurance process, by engaging with students studying on these programmes.

7.6 Centre and qualification approval

As part of the approval process, your Centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate Health and Safety policies relating to the use of equipment by staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

7.7 Continuing Quality Assurance and standards verification

We produce annually the latest version of the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of Quality Assurance are that:

- A Centre delivering Pearson BTEC Higher National programmes must be an approved Centre, and must have approval for the programmes or groups of programmes that it is delivering.
- The Centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and Quality Assurance of assessment; it must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved Centres a range of materials and opportunities through online standardisation; these are intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved Centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment.
- An approved Centre must follow agreed protocols for standardisation of Assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved Centre and Pearson. We will make sure that each Centre follows best practice and employs appropriate technology to support quality-assurance processes where practicable. We work to support Centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on Centres. We monitor and support Centres in the effective operation of assessment and Quality Assurance.

The methods we use to do this for BTEC Higher Nationals include:

- Making sure that all Centres complete appropriate declarations at the time of approval
- Undertaking approval visits to Centres
- Making sure that Centres have effective teams of Assessors and verifiers who are trained to undertake assessment
- Assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
- An overarching review and assessment of a Centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved Centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to Quality Assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students 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 students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of 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 valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (<https://qualifications.pearson.com>).

QCF Pearson BTEC Level 4 Higher National Certificate in Hospitality Management mapped to the RQF Pearson BTEC Level 4 Higher National Certificate in Hospitality Management can be found in *Appendix 6* of this qualification.

9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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 those wishing to access the qualifications.

Centres are required to recruit students to Higher National 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 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. 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 student within the Centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. Details on how to make adjustments for students with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for [both documents](http://qualifications.pearson.com/) (<http://qualifications.pearson.com/>).

10 Higher Nationals Hospitality Management Units

Unit 1: The Contemporary Hospitality Industry

| | |
|---------------------|-------------------|
| Unit code | Y/616/1788 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The aim of this unit is to provide students with knowledge and understanding of the hospitality industry. Gaining insight into how hospitality organisations function within the wider business environment.

Students will examine the purpose of different hospitality organisations, exploring the size, scale and scope of the hospitality industry. Students will explore the skills requirements and the challenges that hospitality organisations have with recruiting sufficiently skilled staff to support business growth. Students will consider the external factors that impact the hospitality industry and will gain an understanding of what drives supply and demand for hospitality products and services. Students can then use the knowledge, understanding and skill sets gained in this unit to be able to identify, and take advantage of, potential trends and developments.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the current structure, scope and size of the hospitality industry
2. Explore current and anticipated skills requirements in the hospitality industry
3. Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry
4. Analyse the current and potential trends and developments affecting the hospitality industry.

Essential content

LO1 Examine the current structure, scope and size of the hospitality industry

The hospitality industry:

Definition of the hospitality industry

Different hospitality sectors and classifications of hospitality including accommodation; restaurants; pubs, bars and nightclubs; hospitality and food service providers; membership clubs and events; brands and businesses

The relationship between hospitality and travel and tourism sectors

The economic value and contribution of the hospitality industry

Direct and indirect impacts on the economy

The tangible and intangible nature of the hospitality industry

Different types of products and services within the hospitality sector

Organisational structure within different hospitality sectors:

Operational departments, functional departments and the interrelationships between these

Global growth and developments:

Key factors driving growth of the hospitality industry locally and internationally

The expansion of international hotel chains and brand identity

The growth of franchising and licensing agreements across hospitality sectors

LO2 Explore current and anticipated skills requirements in the hospitality industry

Staff types and job roles:

The different role and responsibilities of functional specialists: operational, supervisory, front line managers and back office management roles

Skilled/semi-skilled/unskilled positions

Hospitality skills sets:

Requirements for technical or practical skills in specific job roles

Priority skills for the hospitality industry e.g. customer handling skills, team working skills, cultural awareness

Current skills shortages in the hospitality industry

Drivers of skills gaps:

Contemporary factors driving skills shortages and high labour turnover

Factors that have affected recruitment and talent development e.g. migratory and mobile labour force, industry image, expectations around wages

Impacts on hospitality businesses:

A range of impacts that include increased workload for staff, de-skilling of operations, difficulties meeting quality standards, higher operating costs, difficulties introducing new working practices, loss of business to competitors

LO3 Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry

The macro environment:

Impact analysis of external factors using the PESTLE framework: the influence of political, economic, social, technological, legal and environmental factors

How hospitality organisations monitor and forecast external influences

The micro environment:

The impact of organisational internal factors using SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to assist in the decision-making process within organisations

Factors effecting supply and demand:

How a variety of different factors both locally and internationally can impact on the supply and demand of hospitality products and services and how individual hospitality businesses can respond to these factors

LO4 Analyse the current and potential trends and developments affecting the hospitality industry

Drivers of current trends and developments:

Changing consumer lifestyle trends, sustainability and ethical considerations, the impact of the digital revolution on production and consumption, emerging markets and brand developments

Responding to trends:

How the hospitality industry responds to trends and developments

Product and service developments to meet changing demands

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|--|
| L01 Examine the current structure, scope and size of the hospitality industry | | D1 Analyse how global growth, franchising and licensing developments have contributed to the economic worth of the hospitality industry |
| P1 Explore the different types of business within the hospitality industry and the diverse products and services they offer P2 Examine a range of operational and functional departments within a chosen hospitality business P3 Discuss the contribution of the hospitality industry to local, national and international economies | M1 Review the interrelationships of the operational and functional units within a chosen hospitality business M2 Assess how the use of franchising and licensing agreements has influenced the global development of the hospitality industry | |
| L02 Explore current and anticipated skills requirements in the hospitality industry | | D2 Analyse the impact that skills gaps have on hospitality businesses and make valid solutions for addressing these skills gaps |
| P4 Investigate a range of different operational roles within the hospitality industry P5 Examine the skills required for roles within the hospitality industry and current skills shortages | M3 Review the skills gaps within the hospitality industry in relation to a range of different operational roles | |

| Pass | Merit | Distinction |
|---|---|--|
| L03 Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry | | L03 L04 |
| <p>P6 Assess the political, economic, social, technological, legislative and environmental factors that affect the development of organisations operating within the hospitality industry</p> <p>P7 Undertake a SWOT analysis for a hospitality business and review how this can inform the decision-making process</p> | M4 Evaluate the impacts of external factors on the development of organisations operating within the hospitality industry, using specific examples | D3 Critically evaluate how external factors impact on current and potential trends and developments in the hospitality industry using specific examples to demonstrate how the industry has developed in response |
| L04 Analyse the current and potential trends and developments affecting the hospitality industry | | |
| P8 Appraise the implications of current and potential trends in the hospitality industry providing a range of specific examples | M5 Evaluate the ability of a specific hospitality business to develop products and services to meet current trends | |

Recommended resources

Textbooks

BARROWS, W., POWERS, T. and REYNOLDS, D. (2012). *Introduction to Management in the Hospitality Industry*. 8th ed. Chichester: Wiley and Sons

BRYMER, R., MALL, L. and BRYMER, R. (2017) *Hospitality: An Introduction*. 16th ed. Dubuque: Kendall Hunt Publishing.

DAVIS, B. and LOCKWOOD, A. (2012) *Food and Beverage Management*. 5th ed. Oxford: Routledge.

JOHNSTON, R., CLARK, G. and SHULVER, M. (2012) *Service Operations Management*. Harlow: Pearson Publishing.

MEDLIK, R. and INGRAM, S. (2016) *The Business of Hotels*. 4th ed. Oxford: Routledge.

Websites

| | |
|--|--|
| www.bha.org.uk | British Hospitality Association News, Articles, Industry (General Reference) |
| www.hospitalitynet.org | Hospitality Net International News, Hot Topics, Market intelligence (General Reference) |
| www.hotelnewsresource.com | Hotel News Resource Industry news (General Reference) |
| www.ih-ra.com | International Hotel and Restaurant Association News (General Reference) |
| www.strglobal.com | STR Global Hotel market data and benchmarking (General Reference) |

www.thecaterer.com

The Caterer

Industry news for catering and
hospitality

(General Reference)

Links

This unit links to the following related units:

Unit 6: Managing Food and Beverage Operations

Unit 7: Managing Accommodation Services

Unit 8: Managing Conference and Events

Unit 9: Managing Food Production

Unit 38: Concepts and Innovation in Hospitality

Unit 41: Hospitality Business Strategy

Unit 2: Managing the Customer Experience

| | |
|---------------------|-------------------|
| Unit code | D/616/1789 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The aim of this unit is to provide students with background knowledge and understanding of how hospitality businesses manage the customer experience from the initial needs analysis through to after sales follow-up.

During the unit, students will be able to map the journey that a customer makes through a hospitality business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience.

Students will consider how technology is changing the way customers interact with hospitality businesses and how digital initiatives should complement existing customer journeys whilst recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service both within business and services and on-line contexts to meet required standards.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the needs and expectations of market segments for the service industry
2. Explore the customer experience map to create business opportunities and optimise customer touch points
3. Investigate the impacts of digital technology in customer relationship management
4. Apply effective customer experience management within a service sector business to maximise customer engagement.

Essential content

LO1 Explain the needs and expectations of market segments for the service industry

Target markets:

Defining the customer profile and characteristics of the target audience through market segmentation

Use of individual characteristics such as age, gender, income, occupation, geographic location, education, ethnicity

Customer behaviours and attitudes:

Understanding the customer behaviours and attitudes of different market segments to build brand loyalty and trust

The four clusters of emotions which drive or destroy value (Shaw)

Engagement factors:

Different opportunities for customer engagement

Onboarding and post-boarding strategies for customer engagement

Different factors that drive and influence customer engagement e.g. compelling offers, competitive prices and accessibility

LO2 Explore the customer experience map to create business opportunities and optimise customer touch points

The customer journey and experience mapping:

Definition of the customer journey experience map

The stages of the customer journey and how the customer journey map supports businesses to understand how to interact with customers

Deconstructing the customer journey and building the customer narrative to provide strategic insights

The use of experience mapping as a strategic process of capturing and communicating complex customer interactions

Touch points:

Identifying critical moments when customers interact with the organisation pre, during and post the customer experience

The key building blocks of doing, feeling and thinking

LO3 Investigate the impacts of digital technology in customer relationship management

CRM systems:

Definition of Customer Relationship Management (CRM) systems

Different types of CRM systems e.g. operational, analytical and how each of these contribute to the management of customer relationships

On-line customer experiences:

How hospitality businesses interact with current and potential customers via a choice of integrated digital marketing channels

How digital content and the speed and consistency of exchanges and transactions impacts on individual businesses

Social media:

The use of different social media platforms to raise awareness of products and services and communicate with customers

LO4 Apply effective customer experience management within a service sector business to maximise customer engagement

CEM Strategies:

Definition of Customer Experience Management (CEM)

The goals of CEM

The use of touch point analysis

The stages of the customer experience strategy: assessing market needs, experience mapping, identifying and designing the brand experience and structuring touch points to measure and evaluate

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Explain the needs and expectations of market segments for the service industry | | D1 Evaluate a broad range of different target customer groups' needs and expectations in terms of customer engagement for a service sector organisation |
| P1 Explain the value and importance of understanding the needs, wants and preferences of target customer groups for a service sector industry P2 Explore the different factors that drive and influence customer engagement of different target customer groups within a service sector organisation | M1 Review how customer engagement factors determine customer on-boarding strategies for different target customer groups within a service sector organisation | |
| LO2 Explore the customer experience map to create business opportunities and optimise customer touch points | | D2 Analyse how a selected service sector organisation can optimise each of the customer touch points to influence the behaviour, responses and actions of its customers to enhance the customer experience |
| P3 Create a customer experience map for a selected service sector organisation P4 Discuss how the customer touch-points throughout the customer experience create business opportunities for a selected service sector organisation | M2 Create a detailed customer experience map that charts the customer journey model and examines the activities and actions taken at each customer touch point to create business opportunities for a selected service sector organisation | |

| Pass | | Merit | Distinction |
|---|---|-------|--|
| LO3 Investigate the impacts of digital technology in customer relationship management | | | D3 Critically evaluate the advantages and disadvantages of CRM systems used in service sector businesses for acquisition and retaining of customers |
| P5 Examine how digital technology is employed in managing the customer experience within the service sector, providing specific examples of customer relationship management (CRM) systems | M3 Evaluate how digital technologies employed in managing the customer experience within the service sector are changing CRM systems to effectively acquire and retain customers | | |
| LO4 Apply effective customer experience management within a service sector business to maximise customer engagement | | | D4 Evaluate the delivery of customer service strategies and communication, justifying and making valid recommendations for improvement for developing a quality customer experience |
| P6 Illustrate customer service strategies in a specific service sector context P7 Demonstrate how customer service strategies create and develop the customer experience in a way that meets the needs of the customer and required business standards | M4 Review the application of customer service strategies of a specific service sector organisation in creating the customer experience and make recommendations for improvement | | |

Recommended resources

Textbooks

BARROWS, W., POWERS, T. and REYNOLDS, D. (2012) *Introduction to Management in the Hospitality Industry*. 10th ed. Chichester: John Wiley and Sons.

BUTTLE, F. (2015) *Customer Relationship Management: Concepts and Technologies*. 3rd ed. Oxford: Routledge.

GOODMAN, J. (2009) *Strategic Customer Service: Managing the Customer Experience to Increase Positive Word of Mouth, Build Loyalty, and Maximize Profits*. Maidenhead: Amacom.

GRONROOS, C. (2015) *Service Management and Marketing: Managing the Service Profit Logic*. 4th ed. Chichester: John Wiley and Sons.

Websites

| | |
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| www.cca-global.com | CCA Global Research, publications (General Reference) |
| www.mckinsey.com | Mckinsey and Company The expanding role of design in creating an end-to-end customer experience (Article) |
| www.opentext.com | Global Customer Service Ebook Ebook (General Reference) |

Links

This unit links to the following related units:

Unit 19: Hospitality Consumer Behaviour and Insight

Unit 27: Front Office Operations Management

Unit 31: Hospitality Digital Marketing

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 3: Professional Identity and Practice

| | |
|---------------------|-------------------|
| Unit code | R/616/1790 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

Introduction

With employment opportunities and career progression becoming increasingly competitive, it is vital that new employees appreciate the value of the correct skills and competences expected by employers.

This unit aims to guide students through the process of self-assessment of skills and competences, personal career planning and the application of different learning and development approaches within a work environment. Students are not necessarily expected to engage in work activities, however self-assessment and design must be applied within a specific work context to avoid it being generic. This unit compliments *Unit 13: Work experience*, to apply theory to practice as content links closely together.

The unit will also give students direction on how to prepare for job applications and interviews in a formalised manner, with the aim to improve career prospects. Students are expected to undertake a practical interview arranged and guided by the tutor or relevant employer.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the importance of on-going professional development and self-directed learning to enhance professional identity and career opportunities
2. Assess own skills, competences and the different learning and development approaches
3. Design a professional development plan, within a specific work context
4. Demonstrate a range of service industry and transferable skills for a job application.

Essential content

LO1 Explore the importance of on-going professional development and self-directed learning to enhance professional identity and career opportunities

Importance of on-going professional development:

Employer benefits such as skilled workforce, up-to-date knowledge, competitive edge through human capital, employee engagement through development opportunities, organisational brand image

Employee benefits such as intrinsic motivation, personal satisfaction, increased employability, added value on CVs and future employment, ownership of role, self-directed approaches gain more buy-in

Professional standards and expectations:

Personal presentation and appearance, appropriateness of appearance in specific contexts e.g. fast food chain versus Michelin-star restaurant, role-appropriate dress code and appearances and Chef versus Front of House receptionist

Importance of projecting the brand image

Maintaining professional standards – conduct in the workplace, representation out of work

Working responsibly and ethically

Common skills expected in the workplace:

Business skills audits, personal/professional skills, soft skills (EQ related) versus hard skills (IQ related) and appropriateness in given contexts

Soft skills and behaviours such as self-confidence, communications, delegation, networking, creative thinking and initiative

Hard skills such as math, accounting, programming, statistics, use of technology

Customer Service skills in understanding and meeting customer needs and expectations

Importance of cultural awareness and sensitivity for working in a culturally diverse sector

Team leading and development

Tuckman's model of group development

LO2 **Assess own skills, competences and the different learning and development approaches**

Self-assessment approaches and techniques:

Self-evaluation models e.g. technical and soft skills audits, personal SWOT analysis, personality trait assessment

Identifying team characteristics using Belbin team roles

Competences comparison against job specifications and required personal and professional skills

Learning and development approaches:

Learning approaches – behaviourist, cognitive and humanist

Learning theories such as Gagné's theory of instruction, VAK learning styles, Honey & Mumford learning cycle, Kolb's learning cycle, Bloom's taxonomy, Social Learning theory, Bandura's self-efficacy theory

Developmental options – formal training, on-job training, shadowing, buddying, self-directed study, secondment, coaching and mentoring, job rotation, workshops, conferences, social learning and networking

Aligning development options with specific work contexts

LO3 **Design a professional development plan, within a specific work context**

Writing and designing development plans:

SMART planning, contextualised design, appropriate formats for practical application

Cohesive personal and professional development:

Developing combinations of skills and competences such as hard skills, soft skills, technical skills, personal demeanour/conduct, appearance and presentation

Proactive learning and evaluation:

Taking ownership, requesting advice/guidance, showing initiative in developmental processes, recording learning

Employer involvement:

Management support, appropriate notification and consent, agreed monitoring and guidance

LO4 Demonstrate a range of service industry and transferable skills for a job application

Effective CV Writing:

Presentation format of a CV

Key information to include in a CV

Tailoring the CV to the specific job role

Interview processes and preparation:

First, second and third stage processes, group tasks and behaviours during interviews

Research of organisations to establish role requirements and key words in job advertisements

Time management and personal conduct, practice and rehearsal, body language and speech

Generating evidence of skills and experiences:

Evidence such as achievements and awards, qualifications, CPD records, appraisals, guest comments forms, peer review forms, previous employer references and referrals

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| LO1 Explore the importance of on-going professional development and self-directed learning to enhance professional identity and career opportunities | | LO1 LO2 D1 Critically evaluate own skills and competencies to meet the employer expectation of professional skills required for employment within a specific job role |
| P1 Examine the key benefits of on-going professional development for different stakeholders within a specific organisation P2 Investigate professional employer expectations of skills and competencies within a specific organisational context | M1 Evaluate the importance of on-going professional development and the associated professional skills requirements within a specific organisational context | |
| LO2 Assess own skills, competences and the different learning and development approaches | | |
| P3 Assess own abilities, skills and competences for a specific job role P4 Review a range of learning theories and approaches used for personal and professional development processes | M2 Evaluate own skills and competences and the most appropriate developmental approach to develop personal and professional skills for a specific job role | |
| LO3 Design a professional development plan, within a specific work context | | D2 Produce a comprehensive development plan that sets out clear and achievable targets, strategies and outcomes of learning and training within a specific work context |
| P5 Construct a development plan to enhance chosen skills and competencies within a specific work context | M3 Provide a detailed development plan that applies underpinning learning and development theory, in a specific work context | |

| Pass | Merit | Distinction |
|---|---|---|
| LO4 Demonstrate a range of service industry and transferable skills for a job application | | D3 Produce a detailed and coherent critical reflection of an interview process and own abilities during this process |
| P6 Undertake a job interview for a suitable service industry role P7 Review key strengths and weaknesses of an applied interview process | M4 Evaluate a job interview process and the obstacles and challenges to overcome | |

Recommended resources

Textbooks

COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability*. Basingstoke: Palgrave Macmillan.

KIRTON, B. (2012) *Brilliant Workplace Skills for Students & Graduates*. Harlow: Prentice Hall.

LOON, M. (2016) *Professional Practice in Learning and Development; How to Design and Deliver Plans for the Workplace*. London: Kogan Page Ltd.

ZOLLER, K. and PRESTON, K. (2014) *Enhancing Your Executive Edge: How to Develop the Skills to Lead and Succeed*. Maidenhead: McGraw-Hill Education.

Websites

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| www.cipd.co.uk | Chartered Institute of Personnel and Development CPD information (General Reference) |
| www.hosco.com | HOSCO Recruitment Global Careers Advice and Jobs (General Reference) |
| www.hospitalityguild.co.uk | Hospitality Guild Careers Advice and News (General Reference) |
| www.mindtools.com | Mind Tools Essential Skills for an Excellent Career Articles, News (Research) |

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 13: Work Experience

Unit 16: Human Resource Management

Unit 43: Organisational Behaviour

Unit 47: Pitching and Negotiation Skills

Unit 4: The Hospitality Business Toolkit

| | |
|---------------------|-------------------|
| Unit code | Y/616/1791 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

Introduction

Everyone needs to understand the business – not just their own part of it but how all the different aspects link together. The actions of a hospitality manager can have an impact on other areas, and their actions can affect interrelationships with those departments, so students will need to understand all this and be able to take effective, informed decisions.

Many hospitality managers are at ease with the customer service side of the hospitality business, but are less comfortable diving into the financial side of things. Yet to be a successful hospitality manager, you must know how to control your department or property's finances responsibly and effectively. Every business requires its future leaders to have a level of understanding of key factors to drive both profitability and brand success. Using tools such as human capital, planning to recruit and retain the best staff, to interpreting and applying financial key indicators to drive profitability or gain market share.

This unit is designed to provide students with key skills for becoming competent managers in a hospitality environment. Allowing them to understand key principles with regard to key performance indicators both financial and non-financial.

This unit aims to give students the opportunity to develop their business acumen, covering a number of different business activities applied within the hospitality industry context. These include forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, effective communication and dealing with legislation and regulation.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector
2. Assess how to manage the Human Resources (HR) life cycle within the context of HR strategy
3. Illustrate the potential impact of the legal and ethical considerations on a hospitality business
4. Explain the importance of coordinating and integrating various functions of departments within the hospitality sector.

Essential Content

LO1 Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector

Business transactions:

Different types of business transactions (sales, purchases, receipts and payments) and regulations that apply to financial accounting

Methods to measure financial performance; use of Key Performance Indicators (KPIs), cost-to-profit ratios and Return on Investment (ROI)

Profit and Loss Statements:

Double entry recording in sales, purchases, cash disbursement and cash receipt journals before posting to the ledger accounts

Effective recording of debits and credits

Manual and computer software and systems for recording financial data and information

The trial balance and its role in the identification and rectification of errors; The components of a trial balance

Use of budgets for planning and control:

Income streams, fixed costs and variable costs

Methods of forecasting to set realistic profit margin targets

Pricing strategies and setting realistic targets

Control of resource allocation:

Stock taking

Inventory costings

Systems of waste management

Flagging cost control issues and progress in terms of targets and expectations

LO2 Assess how to manage the Human Resources life cycle within the context of HR strategy

The HR life cycle:

The concept of the HR/employee life cycle and HR solutions for ensuring effective management of key stages of the HR life cycle: recruitment and selection, onboarding and orientation, exit and transition

Different recruitment/interview methods

Performance management, training and development, succession planning and maintaining employee motivation to retain staff

Managing a multicultural and international team

Promoting equality and diversity

Key HR legislation considerations in relation to the HR life cycle

LO3 Illustrate the potential impact of the legal and ethical considerations on a hospitality business

Legislation and legal responsibilities:

The relationship between regulations, legislation and standards

The implications and impacts of various legislation including environmental legislation, food safety legislation, alcohol licensing and consumer legislation

Legislation on data protection and confidentiality

Rules and regulations relating to cyber security

Employee legislation: equal opportunities, anti-discrimination, safeguarding

Ethical Considerations:

Business ethics

Corporate Social Responsibility

Employment law and its impacts on business decisions and contracts:

How employment law is defined

Application of law in cases of maladministration or breaches of contract

LO4 Explain the importance of coordinating and integrating various functions of departments within the hospitality sector

Effective articulation of business mission, goals and values

Different types of communication methods and reporting hierarchies

Delegating authority and responsibilities

Monitoring of processes between functions/departments in line with organisational objective

The importance of effective partnerships throughout the value chain

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|--|
| <p>L01 Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector</p> | | <p>D1 Record correctly transactions and produce an accurate trial balance by completing the balance off ledger accounts, checking that each transaction is recorded in line with accepted accounting principles</p> |
| <p>P1 Investigate the principles of managing and monitoring financial performance</p> <p>P2 Apply the double entry book-keeping system of debits and credits to record sales and purchases transactions in a general ledger</p> <p>P3 Produce a basic trial balance applying the use of the balance off rule to complete the ledger</p> | <p>M1 Analyse sales and purchase transactions to compile a trial balance using double entry book-keeping appropriately and effectively</p> | |
| <p>L02 Assess how to manage the Human Resources life cycle within the context of HR strategy</p> | | <p>D2 Make valid judgements and recommendations on how HR processes and documents can be improved for effective talent planning throughout the HR life cycle</p> |
| <p>P4 Review the different stages of the HR life cycle applied to a specific hospitality job role and their importance for retaining and developing talent</p> <p>P5 Develop a performance management plan for a specific hospitality job role applying techniques to resolve both negative behaviour and overcome issues of staff retention</p> | <p>M2 Evaluate the importance of the HR life cycle in relation to strategic talent management and overcoming issues of staff retention</p> | |

| Pass | Merit | Distinction |
|--|---|--|
| <p>L03 Illustrate the potential impact of legal and ethical considerations on a hospitality business</p> | | <p>D3 Critically reflect on the potential impacts of regulations, legislation and ethical principles upon decision-making in a hospitality organisation, providing specific examples</p> |
| <p>P6 Identify specific legislation that a hospitality organisation has to comply and adhere to</p> <p>P7 Using specific examples illustrate how company, employment and contract law has a potential impact upon business decision-making in the hospitality industry</p> | <p>M3 Examine the potential implications of regulations, legislation and standards upon decision-making in a hospitality organisation, providing specific examples</p> | |
| <p>L04 Explain the importance of coordinating and integrating various functions of departments within the hospitality sector</p> | | <p>D4 Critically analyse different methods of communication, co-ordination and monitoring within a specific department of a hospitality organisation and make justified recommendations</p> |
| <p>P8 Explore how different functional roles within the hospitality sector interrelate</p> <p>P9 Explain the different methods of communication, co-ordination and monitoring applied within a specific department of a hospitality organisation to strengthen the value chain</p> | <p>M4 Analyse how different methods of communication, co-ordination and monitoring within a specific department of a hospitality organisation achieves organisational objectives and strengthens the value chain</p> | |

Recommended resources

Textbooks

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: Kogan Page.

BURGESS, C. (2014) *Essential Financial Techniques for Hospitality Managers – a practical approach*. 2nd ed. Oxford: Goodfellow Publishers

BURGESS, C. (2015) *Hotel Middle Managers and Corporate Entrepreneurship*. In: Altinay, L. and Brookes, M. (eds.) *Entrepreneurship in Hospitality and Tourism*. Oxford: Goodfellow Publishers.

HORNER, S. (2017) *Talent Management in Hospitality and Tourism*. Oxford: Goodfellow Publishers.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global ed. Harlow: Pearson.

Websites

| | |
|--|--|
| www.bighospitality.co.uk | Big Hospitality Legislation (General Reference) |
| www.cipd.co.uk | CIPD Chartered Institute of Personnel and Development (General Reference) |
| www.food.gov.uk | Food Standards Agency (General Reference) |
| www.hospa.org | HOSPA Hospitality, Finance, Revenue and IT professionals (General Reference) |

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 14: Management Accounting

Unit 16: Human Resource Management

Unit 44: Strategic Human Resource Management

Unit 5: Leadership and Management for Service Industries

| | |
|---------------------|-------------------|
| Unit code | D/616/1792 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The ability to lead and manage effectively is highly sought after by service industry employers as they seek to produce and develop managers that can motivate, enthuse and build respect throughout their workforce.

This unit is a Pearson-set unit. Tutors will choose a topic based on a theme and selection of topics provided by Pearson (this will change annually). The unit will enable students to explore and examine a relevant and current topical aspect of leadership and management in the context of the service sector environment.

This unit also enables students to gain understanding of leadership and management principles, and to review their potential for a career in management in the service sector. After exploring organisations' structures and cultures they will learn classical management theories and leadership styles and how these are applied to managing commercial organisations.

In addition to the students gaining a good understanding of how management theories are practiced in today's industries they will evaluate effective management and leadership skills for the service industries through application and reflection on skills required and applied in a service industry context.

***Please refer to the accompanying Pearson-set Assignment Guide and Theme and Topic Release document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

By the end of this unit students will be able to:

1. Review classical management theories and leadership styles
2. Explore the factors that influence different management styles and structures in a service industry context
3. Assess current and future management and leadership skills for the service sector
4. Demonstrate management and leadership skills in a service industry context.

Essential content

LO1 Review classical management theories and leadership styles

Organisational structure and culture:

Different types of organisational structures e.g. unitary, centralised, de-centralised, divisional, matrix, process

Organisational culture definition, types e.g. Handy's theory, Deal and Kennedy

Determinants of culture, cultural change and ethical issues

Management and Leadership:

The functions of management related to different theories of management that includes classical management, administrative (Fayol), scientific (Taylor), behavioural and contingency theory

The definitions and differences of both a leader and manager

The role of the leader versus the role of the manager

Different leadership styles

Motivational management e.g. Maslow, Hertzberg

LO2 Explore the factors that influence different management styles and structures in a service industry context

Internal organisational factors:

Complex business demands and alignment

Complex financial and investment management

Internal relationships, organisational structures and culture

Innovation

Multicultural and international workforce

Employee engagement and commitment

External Factors:

Managing diverse talent, stakeholders and customers

Globalisation and promoting global capabilities

Digital and innovative disruption e.g. Airbnb, HomeStay and Onefinestay

Mobile and intuitive interface developments creating a personalised service economy e.g. Foursquare

Experience creation versus brands

LO3 Assess current and future management and leadership skills for the service sector

Management skills:

The characteristics and skills of an effective manager including team dynamics, planning, decision-making, strategic mindset, problem-solving, communicating (verbal and non-verbal) motivating, delegating, managing discipline and dealing with conflict

Approaches to management e.g. task orientation and relationship orientation

Leadership skills:

Soft skills including communication, delegation, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem-solving, giving and receiving feedback, taking responsibility for both success and failure, cultural sensitivity, global outlook and agility

Approaches to successful leadership e.g. situational, transformational and inspirational leadership

The hard skills of management versus the soft skills of leadership

The growing importance of 'soft skills' for the service industries

Developing capabilities and self-awareness:

The importance and significance of reflective practice for career development

LO4 Demonstrate management and leadership skills in a service industry context

The service industry context:

Differentiate between the many roles and responsibilities of a service sector manager

Different communication processes and strategies applied in different contexts

Principles of change management

Developing leaders in the service industry context:

Redefining capabilities and leadership qualities for a dynamic environment

Development of multicultural leaders from different backgrounds and perspectives

Investment in management and leadership development

Coaching and mentoring opportunities

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Review classical management theories and leadership styles | | D1 Evaluate a specific organisation's current management and leadership styles making links to theorists and providing evidence of organisational practice |
| <p>P1 Assess different classical management theories and apply these in a service industry context</p> <p>P2 Explain the role of the leader and different leadership styles in a service sector industry context</p> <p>P3 Review the management and leadership styles in a specific service sector organisation</p> | <p>M1 Analyse management and leadership styles in a specific service sector organisation in relation to organisational structure and culture</p> | |
| LO2 Explore the factors that influence different management styles and structures in a service industry context | | D2 Critically analyse how specific management styles have been influenced and changed by internal and external factors in a selected service industry organisation |
| <p>P4 Investigate the internal and external factors that influence management styles and structures in a selected service industry organisation</p> | <p>M2 Analyse the internal and external factors that influence management styles and structures in a selected service industry organisation identifying strengths and weaknesses</p> | |

| Pass | Merit | Distinction |
|--|--|---|
| LO3 Assess current and future management and leadership skills for the service sector | | LO3 LO4 D3 Critically evaluate how, in response to change, management and leadership skills in the service sector have developed |
| P5 Assess current management and leadership 'hard' and 'soft' skills providing evidence from specific service sector examples P6 Discuss future management and leadership skills required by the service sector and how these can be achieved | M3 Evaluate current and future management and leadership skills that are crucial for the service sector | |
| LO4 Demonstrate management and leadership skills in a service industry context | | |
| P7 Compare and contrast different service industry organisations change management systems and leadership in implementing change | M4 Analyse how change management affects management and leadership skills and styles | |

Recommended resources

Textbooks

BROOKS, I. (2008) *Organisational Behaviour: Individuals, Groups and Organisation*. 4th ed. Harlow: Pearson.

COLE, G.A. (2011) *Management: Theory and Practice*. 7th ed. London: Cengage Learning.

HUCZYNSKI, A.A. and BUCHANAN, D.A. (2017) *Organisational Behaviour*: 9th ed. Harlow: Pearson.

MULLINS, L. (2016) *Management and Organisational Behaviour*. 11th ed. Harlow: Pearson.

ROBBINS, S.P. and JUDGE, T.A. (2008) *Essentials of Organisation Behaviour*. 9th ed. New Jersey: Prentice Hall.

SHEPPARDSON, C. and GIBSON, H. (2011) *Leadership and Entrepreneurship in the Hospitality Industry*. Oxford: Good Fellows Publishing.

Websites

www.cipd.co.uk

Chartered Institute of Personnel and Development

Leadership Factsheet

(General Reference)

www.i-l-m.com

Institute of Leadership and Management

(General Reference)

www.lmi-world.com

Leadership Management International

(General Reference)

Links

This unit links to the following related units:

Unit 3: Professional Identity and Practice

Unit 4: The Hospitality Business Toolkit

Unit 24: Barista to Bar Management

Unit 25: Food Service Management

Unit 27: Front Office Operations Management

Unit 43: Organisational Behaviour

Unit 6: Managing Food and Beverage Operations

| | |
|---------------------|-------------------|
| Unit code | H/616/1793 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The aim of this unit is to provide students with background and operational knowledge of the food and beverage industry. Students will examine the different kind of businesses found within the hospitality sector and the standards associated with them.

Students will be expected to learn the operational skills required to work within the food and beverage sector and gain an appreciation for the equipment and technology used in operations. Students will learn how they can gain commercial advantage both operationally and from a marketing perspective. Finally, students will also learn about which factors effect customer's decision to purchase. Students will be able to use this knowledge as a foundation to develop a career in food and beverage management.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends
2. Demonstrate professional food and beverage service standards in a real working environment
3. Compare the ways that different food and beverage operations use technology to improve operational efficiency
4. Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success.

Essential content

LO1 Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends

Different types of food and beverage service outlets:

Full service restaurants; assisted service; fine dining; casual dining and branded restaurants; counter service; quick service (fast food); self-service; service in situ; bars and pubs; coffee culture and coffee shops; pop-up restaurants

The scope of the food and beverage sector:

The value and contribution of the food and beverage sector to the economy including employment rates, growth rates and future predictions

Rating and classification systems:

Different types of rating systems for the food and beverage sector

How standards and quality are awarded to businesses

The advantages of achieving standards for quality

International rating systems e.g. Michelin Stars that reflect business performance and standards

The impact ratings systems have upon business growth

Current industry trends:

Current trends affecting the sector including evolving food and drink products and diets, social trends, service styles, environmental and sustainability trends, styles of outlets and brand growth

Flexible service times, expansion from fixed contract catering to events catering

How digital technology is transforming the industry:

The use of Big Data and artificial intelligence (AI) for data analysis and increasing business intelligence, the commercial impact of The Internet of Things, the use of niche apps for new payment solutions and loyalty rewards changing consumer habits and behaviours

LO2 **Demonstrate professional food and beverage service standards in a real working environment**

Food service skills:

Different types of service methods e.g. plate, silver service, flambé service

The preparing, resourcing and setting up of food service e.g. layout to maximise available space of service area and flow of service, planning of staff allocation and managing schedules of service

Projecting business activity to forecast staff scheduling and service area layout

Monitoring and evaluating food organisation and service

Managing the service requirements to maximise specific business objectives

Dealing and resolving complaints and issues

Importance of professional conduct to inspire and motivate others

Essential personal and professional skills development:

How to maintain standards and project a professional image including time management, appropriate conduct and dress codes, communication and customer service skills, developing the right attitude and behaviours, image and personal selling

Beverage service skills:

Different types of service encounters for the serving of alcoholic and non-alcoholic beverages e.g. table service, tray service, counter service

Pre-service duties including selecting, ordering and stocking of supplies and post-service duties such as cashing up and cleaning equipment

Stock ordering and rotation procedures to maximise the shelf-life of beverage products

Managing the wine or bar cellar e.g. cellar and beverage storage procedures, management of supplier contracts, deliveries and monitoring of cellar and drinks storage operations

Manage equipment effectively:

Use of equipment e.g. correct cleaning and maintenance of equipment pre- and post-service use

The importance of cleaning and maintenance of equipment and the implications if this not undertaken

Legal requirements:

The legal and regulatory requirements for food and beverage service e.g. Food Safety; Health and Safety; alcohol licensing and responsible service of alcohol

LO3 Compare the ways that different food and beverage operations use technology to improve operational efficiency

Operational technology:

The impact of digital technologies on the customer service encounter: the use of Point of Sale Systems, Payment technology, Touch screen Technology (e.g. self-service screen) and mobile technology for quick service ordering and managed food delivery systems

Marketing technology:

The use of social media and multi-media platforms to promote products and services, capture customer feedback and support customer database management, display advertising and promotion online

LO4 Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success

Consumer behaviour:

The hospitality consumer decision-making process

Factors that motivate consumers to buy

Different factors that influence specific target markets

The importance of marketing planning and strategies to achieve overall business objectives

Business strategy:

Use of market research, product selection, staff recruitment and training, branding, price setting, Unique Selling Points (USPs)

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| <p>LO1 Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends</p> | | <p>D1 Critically analyse how different types of food and beverage businesses have adapted to current and future trends to meet business objectives</p> |
| <p>P1 Explore different types of businesses within the food and beverage industry, profiling a chosen business within each area of the industry</p> <p>P2 Explain different rating systems used for the food and beverage industry nationally and internationally</p> <p>P3 Discuss the current and future trends affecting food and beverage businesses</p> | <p>M1 Analyse how current and future trends are affecting food and beverage businesses products and services to meet business objectives</p> | |
| <p>LO2 Demonstrate professional food and beverage service standards in a real working environment</p> | | <p>D2 Analyse the implications of failing to meet the professional food and beverage legal and regulatory requirements upon the overall operational performance</p> |
| <p>P4 Demonstrate professional food and beverage management skills within a food and beverage organisation</p> <p>P5 Explain the legal requirements and regulatory standards that food and beverage service outlets must comply with, giving specific reference to the maintenance and cleaning of equipment</p> | <p>M2 Discuss the importance and value of having to meet professional food and beverage legal and regulatory standards on operational performance and the consequences on performance if they are not adhered to</p> | |

| Pass | Merit | Distinction |
|---|--|---|
| L03 Compare the ways that different food and beverage operations use technology to improve operational efficiency | | L03 L04 |
| P6 Compare and contrast different operational and marketing technology for a range of different types of food and beverage businesses | M3 Evaluate how digital technology enhances business performance for a range of different types of food and beverage businesses to meet business objectives | D3 Critically evaluate the impact of digital technology both on the operations of food and beverage businesses and the significant influence it has upon consumer buying behaviour |
| L04 Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success | | |
| P7 Investigate the factors that influence the consumers' decision on which food and beverage outlets they choose P8 Analyse strategies used in a range of food and beverage outlets to attract and build a loyal customer base | M4 Evaluate the effectiveness of strategies used in a range of food and beverage outlets to attract and build a loyal customer base | |

Recommended resources

Textbooks

COUSINS, J., LILICRAP, D. and WEEKES, S. (2014) *Food and Beverage Service*. 9th ed. London: Hodder Education.

DAVIES, B. and LOCKWOOD, A. (2012) *Food and Beverage Management*. 5th ed. Oxford: Routledge.

FOSKETT, D., PASKINS, P., PENNINGTON, A. and RIPPINGTON, N. (2016) *The Theory of Hospitality and Catering*. 13th ed. London: Hodder Education.

NINEMEIER, J. (2017). *Food and Beverage Management Operations*. Orlando: Educational Institute of the American Hotel Motel Association.

Websites

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|--|---|
| www.foodservicedirector.com | Food Service Director Magazine Industry trends, news and business (Research) |
| www.foodserviceequipmentjournal.com | Food Service Equipment Journal News and articles (Research/General Reference) |
| www.foodnewsfeed.com | FSR Magazine News and Reports (General Reference) |
| www.thecaterer.com | The Caterer Catering and Hospitality News (General Reference) |

Links

This unit links to the following related units:

Unit 8: Managing Conference and Events

Unit 19: Hospitality Consumer Behaviour and Insight

Unit 20: Hospitality Supply Chain Management

Unit 24: Barista to Bar Management

Unit 25: Food Service Management

Unit 29: Managing and Planning an Event

Unit 37: Facilities Management

Unit 7: Managing Accommodation Services

| | |
|---------------------|-------------------|
| Unit code | K/616/1794 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The accommodation sector is one of the largest sectors in the tourist industry, providing a wealth of opportunities for students to work within a dynamic and diverse sector. Opportunities are growing for accelerated career advancement, and positions in differing destinations and different types of establishments are expanding.

The sector is an integral part of the hospitality industry and this unit will provide students with a comprehensive understanding of the diverse accommodation services available to guests. Students will gain an overview of accommodation services, the different forms of ownership and classification systems. The functions of the front office will be introduced and they will explore the role the front office plays within accommodation services. The importance of housekeeping management will also be assessed along with the facilities and security functions of accommodation services.

Students will be able to identify trends and technologies for the sector and the impact they have on the different functions, services and guest provisions.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the types of accommodation services available within the hospitality industry
2. Discuss the role of the Front Office department within accommodation services
3. Assess the contribution of the Housekeeping department to providing effective accommodation services
4. Explore the role facilities and security plays within accommodation services.

Essential content

LO1 Explain the types of accommodation services available within the hospitality industry

Different types of accommodation services:

Different types and categories of accommodation providers

Global hotel chains and consortia

Serviced and non-serviced businesses

Different business purposes, objectives and supply of products and services

The size and contribution to GDP

Different business operating models e.g. low-cost model, the informal accommodation model e.g. Airbnb

Scale and scope of accommodation services:

Luxury, mid-range, budget or limited service

The types of facilities found within each: restaurants, valet, concierge, private dining, bars, banqueting and spas

Staffing levels within different types of accommodation providers

Ownership and affiliations:

Independently owned properties versus chain hotel management including management contracts, franchises, and referral groups

Classification, grading and online guest review sites:

Different types of classification systems

Issues related to classification systems

The impact of online review sites e.g. TripAdvisor on accommodation services

The role classification, grading and review sites have on hospitality consumer decision-making

Trends in accommodation services:

Digital and technological trends, themed and concept hotels, the move away from traditional accommodation provisions

The effect of changes on the growth of industry brand development, performance and profitability

The impact of digital technology on accommodation services:

Benefits to guests and accommodation properties e.g. increased level of consumption and increased loyalty

The impact on service provisions e.g. using smart phone and tablets for real time guest insights

LO2 Discuss the role of the Front Office department within accommodation services

Front Office operational structure:

Functional areas of the Front Office: reservations, reception, guest services, concierge and Night Audit

Front office organisational charts

Roles and responsibilities:

Different functional roles of the Front Office Manager, Reservation Manager, Reception Manager, Guest services Manager, Night Audit Manager, and Head Concierge

Front Office staff

The skills, qualities and competencies required for different functional roles

The importance of the role of Front Office services and the interrelationships between the different functional areas

How Front Office operations relate to overall business mission and objectives

LO3 Assess the contribution of the Housekeeping department to providing effective accommodation services

Housekeeping operational structure:

Role of housekeeping within different types of accommodation services

In-house versus contracted out housekeeping

Roles and responsibilities:

The key role and responsibilities of the Executive Housekeeper e.g. managing HR concerns such as high turnover, recruitment, selection, training, scheduling, budgeting and employee motivation

Managing a multicultural team

Managing and forecasting inventories:

Managing linens, uniforms, guest loan items, equipment, cleaning supplies and guest supplies

Consumable versus non-consumable items

Forecasting stock levels and establishing operating par stock levels

Budget and control of expenses:

Operating versus Capital Expenditure budget

Actual costs versus budgeted costs

The impact of forecasted occupancy levels v actual occupancy levels on the housekeeping budget

Controlling of expenses: operating expenses, specific area expenses and purchasing

Security concerns and the role the housekeeping department plays in creating safe and secure establishments

Guestroom cleaning:

Room assignments, inspections and turndown service

Room status codes

Daily cleaning, deep cleaning and maintenance of rooms

Rules and regulations concerning the use of chemicals and equipment

Environmentally-friendly procedures for sustainable housekeeping:

Green certified cleaning products, green detergents, energy efficient washers and dryers, biodegradable guest amenities, water saving techniques

Integrating sustainable practices with guest loyalty schemes

Relationship between housekeeping and the other functional departments found within accommodation services:

Front Office, Food and Beverage, Conference and Events

LO4 **Explore the role facilities and security plays within accommodation services**

Roles and responsibilities:

Key roles and functions of Facilities Manager, Maintenance Engineers, Security Manager, Security Guards

Maintenance:

Different types of maintenance, routine, preventative and scheduled

Cost implications of maintenance requirements

Room refurbishments and the importance of scheduling maintenance to minimise disruption to guests

Relationship between maintenance department and the housekeeping department:

How faults are communicated to the maintenance department

Work orders and allocation

Computerised maintenance management systems

Security:

Key card access, after-hours access to the property

Risk assessment security plans, alarms, camera systems, Health and Safety and fire procedures

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Explain the types of accommodation services available within the hospitality industry | | LO1 LO2 D1 Critically evaluate a range of different accommodation services and the role front office plays in achieving positive grading, classifications and reviews to meet overall business objectives for guest satisfaction and profitability |
| P1 Identify the scale and size of the accommodation services found within the hospitality industry P2 Explain the different forms of ownership available to accommodation services P3 Discuss the role that, grading, classifications systems and online review sites play when potential guests look for and book accommodation | M1 Evaluate a range of different accommodation services and the implications of ownership grading, classifications and online reviews upon guests' decision-making | |
| LO2 Discuss the role of the Front Office department within accommodation services | | |
| P4 Explain the organisation of front office functions within a variety of accommodation services P5 Discuss the key roles within the front office department for a selected organisation | M2 Analyse how operations of the front office department within a selected organisation meet the overall business mission and objectives | |

| Pass | Merit | Distinction |
|--|---|---|
| <p>LO3 Assess the contribution of the Housekeeping department to providing effective accommodation services</p> | | <p>LO3 LO4</p> <p>D3 Critically evaluate the importance of communication between the housekeeping and facilities department for providing effective quality accommodation services that meet overall guest satisfaction</p> |
| <p>P6 Review the key roles found within the housekeeping department in a selected organisation</p> <p>P7 Assess the importance of forecasting linen stock and other guest supplies to ensure sufficient supply to meet demand</p> <p>P8 Illustrate the importance of interrelationships between housekeeping and other key departments within a selected organisation to provide quality provision and services</p> | <p>M3 Evaluate the relationship between the housekeeping department and other key departments in a selected organisation to provide effective quality accommodation services</p> | |
| <p>LO4 Explore the role facilities and security plays within accommodation services</p> | | |
| <p>P9 Examine the importance of scheduling maintenance or repair work to minimise disruption to guests</p> <p>P10 Discuss the importance of security within a selected organisation</p> | <p>M4 Assess the role maintenance plays within the accommodation services in ensuring overall guest satisfaction</p> | |

Recommended resources

Textbooks

CASADO, M. (2011) *Housekeeping Management*. 2nd ed. New Jersey: John Wiley & Sons.

HAYES, D. and NINEMEIER, J. (2016) *Hotel Operations Management*. 3rd ed. Harlow: Pearson.

O'FALLON, M. and RUTHERFORD, D. (2011) *Hotel Management and Operations*. 5th ed. New Jersey: John Wiley & Sons.

VALLEN, G. and VALLEN, J. (2013) *Check-In Check-Out: Managing Hotel Operations*. 9th ed. Harlow: Pearson.

Websites

| | |
|--|--|
| www.boutiquehotelier.com | Boutique Hotelier Industry reports, articles and news (General Reference) |
| www.hotelier.com | Hotelier Magazine News (General Reference) |
| www.hotelierInternational.com | Hotelier International News and articles (Research) |
| www.luxuryhotelassociation.org | International Luxury Hotels Association Publications, news, trends (General Reference) |

Links

This unit links to the following related units:

Unit 26: Revenue Management

Unit 27: Front Office Operations Management

Unit 37: Facilities Management

Unit 38: Concepts and Innovation in Hospitality

Unit 8: Managing Conference and Events

| | |
|---------------------|-------------------|
| Unit code | M/616/1795 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The aim of this unit is to give students a background knowledge and understanding of the events and conferencing industry. Students will be required to study the different types of events and profile real events from different events categories. Students will learn how to set up a variety of conferences and the type of equipment and resources required to set up conferences and events.

Students will discover the different job roles in the events industry and the skills required for the roles. Students will evaluate their own skills to identify what they need to improve on to gain their desired roles.

Students will investigate the criteria required to run and manage a safe and secure event, both in terms of the physical venue and dealing with situations that might occur. On completion of the unit students will have a good understanding of the industry and the skills required and transferable skills in safety, which is invaluable for any area of the events sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the different categories and dimensions of events within the events sector
2. Examine the considerations for conference and event room set ups defining the professional standards required
3. Explore the management skills required to work within the events environment and successfully deal with stakeholders
4. Explain the measures required to manage a secure and safe events environment for staff and guests.

Essential content

LO1 Investigate the different categories and dimensions of events within the events sector

Diversity of the sector:

Event typologies and examples, hallmark, mega, community and special

Different categories of events within the leisure, travel and tourism sector e.g. weddings, private parties versus the corporate sector that includes conferences, meetings, product launches, seminars, promotional events, award ceremonies

Different categories of exhibitions and fairs e.g. carnivals, art fairs and trade shows

The growth in popularity of different categories of festivals e.g. music, religious, sport and food and drink

The value and economic contribution of the events sector

Different dimensions of events e.g. mobile versus place, multi versus single event, live versus virtual event

Features of events:

The different considerations of an event depending on the type of event

How the purpose, type of client, type of guest, size, influences the choice of location, venues, budgets, duration and entertainment provision

Current trends within the event industry:

The impact of digital technology in the events sector e.g. use of events apps, live streaming, visual animation walls, interactive technology

Increasing safety and security requirements

New and innovative types of events

Niche events and sustainability

LO2 **Examine the considerations for conference and event room set ups defining the professional standards required**

Meeting room configurations:

Space utilisation for comfort and to accommodate the number of guests

Room layout and design set up e.g. theatre style, U-shape and boardroom

Delegate place setting and value-added consumables

Space, heating, ventilation and lighting considerations to create the right ambience and brand experience

Criteria to meet the set brand standards

Delivery of Daily Delegate Package (DDP):

Type of DDP packages, rates, add on and up selling, typical target consumer and meeting a diverse range of cultural and religious requirements

Equipment requirements:

Audio-visual requirements e.g. Wi-Fi connectivity, facilities for conference calling and video calling

Multiple projections, web streaming, event recording and webcasting

Event apps and live interactive collaboration packages

Additional services and added value:

Catering and specific requirements

Business Centre facilities

Special requirements for different client groups e.g. children, elderly and people with disabilities

Specific requirements and services for international guests/speakers, high profile and VIP guests

LO3 **Explore the management skills required to work within the events environment and successfully deal with stakeholders**

Different job roles and responsibilities:

The importance of effective inter-relationships with other departments involved in the process

The importance of overseeing all aspects of the event on the day and utilising networking opportunities

Key management responsibilities:

How to create appropriate event proposals to meet the client brief and specific requirements

Effective relationship building and networking with vendors and venues

Team management to communicate effectively with all stakeholders

Issuing invoices and producing financial statements and reports, creating sales opportunities

The importance of strategic planning to meet targets and maximise profit

Contingency planning and conducting risk assessment

Co-ordination of different functions to minimise disruption

Personal attributes and skills:

Trade-specific technical skills appropriate to role

People management skills and allocation of responsibilities, briefing and supervision

Logistics and resource management skills e.g. analytical, problem-solving, fast thinking, record keeping, finance

Project management skills

Cultural awareness and sensitivity

Personal attitude, appearance and professional conduct

LO4 Explain the measures required to manage a secure and safe events environment for staff and guests

Providing a safe venue:

Venue site visit and appraisal

Risk assessments, Health and Safety, food safety, room capacity, fire safety, equipment and required facilities, storage

Risk management and contingency planning, provisions of emergency services, first aid

The importance of signage and orientation

Providing a safe environment for guests:

Security and crowd management strategies

Evacuation procedures

The use of contingency plans

Conflict resolution in dealing with disruptive guests, predicting issues, problems and situations

Safe environment for staff:

Legal responsibilities and requirements

Training and development

Providing Personal Protective Equipment PPE

Providing the correct equipment, tools required and giving accurate briefings

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| L01 Investigate the different categories and dimensions of events within the events sector | | D1 Critique the development of the events sector providing specific examples from a range of different categories of events |
| <p>P1 Examine the different categories and dimensions of events using specific examples to illustrate the differences</p> <p>P2 Using specific examples from different categories of events discuss the features and current trends influencing the events sector</p> | <p>M1 Analyse current event trends to explain how events are adapting to stay innovative using specific examples from different categories of events</p> | |
| L02 Examine the considerations for conference and event room set ups defining the professional standards required | | D2 Justify choices made for the design and layout to set up a conference or event correctly and exceed specific client expectations and needs |
| <p>P3 Design an event layout to correctly set up a conference or event room to meet specific client brief and requirements</p> <p>P4 Examine the additional services available within a conference or event environment and the importance to provide them to meet specific client requirements for added value</p> | <p>M2 Evaluate the quality of the design and layout in meeting client expectations and needs</p> | |

| Pass | Merit | Distinction |
|---|--|---|
| L03 Explore the management skills required to work within the events environment and successfully deal with stakeholders | | D3 Critically evaluate management skills required in the event industry making and justifying recommendations to meet stakeholder requirements |
| <p>P5 Explore the different management roles within the event industry with reference to current job opportunities in the sector</p> <p>P6 Review the management skills and personal attributes required to work within the events industry and meet stakeholder needs and expectations</p> | M3 Evaluate the impact of management skills on creating a successful event to meet stakeholders' needs and expectations | |
| L04 Explain the measures required to manage a secure and safe events environment for staff and guests | | D4 Justify recommendations to improve the provision of security and safety at specific events in terms of benefit and cost to the business, staff and guests |
| P7 Specify and explain the appropriate measures required to provide a secure and safe event venue, a safe environment for guests and a safe working environment for events staff, providing specific examples | M4 Compare and contrast the security and safety provision for specific events examples | |

Recommended resources

Textbooks

ARMSTRONG, D. and ALLAN SCOTT, J. (2016) *The Event Professional's Handbook: The Secrets of Successful Events*. Harriman House Ltd.

BLADEB, C. et al. (2012) *Events Management: An Introduction*. Oxford: Routledge.

BOWDIN, G., McDONNELL, I., ALLEN, J. and O'TOOLE, W. (2010) *Events Management*. 3rd ed. Oxford: Butterworth Heinemann.

FERDINAND, N. and KITCHEN, P. (2012) *Events Management – An International Approach*. London: Sage Publications Ltd.

RAJ, R., WALTERS, P. and RASHID, T. (2013) *Events Management: Principles and Practice*. London: Sage Publications.

Websites

| | |
|--|---|
| www.abpc.org | Association of British Professional Conference Organisers Industry news and updates (General Reference) |
| www.iem.institute | Institute of Event Management Professional Recognition (General Reference) |
| www.ifea.com | International Festivals and Events Association Industry news and webinars (General Reference) |

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 29: Managing and Planning an Event

Unit 30: Global Events

Unit 9: Managing Food Production

| | |
|---------------------|-------------------|
| Unit code | T/616/1796 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

Food manufacture is one of the world's largest industries. Head chefs, executive chefs and kitchen managers have to ensure that teams, management structure, resources and knowledge are in place in the correct balance to ensure that cost-effective, profitable, efficient and safe preparation and production of food is achieved, according to the organisation's style and business targets.

Hospitality students will acquire a basic knowledge of the special factors associated with food processing and food quality assurance. The aim of this unit is to enable students to examine different approaches and methods applied to food production planning, preparation and management in professional kitchen management.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the different types of and influences on the design of food preparation and production systems
2. Identify the key principles and methods for planning food preparation and production
3. Manage resources to deliver a consistent, safe and timely food production operation to meet the needs and expectations of the customer and business
4. Use a variety of methods to monitor food production, identify variances and action to be taken to ensure a safe and efficient operation.

Essential content

LO1 Explain the different types of and influences on the design of food preparation and production systems

Different types of food preparation and production systems:

Definition of food systems and the factors that influence the different types of food preparation and production systems

The advantages and disadvantages of different systems: assembly line, production kitchens, centralised, section, galley kitchens

Influences on food production system design:

The factors that influence the production systems e.g. the type of cuisine offered

The design and layout of the kitchen: purpose of the kitchen, size and style, ergonomics, ventilation, utilities and equipment

Efficiencies e.g. efficient and safe work flow, energy efficiency

Regulations and legislative requirements: food safety, hygiene and Health and Safety, maintenance and cleaning

Receiving stock and storage requirements

Cost considerations

LO2 Identify the key principles and methods for planning food preparation and production

Key principles:

The processes for procurement of food ingredients and commodities, including purchasing specifications and appropriate suppliers

How to prepare menus, recipes and standardised systems and procedures (SOPs) to ensure consistency and quality of food

How to establish protocols for cleaning, pest control, chemical control, use and storage, personal protective equipment use, food holding and storage, food handling, supplier delivery and storage

Planning methods:

The importance of collating information about customer requirements
Experience and training needs of staff to plan menus according to the equipment and facilities available

Accounting for the sources of produce aligned to menu planning

Sourcing produce required at a price that allows optimum profit margins

Cost efficiencies that involve calculating the sales mix and the balance of price and offers

The importance of calculating profit margin ratios in accordance with organisational policy

The use of training plans to maximise staff productivity and performance to deliver quality food to consistent brand standards

Allocation of people and resources to required tasks according to the style of service and the menu

Appropriate team structure in the different food preparation and production systems

The importance of contingency plans

LO3 Manage resources to deliver a consistent, safe and timely food production operation to meet the needs and expectations of the customer and business

Key roles and responsibilities for effective kitchen management:

Managing different resources: human, financial and physical

Human: The training and development of kitchen team members to deliver consistent and timely food production operations

The requirement for and on-going maintenance of kitchen equipment

How to manage food safety systems in accordance with current legislative requirements

The importance of scheduling and implementing monitoring, staff training, maintenance or repair work in ways which minimise disruption to customers

Financial: Financial considerations to meet the needs and expectations of the customer and business, including adherence to brand standards where appropriate

Budget planning and control

Physical: The effective management of kitchen equipment and resources in line with legislative and operational requirements

The necessity for regular servicing and maintenance to have minimal impact on operations

Management of food safety systems to adhere to legislation

LO4 Use a variety of methods to monitor food production, identify variances and action to be taken to ensure a safe and efficient operation

Variety of methods to monitor:

How to carry out and record inspections, observations and equipment readings

Mechanisms for monitoring production yield, portion control and costs to achieve budgetary targets and business objectives

The monitoring of stock rotation and waste

Risk analysis and assessment for food safety

Performance management to monitor and evaluate staff performance

Implementing improvement strategies to maximise productivity and profit

The safety procedures and compliance of regulations for using equipment

Food presentation to maintain standards and quality

The benefits of variance analysis to assist with managing budgets and budgetary control

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| <p>LO1 Explain the different types of and influences on the design of food preparation and production systems</p> | | <p>D1 Critically evaluate a range of food preparation and production systems and how they have been designed to meet different business and customer requirements</p> |
| <p>P1 Explain a range of different types of food preparation and production systems</p> <p>P2 Discuss the influences on the design of a range of food preparation and production systems</p> | <p>M1 Compare and contrast a range of food preparation and production systems and how they have been designed to meet different business and customer requirements</p> | |
| <p>LO2 Identify the key principles and methods for planning food preparation and production</p> | | <p>LO2 LO3 LO4</p> <p>D2 Appraise specific examples of different approaches and methods to planning food preparation and production and make recommendations to SOPs for maximising quality and efficiency in operations, identifying variances and actions to be taken</p> |
| <p>P3 Determine the key underlying principles for planning food preparation and production</p> <p>P4 Explain key methods for planning food preparation and production, providing specific examples to illustrate different approaches</p> | <p>M2 Compare specific examples of different approaches to planning food preparation and production to meet differing business requirements</p> | |

| Pass | Merit | Distinction |
|--|---|-------------|
| <p>LO3 Manage resources to deliver a consistent, safe and timely food production operation to meet the needs and expectations of the customer and business</p> | | |
| <p>P5 Determine the resources required to deliver a consistent, safe and timely food production operation</p> <p>P6 Outline the processes and procedures required to ensure resources are managed effectively and efficiently to meet overall customer and business needs</p> <p>P7 Produce standard operating procedures (SOPs) to ensure food production meets business key performance indicators (KPIs)</p> | <p>M3 Review examples of standard operating procedures (SOPs) and specifications used to manage resources in line with key performance indicators (KPIs)</p> | |
| <p>LO4 Use a variety of methods to monitor food production, identify variances and action to be taken to ensure a safe and efficient operation</p> | | |
| <p>P8 Apply methods for monitoring food production and explain how to identify and deal with variances to ensure a safe and efficient operation</p> <p>P9 Explain the possible effects of deviations to established processes and procedures</p> | <p>M4 Compare approaches to monitoring food production and their success in identifying potential variances, their impacts and how these are dealt with</p> | |

Recommended resources

Textbooks

FOSKETT, D., PASKINS, P., PENNINGTON, A. and RIPPINGTON, N. (2016) *The Theory of Hospitality and Catering Thirteenth Edition*. London: Hodder Education.

HAYES, D., MILLER, A. and NINEMEIER, J. (2011) *The Professional Kitchen Manager*. Harlow: Pearson.

KATSIGRIS, C. and THOMAS, C. (2008) *Design and Equipment for Restaurants and Food Service: A Management View*. Chichester: John Wiley and Sons.

LABENSKY, S. (2010) *On Cooking: A Textbook of Culinary Fundamentals*. 5th ed. Harlow: Pearson.

LEWIS, J. (2013) *The Culinary Professional*. 2nd ed. Illinois: Goodheart-Wilcox.

Websites

| | |
|--|--|
| www.food.gov.uk | Food Standards Agency Business and Industry (News/General Reference) |
| www.foodmanagement.today | Food Management Today News and articles (General Reference) |

Links

This unit links to the following related units:

Unit 11: Creative Patisserie and Artisan Bakery

Unit 12: Butchery and Fishmongery

Unit 21: Menu Development, Planning and Design

Unit 22: Creative Kitchen Management

Unit 23: Food Innovation

Unit 10: International Gastronomy

| | |
|---------------------|-------------------|
| Unit code | A/616/1797 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

This unit is designed to introduce students to the principles of international gastronomy, enabling them to explore the relationship between culture and food. They will start to develop an appreciation of gastronomy and investigate current trends in the hospitality industry.

They will have the opportunity to respond to the trends investigated, and will practise and develop skills in the preparation and cooking of gastronomic delights. Students will use a range of evaluation techniques to explore the quality of the products researched and produced.

A continuing trend for travel and eating out has fuelled the demand for innovative food with increasingly high expectations of flavour and presentation, which continues to grow with new restaurants appearing weekly.

The knowledge, understanding and skills that students will gain on successfully completing this unit will broaden their career aspirations within the hospitality industry.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore current international gastronomic trends and developments
2. Create and develop a gastronomic experience
3. Apply food preparation and cooking skills to produce gastronomic dishes in a safe and hygienic manner
4. Evaluate the quality of gastronomic dishes making recommendations for improvement.

Essential content

LO1 Explore current international gastronomic trends and developments

Definition of gastronomy:

An introduction to gastronomy, what it is, how is it defined and how has it evolved

International diversity:

International gastronomy from different countries and cultures e.g. Europe, Asia, Americas, Africa both regional/national

Potential key influences:

The impact of external macro factors including political, economic, social, technological, legal and environmental considerations

How culture and history influences food choice and fallacies

Trends:

The growth of organic, gluten free and artisan foods and the availability of international foods and drinks

Trends in new wines, spirits, cocktails and other alcoholic/non-alcoholic beverages

The changing nature of the dining experience including different service methods and modern restaurant concepts

Increasing cultural diversity and awareness, concept cuisines, role of skilled workers, entrepreneurs

Operations:

Systems management, client base and choices

LO2 Create and develop a gastronomic experience

Menu development and policy overview:

The principles of menu planning

Exploring different types of menu, looking at the balance of ingredients and dishes, demonstrating creativity, adjusting basic recipes, using innovative presentation techniques

Meeting consumer expectations e.g. religious, cultural, ethnic influences and dietary requirements

Cost versus quality

Exploring and incorporating food fads and trends, fashions and themes

Menu compilation:

Different factors that influence menu choice and compilation e.g. flavour combinations and taste, colour contrast, texture, suitability and consistency of portion size, nutritional value

Use of traditional and seasonal ingredients for authenticity and quality

Presentation of dishes

Recipe development:

Use of creativity, cookery styles and nutritional composition

Recipe development for fresh commodities, prepared foods, cook-chill/freeze, batch cookery

Menu presentation:

The use of language, terminology and design

Idea screening and concept testing:

Developing and marketing concepts: testing the feasibility of ideas and concepts

Managing costs and production issues

Food service systems:

Variations to standard service methods (silver, table, buffet, food presentation) in addressing consumer needs and expectations

Creating ambience:

Developing theme relationships and how to create the meal experience

The importance of service staff uniforms or dress code

Design and décor e.g. selection of furniture, decoration, lighting, music, background sound

Use of glass, mirrors, wood and contemporary materials to create the appropriate ambience

LO3 Apply food preparation and cooking skills to produce gastronomic dishes in a safe and hygienic manner

Preparation:

Efficient planning and utilisation of time

Matching food orders to menu requirements: selecting and using appropriate equipment, commodities and methods

Application of food hygiene and safety

Cooking:

Different cooking methods and processes e.g. timing, quality, selecting and using appropriate equipment

Professionalism:

The importance of professional conduct and attitude including attentiveness, body language, attention to detail, treating colleagues with respect, effective communications, responsible working practices, teamwork, codes of practice

High standard of personal appearance including proper and well-maintained uniform

Safety and hygiene:

The use of safe and hygienic practices

The implications of key Health and Safety and food safety legislation

LO4 Evaluate the quality of gastronomic dishes making recommendations for improvement

The purpose of evaluation:

Sources of information for customers, colleagues, staff and management

Methods of data collection: qualitative, quantitative, objectives, targets, types of written and oral feedback

Measuring data e.g. accuracy, relevance, reliability, validity

Improvements and recommendations

Techniques:

Collecting information: sources of information including personal, family, friends, members of the public

Qualitative/quantitative feedback, making reasoned judgements based on available information

Five senses: detection and perception of flavour and texture

Criteria:

Types of criteria e.g. nature of food and drink experience, suitability for purpose, environment, ambience, quality of product and service, time factors, level of care and satisfaction, value for money

Recommendations for improvement:

Making justified recommendations for improvement

Areas for consideration e.g. time management, cost of dishes, evaluating quality of dishes and whether customer expectations were met

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|--|
| LO1 Explore current international gastronomic trends and developments | | LO1 LO2 D1 Analyse the influence that local culture and commodities has upon creating and developing a memorable gastronomic experience for a selected country that exceeds customer expectations |
| P1 Examine international trends and developments in contemporary gastronomy | M1 Assess the influence of different cultures on current trends in gastronomy | |
| LO2 Create and develop a gastronomic experience | | |
| P2 Investigate the flavours, commodities and cooking styles of a selected country | M2 Construct a profitable and detailed menu that justifies the selection of appropriate dishes, ingredients and flavour combinations selected for a gastronomic experience | |
| P3 Plan a profitable menu in accordance with business objectives to reflect the food and culture of a selected country | | |
| P4 Create and deliver a gastronomic experience that reflects the food and culture of a selected country | M3 Create and deliver an immersive gastronomic experience that embodies the food and culture of a selected country to meet customer expectations | |
| LO3 Apply food preparation and cooking skills to produce gastronomic dishes in a safe and hygienic manner | | LO3 LO4 D2 Critique the production of gastronomic dishes using feedback in order to make informed recommendations for improvement |
| P5 Prepare food for a range of gastronomic dishes that are appropriate to meet different customer requirements | M4 Demonstrate the effective application of a range of culinary skills in the preparation, cooking and presentation of gastronomic dishes | |
| P6 Apply different cooking methods and processes to produce a range of gastronomic dishes in a safe and hygienic manner | | |

| Pass | Merit | Distinction |
|--|--|-------------|
| LO4 Evaluate the quality of gastronomic dishes making recommendations for improvement | | |
| P7 Evaluate the quality of gastronomic dishes using a range of techniques | M5 Review feedback to make realistic recommendations for improvement to a range of gastronomic dishes | |
| P8 Make recommendations for improvements based on collated feedback using a range of techniques | | |

Recommended resources

Textbooks

ADRIA, F. (2010) *Modern Gastronomy: A to Z*. Oxford: CRC Press Taylor and Francis Group.

FOSKETT, D., PASKINS, P., THORPE, S. and RIPPINGTON, N. (2015) *Practical Cookery*. 13th ed. London: Hodder Education.

FOSKETT, D., PASKINS, P., RIPPINGTON, N. and PENNINGTON, A. (2016) *The Theory of Hospitality and Catering*. 13th ed. London: Hodder Education.

THE CULINARY INSTITUTE OF AMERICA (2011) *The Professional Chef*. 9th ed. Chichester: John Wiley & Sons.

Websites

www.bbc.co.uk

BBC Food

Cuisines

(General Reference)

www.bighospitality.co.uk

Big Hospitality

(On line forum and news articles)

www.food-recipe.net

International food Recipes from around the world

(General Reference)

www.foodtimeline.org

The Food Timeline

History and Notes on National Gastronomy UK

(General Reference)

www.icuisine.ukmgroup.co.uk

International Food Group

Discussion

(General Reference)

www.thecaterer.com

The Caterer Travel Weekly Group

(General Reference)

Links

This unit links to the following related units:

Unit 1: The Contemporary Hospitality Industry

Unit 9: Managing Food Production

Unit 21: Menu Development, Planning and Design

Unit 23: Food Innovation

Unit 35: Food Science

Unit 36: Diet and Nutrition

Unit 11: Creative Patisserie and Artisan Bakery

| | |
|---------------------|-------------------|
| Unit code | F/616/1798 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

In our fast-paced world of the 21st Century the trend for eating authentic and natural goods is growing. Looking back to traditional skilled craftsmanship and enterprise to meet the growing demand for the 'homebaked' experience that is in contrast to the food products of the assembly line, baked products are now more creative and wholesome. The word 'artisan' is defined as 'one who produces something in limited quantities, often using traditional methods'.

At the heart of making high quality creative patisserie and artisan baked goods is an unrushed process, using wholesome, primarily local ingredients that are free of additives and preservatives.

The aim of this unit is to enable students not only to understand the drivers behind the changing consumer needs for creative and artisan food products and the competitive market place, but also to be able to learn a range of specialist skills to produce food products that are sourced from quality ingredients and prepared in the traditional manner.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the key principles and working practices of a safe and hygienic working environment
2. Apply the techniques required for the preparation, processing, production and finishing of different patisserie products
3. Apply the techniques required for the preparation, processing, production and finishing of different artisan baked products
4. Assess the current drivers, trends and innovations influencing the culinary arts sector.

Essential content

LO1 Explain the key principles and working practices of a safe and hygienic working environment

Equipment safety and hygiene:

Different types of equipment and specialist tools and equipment required for patisserie and artisan production of goods

Equipment maintenance

Food safety and allergen management

Storage and handling of food products in accordance with food safety and Hazard Analysis and Critical Control Points (HACCP) regulations

Sustainable kitchen management:

Costing and sourcing of raw ingredients

Controlling costs within budgetary range

Costing and quality of ingredients and the impact this has upon the finished product

Sustainable approaches to preparation, processes and finishing

LO2 Apply the techniques required for the preparation, processing, production and finishing of different patisserie products

Different patisserie products:

The range of patisserie products e.g. cakes, sponges, marzipan, pastillage and sugar products, chocolate and pastry products

Preparation techniques:

Cost awareness and cost efficiencies

Sourcing quality raw ingredients, selecting the correct quantity to meet product requirements

Processing, production and finishing methods and techniques:

Different types of processing methods for producing a range of different patisserie products e.g. creaming, whisking, beating, folding etc.

Different production techniques e.g. baking, frying and other specifically applied methods

Different types of finishing e.g. glazing, dusting, coating and portioning

Meeting specifications for finished products

Applying appropriate temperature requirements

Checking quality points of colour, texture and finish

Specific storage and holding requirements

Common faults:

Identifying common faults and how to minimise faults

LO3 Apply the techniques required for the preparation, processing, production and finishing of different artisan baked products

Different artisan products:

The range of artisan baked products e.g. bread and dough products

Preparation techniques:

Cost awareness and cost efficiencies

Sourcing quality raw ingredients, selecting the correct quantity to meet product requirements

Processing, production and finishing methods and techniques:

Different types of processing methods for producing a range of different patisserie products e.g. folding, kneading, mixing and lamination

Processing for bread and fermented doughs

Aeration methods for products

Different production techniques e.g. baking and other specifically applied methods

Different types of finishing e.g. glazing, dusting, coating and portioning

Application of appropriate temperature requirements

Meeting specifications for finished products

Checking quality points of colour, texture and finish

Specific storage and holding requirements

Common faults:

Identifying common faults and how to minimise faults

LO4 Assess the current drivers, trends and innovations influencing the culinary arts sector

Key drivers:

Changing consumer led demand driven by technology and social and environmental factors

The impact of digital technology on raising awareness and promotion e.g. use of social media coverage

Increasing popularity of baking and patisserie TV programmes

Trends and developments:

Branding and packaging developments e.g. large manufacturers using artisan style packaging for products

Innovative use and experimental use of new ingredients and new product ranges

Innovative approaches to product diversification

Ethical sourcing of ingredients and sustainable food sources

Meeting trends in an innovative way e.g. farmers' market, community fairs, street food markets

Trends in artisan and patisserie products and developments

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|---|
| <p>LO1 Explain the key principles and working practices of a safe and hygienic working environment</p> | | <p>D1 Evaluate the specific working practices, specialist equipment and management approaches of a safe and hygienic work environment to make valid and justified recommendations for improvement</p> |
| <p>P1 Discuss the key working practices of a safe and hygienic work environment and the implications that this has upon producing high quality food products</p> <p>P2 Explain the specialist equipment and management approaches that apply to producing creative patisserie and artisan products</p> | <p>M1 Appraise the specific working practices, specialist equipment and management approaches of a safe and hygienic work environment for producing high quality creative patisserie and artisan products</p> | |
| <p>LO2 Apply the techniques required for the preparation, processing, production and finishing of different patisserie products</p> | | <p>LO2 LO3 LO4</p> <p>D2 Critically evaluate the quality of a range of finished patisserie and artisan products in comparison to commercial availability and justify making recommendations for innovative improvements to include the branding and packaging of the finished product</p> |
| <p>P3 Select and apply appropriate techniques and methods for preparing and processing a range of patisserie products within a safe and hygienic work environment</p> <p>P4 Produce and finish a range of different patisserie products within a safe and hygienic work environment which meet specific consumer requirements for quality products</p> <p>P5 Assess the quality of the finished range of patisserie products in meeting specific consumer requirements</p> | <p>M2 Review the quality of a range of finished patisserie products for further product development and improvement to meet the specific consumer specifications successfully</p> <p>M3 Compare the quality of a range of patisserie products to products available commercially</p> | |

| Pass | Merit | Distinction |
|--|--|-------------|
| <p>LO3 Apply the techniques required for the preparation, processing, production and finishing of different artisan baked products</p> | | |
| <p>P6 Select and apply appropriate techniques and methods for preparation and processing a range of artisan products within a safe and hygienic work environment, which demonstrates different approaches to fermented and aerated products</p> <p>P7 Produce and finish a range of different artisan products within a safe and hygienic work environment that meet specific consumer requirements for quality products</p> <p>P8 Assess the quality of the finished range of artisan products in meeting specific consumer requirements</p> | <p>M4 Review the quality of a range of finished artisan products for further product development and improvement to meet the specific consumer specifications successfully</p> <p>M5 Compare the quality of a range of artisan products to products available commercially</p> | |
| <p>LO4 Assess the current drivers, trends and innovations influencing culinary arts sector</p> | | |
| <p>P9 Examine a range of key current trends and innovations in culinary arts including the developments in sustainability, branding and packaging</p> <p>P10 Discuss the key factors driving demand for current trends and innovations in culinary arts</p> | <p>M6 Evaluate how current trends and innovation have influenced sustainable branding and packaging developments</p> | |

Recommended resources

Textbooks

CURLEY, W. and CURLEY, S. (2014) *Patisserie: A Masterclass in Classic and Contemporary Patisserie*. Jacqui Small LLP.

DIMZIO, D. (2009) *Bread Baking: An Artisan's Perspective*. Chichester: John Wiley and Sons.

SUAS, M. (2012) *Advanced Bread and Pastry*. London: Cengage Learning.

THE CULINARY INSTITUTE OF AMERICA (2011) *The Professional Chef*. 9th ed. New Jersey: John Wiley and Sons.

THE CULINARY INSTITUTE OF AMERICA (2015) *Baking and Pastry: Mastering the Art and Craft*. 3rd ed. New Jersey: John Wiley and Sons.

Websites

| | |
|--|---|
| www.bakeryinfo.co.uk | British Baker (General Reference) |
| www.chefs-resources.com | Chef Resources for Culinary Knowledge for Professional Chefs (General Reference) |
| www.food.gov.uk | UK Food Safety Standards (General Reference) |

Links

This unit links to the following related units:

Unit 9: Managing Food Production

Unit 22: Creative Kitchen Management

Unit 23: Food Innovation

Unit 34: Hospitality Brand Management

Unit 12: Butchery and Fishmongery

| | |
|---------------------|-------------------|
| Unit code | J/616/1799 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

Senior chefs, butchers and fishmongers are passionate about food and food production. Understanding the principles of food preparation and cooking to produce high quality dishes and menus that meet business and customer requirements is an essential skill.

This unit covers the provenance of meat, poultry, game, fish and seafood and seeks to help the student to understand how the environment in which the animal is reared and slaughtered affects the quality of the meat. It also helps the student to gain an understanding of how to optimise quality through using foods in season, carry out the appropriate butchery and fishmongery techniques and optimise the yield from the different parts of an entire animal.

Learning Outcomes

By the end of this unit students will be able to:

1. Assess the factors which affect meat, fish and shellfish
2. Determine appropriate techniques and butcher meat
3. Determine appropriate techniques and prepare fish and shellfish
4. Examine methods for maximising yield from meat, fish and shellfish.

Essential content

LO1 Assess the factors which affect meat, fish and shellfish

Meat:

Red meat (beef, lamb & mutton, pork, rabbit/hare), white meat, poultry, game, offal

Factors which affect meat:

How animal husbandry and breeding affects the quality and price of meat

The relationship between the seasons and availability of meat

The impact different slaughtering methods and techniques have on meat

How butchering techniques affect meat

How to assess the quality of meat

Factors which affect fish and shellfish:

Global factors affecting the availability and sustainability of fish and shellfish

The impact of different catching methods including: line caught, net caught and farmed fish

The relationship between the seasons and availability of fish and shellfish

How preparation methods affect fish and shellfish

How to carry out a fish quality assessment e.g. Quality Index Method (QIM)

LO2 Determine appropriate techniques and butcher meat

Butchery techniques:

A range of primary butchery techniques for beef and secondary or seam butchery techniques for beef and all other meat: filleting, butterflying, boning, seaming, trimming, stringing, scoring

The composition of meat, how this affects the cut of meat and its uses

Practical skills:

The importance of maintaining high levels of food safety standards when butchering meat

Requirements and specifications for butchery preparation

The appropriate tools and equipment to butcher meat

How to butcher and trim meat according to quality requirements and yield

Methods for minimising waste during butchery operations

Methods for disposing of, recycling or storing waste

Protective clothing, tools and equipment

Complying with legislative requirements for food safety practices and procedures

Meeting specifications for finished products

LO3 Determine appropriate techniques and prepare fish and shellfish

Fish and shellfish preparation techniques:

A range of advanced skills and techniques to prepare fish: scaling, gutting, skinning, boning, pin-boning, filleting, steak/cutlet, butterflying

A range of advanced skills and techniques to prepare shellfish: de-bearding, shucking, dressing

How the types of fish or shellfish and required products affect the choice of techniques applied

Practical skills:

The importance of maintaining high levels of food safety standards when preparing fish and shellfish

Requirements and specifications for fish and shellfish preparation

The appropriate tools and equipment to prepare fish and shellfish

How to prepare fish and shellfish according to quality requirements and yield

Methods for minimising waste during fish and shellfish preparation

Methods for disposing of, recycling or storing waste

Protective clothing, tools and equipment

Complying with legislative requirements for food safety practices and procedures

Meeting specifications for finished products

LO4 Examine methods for maximising yield from meat, fish and shellfish

Maximising yield:

Quality points for meat, fish and shellfish

Handling and storage methods to maintain quality

Range of products and their uses after dissection or preparation

Methods of minimising, disposing of and recycling waste

Methods for maximising use of entire meat carcasses

Meeting specifications and business objectives to maximise profitability

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|--|
| LO1 Assess the factors which affect meat, fish and shellfish | | D1 Make recommendations for maximising the quality, availability and value for money of meat, fish and shellfish |
| P1 Examine the impact animal husbandry, breeding, farming and slaughtering techniques have on the price and quality of meat, fish and shellfish P2 Explain the relationship between the seasons and availability of meat, fish and shellfish P3 Assess the effect of a range of common butchery methods on meat P4 Assess the effect of a range of common preparation methods on fish and shellfish | M1 Compare and contrast approaches to maximising the quality, availability and value for money of meat, fish and shellfish for butchery and fishmongery | |
| LO2 Determine appropriate techniques and butcher meat | | LO2 LO3 LO4 D2 Critically analyse approaches to butchery and fishmongery and suggest improvements for maximising yield and uses of cuts and by-products after dissection or preparation |
| P5 Explain how the composition of meat influences the choice of butchery techniques and approaches used P6 Select and safely use appropriate techniques and equipment for the efficient butchery of meat to meet targets of waste minimisation | M2 Analyse techniques and approaches to butchery and their impact on waste minimisation and the quality of the end product | |

| Pass | Merit | Distinction |
|---|---|-------------|
| <p>LO3 Determine appropriate techniques and prepare fish and shellfish</p> | | |
| <p>P7 Explain how the type of fish or shellfish and required end product influences the preparation techniques and approaches used</p> <p>P8 Select and safely use appropriate techniques and equipment for the efficient preparation of fish and shellfish to meet targets of waste minimisation</p> | <p>M3 Analyse techniques and approaches to fishmongery and their impact on waste minimisation and the quality of the end product</p> | |
| <p>LO4 Examine methods for maximising yield from meat, fish and shellfish</p> | | |
| <p>P9 Explore the range of meat, fish or shellfish products and their uses after dissection or preparation</p> <p>P10 Investigate a range of common methods for maximising use of entire meat carcasses and fish/shellfish</p> | <p>M4 Compare approaches to maximising yield and uses of cuts and by-products after dissection or preparation</p> | |

Recommended resources

Textbooks

DANFORTH, A. (2014) *Butchering Poultry, Rabbit, Lamb, Goat, and Pork*. Massachusetts: Storey Publishing.

GREEN, A. (2015) *The Butcher's Apprentice: The Expert's Guide to Selecting, Preparing, and Cooking a World of Meat*. Berlin: Crestline.

GREEN, A. (2011) *The Fishmonger's Apprentice: The Expert's Guide to Selecting, Preparing, and Cooking a World of Seafood, Taught by the Masters (Apprentice)*. London: Quarry Books.

Websites

| | |
|--|--|
| www.greatbritishchefs.com | Great British Chefs All sections (Tutorials) |
| www.seafish.org | Seafish All sections (General Reference) |

Links

This unit links to the following related units:

Unit 9: Managing Food Production

Unit 22: Creative Kitchen Management

Unit 23: Food Innovation

Unit 36: Diet and Nutrition

Unit 13: Work Experience

| | |
|---------------------|-------------------|
| Unit code | M/616/1800 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

A crucial part of a professional's skills, abilities and competences are developed during work, and are refined through practical experiences and 'learning by doing'. Employers rate work experience above all else and the HN qualifications aim to make students work ready and prepare them with the appropriate balanced skills profile that employers require.

Integral to achieving 'work readiness' is the need for practical application and contextualisation of learning; a perspective that is increasingly sought after by employers. Curriculum that helps students gain real-world, relevant experience in their chosen careers have proven to be an enabler for graduate progression to employment and of considerable value to students' personal and professional development.

This unit aims to enable students to develop personal and professional skills by engaging in practical tasks and activities within a relevant workplace. It is designed to facilitate supervised learning in a workplace that can be fit around full-time or part-time student commitments and enables both an employer as well as an academic supervisor to monitor and support students through a goal-orientated process. The minimum work experience hours required for completion is 80 hours.

Students will be given the opportunity to identify and plan their own skills development in line with a chosen career path or direction. It will be expected that students negotiate and agree work experience in an appropriate work context, agreed by the employer and academic supervisor. They will monitor and record evidence from the tasks and activities that they undertake, to allow them to evaluate the process and any shortcomings in their development going forward.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the value and benefits of practical work experience for career and personal development
2. Plan suitable and relevant work experience in an appropriate service sector organisation
3. Undertake appropriate work experience to develop professional skills and competences
4. Evaluate personal skills and competences developed during practical work experiences.

Essential content

LO1 Investigate the value and benefits of practical work experience for career and personal development

Organisational contexts for career development:

Different service sector sub-sectors and organisational contexts

The key roles and responsibilities found within different service sub-sectors

Learning and development in work environments:

Academic knowledge versus practical knowledge and skills

Learning theories including Blooms taxonomy, Gardner's Multiple Intelligences and Bandura's Social learning Theory

Concept of application of theory to practice

The benefits of practical learning

Career progression and employer expectations of key employability skills e.g. interpersonal skills, communication skills, critical thinking, presentation skills, leadership skills, teamwork

The importance and value of soft skills to the hospitality industry

Soft skills versus hard skills

LO2 Plan suitable and relevant work experience in an appropriate service sector organisation

Setting development plans, goals and objectives:

'SMART' planning, writing of goals and objectives

Self-assessment of skills and competences

Learning and development approaches:

Visual, Auditory, Kinesthetic (VAK) learning styles, Honey & Mumford learning cycle, KOLB's Learning cycle

Different learning approaches e.g. shadowing, in-house courses and on-job training, online learning, formal training, buddying, secondment, coaching and mentoring, job rotation, workshops, conferences

Preparation tools and techniques for career development:

Looking at job applications, CV and interview preparation

Interview and presentation skills

The importance of understanding the appropriate uniform and dress code for the job role in relation to the interview process

Service sub-sector specific equipment and requirements

LO3 Undertake appropriate work experience to develop professional skills and competences

Carry out planned tasks and activities:

Engagement in tasks such as projects, routine duties, operational issues, formal training, legal compliance, process development

People management and leadership

Application of problem-solving, contingency planning, coordinating tasks, teamwork

Professional conduct and behaviours to display whilst working, presenting a brand identity, the importance of uniformity in presentation

LO4 Evaluate personal skills and competences developed during practical work experiences

Recording of actions and activities in suitable formats:

Methodical record of experiences gained during work, linked to skills to be developed

Recorded in appropriate methods such as journal, logbook, diary, portfolios, online records

Creation of evidence in appropriate formats

Reviewing and evaluating progress:

Reflection of career development and learning within the work environment in areas such as: systems, interpersonal skills, problem-resolution, incidents and accidents, teamwork and management practices

Recommendations on how to enhance future development plans e.g. different work context, alternative roles and titles, locations, preparation methods, time management

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| L01 Investigate the value and benefits of practical work experience for career and personal development | | D1 Critically evaluate the benefits of practical action learning to underpin theory and approaches in the work environment |
| P1 Explore and discuss different learning theories that could be used to inform a suitable work experience P2 Examine the benefits of practical work experience for professional skills and career development | M1 Evaluate a range of different learning theories in practice, to highlight and emphasise the benefits of action learning for career development | |
| L02 Plan suitable and relevant work experience in an appropriate service sector organisation | | D2 Analyse and interpret actions, activities and approaches adopted within a structured development plan to gain appropriate work experience within a service sector organisation |
| P3 Construct a development plan for skills and career advancement within a chosen service sector context P4 Explain a range of tools and techniques that can be used to acquire appropriate work experience within a service sector organisation | M2 Devise an in-depth development plan that provides a detailed outline of the approaches, tools and techniques applied to gain appropriate work experience within a service sector organisation | |
| L03 Undertake appropriate work experience to develop professional skills and competences | | D3 Critically reflect on development processes within the workplace to establish strengths and weaknesses of the different approaches adopted |
| P5 Conduct appropriate work experience to develop specific skills for career development whilst producing on-going evidence of work performance | M3 Examine the development processes within a work context to maximise growth opportunities within the work experience | |

| Pass | Merit | Distinction |
|---|--|--|
| <p>LO4 Evaluate personal skills and competences developed during practical work experiences</p> | | <p>D4 Justify the evaluation and recommendations of different approaches to enhancing development in practice</p> |
| <p>P6 Evaluate skills, performance and career development to identify areas for future advancement</p> <p>P7 Recommend methods and techniques to enhance development processes within the given service sector work environment</p> | <p>M4 Produce an evidence-based evaluation of work experiences, making actionable and tangible recommendations for enhanced development processes</p> | |

Recommended resources

Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work based Research: Approaches to Enquiry for Insider-Researchers*. London: SAGE.

DONE, J. and MULVEY, R. (2011) *Brilliant Graduate Career Handbook*. Essex: Prentice Hall.

KIRTON, B. (2012) *Brilliant Workplace Skills for Students & Graduates*. Harlow: Prentice hall.

ROOK, S. (2016) *Work Experience, Placements & Internships*. London: Palgrave.

Websites

| | |
|--|---|
| www.cipd.co.uk | Chartered Institute of Personnel and Development (General Reference) |
| www.mindtools.com | Mind Tools Career Support Resources (General Reference) |
| www.nationalcareersservice.direct.gov.uk | National Careers Service CVs, Skills Health Check (General Reference) |

Links

This unit links to the following related units:

Unit 3: Professional Identify and Practice

Unit 4: The Hospitality Business Toolkit

Unit 14: Management Accounting

| | |
|---------------------|-------------------|
| Unit code | H/508/0489 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organisations.

On successful completion of this unit students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of management accounting systems
2. Apply a range of management accounting techniques
3. Explain the use of planning tools used in management accounting
4. Compare ways in which organisations could use management accounting to respond to financial problems.

Essential Content

LO1 Demonstrate an understanding of management accounting systems

Introduction to management accounting:

What is management accounting? Definition of management accounting

What is a management accounting system?

Why is it important to integrate these within an organisation?

Explore the origin, role and principles of management accounting

The distinction between management and financial accounting

Different types of management accounting systems:

Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems

Benefits of different types of systems

Presenting financial information:

Why information should be relevant to the user, reliable, up to date and accurate

Why the way in which the information is presented must be understandable

Different types of managerial accounting reports

LO2 Apply a range of management accounting techniques

Microeconomic techniques:

What is meant by cost? Different costs and cost analysis

Cost-volume profit, flexible budgeting and cost variances

Applying absorption and marginal costing

Product costings:

Fixed and variable costs, cost allocation

Normal and standard costing, activity-based costing and the role of costing in setting price

Cost of inventory:

Definition and meaning of inventory costs and different types of inventory costs

The benefits of reducing inventory costs to an organisation

Valuation methods

Cost variances

Overhead costs

LO3 Explain the use of planning tools used in management accounting

Using budgets for planning and control:

Preparing a budget

Different types of budgets (e.g. capital and operating)

Alternative methods of budgeting

Behavioural implications of budgets

Pricing:

Pricing strategies

How do competitors determine their prices?

Supply and demand considerations

Common costing systems:

Actual costing, normal costing and standard costing systems

How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing

Strategic planning:

Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation

LO4 Compare ways in which organisations could use management accounting to respond to financial problems

Identifying financial problems:

Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems

Financial governance:

Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems

Using financial governance to monitor strategy

Management accounting skill sets:

What are the characteristics of an effective management accountant?

How can these skills be used to prevent and/or deal with problems?

Effective strategies and systems:

The development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Demonstrate an understanding of management accounting systems | | D1 Critically evaluate how management accounting systems and management accounting reporting is integrated within organisational processes |
| P1 Explain management accounting and give the essential requirements of different types of management accounting systems P2 Explain different methods used for management accounting reporting | M1 Evaluate the benefits of management accounting systems and their application within an organisational context | |
| LO2 Apply a range of management accounting techniques | | D2 Produce financial reports that accurately apply and interpret data for a range of business activities |
| P3 Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs | M2 Accurately apply a range of management accounting techniques and produce appropriate financial reporting documents | |
| LO3 Explain the use of planning tools used in management accounting | | LO3 LO4 D3 Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success |
| P4 Explain the advantages and disadvantages of different types of planning tools used for budgetary control | M3 Analyse the use of different planning tools and their application for preparing and forecasting budgets | |
| LO4 Compare ways in which organisations could use management accounting to respond to financial problems | | |
| P5 Compare how organisations are adapting management accounting systems to respond to financial problems | M4 Analyse how, in responding to financial problems, management accounting can lead organisations to sustainable success | |

Recommended Resources

Textbooks

DRURY, C. (2015) *Management and Cost Accounting*. 9th ed. Cengage Learning.

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th ed. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global ed. Harlow: Pearson.

SEAL, W. et al (2014) *Management Accounting*. 5th ed. Maidenhead: McGraw-Hill.

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 17: Entrepreneurship and Small Business Management

Unit 26: Revenue Management

Unit 46: Managing and Running a Small Business

Unit 15: Hospitality Marketing Essentials

| | |
|---------------------|-------------------|
| Unit code | T/616/1801 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Hospitality organisations such as Hilton, Accor, McDonalds, Costa Coffee and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up their own business or being employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation
2. Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives
3. Develop a basic marketing plan to meet marketing objectives for a hospitality organisation.

Essential Content

LO1 Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation

Definitions and the marketing concept:

Definitions of marketing and the nature of hospitality marketing

The development of the marketing concept, including current and future trends in hospitality marketing

How the external environment influences and impacts upon hospitality marketing activity

The role of marketing:

The structure and operations of marketing departments in hospitality organisations

Overview of marketing processes that include analysis, strategic planning and the marketing mix

The different roles of hospitality marketing within both a B2C and B2B context

The interrelationships of functional units:

Marketing as a business function

The different roles of and interrelationships between marketing and other functional areas of hospitality business

LO2 Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives

The 7Ps marketing mix:

Product: Differences between products and services, importance of brands, product development and product lifestyle

Product image and product placement

Price: Pricing context, pricing strategies and tactics

Place: Shifts in channel management and distribution The effect on hotels and intermediaries

Promotion: Integrated communication mix and promotional tools

The use of the Awareness Interest Desire Action (AIDA) model

People: The different roles of 'people' in marketing, including customer interfacing and support personnel the different skills, attitudes and behaviour of people delivering the product or service to customers

Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements

The role of the servicescape and the service encounter

Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function

Achieving overall business objectives:

The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix

An overview of the marketing planning process (analysis, planning, implementation and control) and marketing strategy

LO3 Develop a basic marketing plan to meet marketing objectives for a hospitality organisation

Marketing planning:

The importance and value of marketing plans

The links between marketing plans, marketing objectives and marketing strategies

Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis

Structure and development of marketing plans:

Market segmentation and target market selection

Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|--|
| LO1 Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation | | D1 Critically analyse the key elements of the marketing function and how they interrelate with other functional units within a selected hospitality organisation |
| P1 Explain the key roles and responsibilities of the marketing function within a selected hospitality organisation | M1 Analyse the roles and responsibilities of marketing in the context of the marketing environment | |
| P2 Discuss how roles and responsibilities of marketing relate to the wider organisational context | M2 Analyse the significance of interrelationships between marketing and other functional units within a selected hospitality organisation | LO2 LO3 D2 Design a strategic marketing plan that tactically applies the use of the 7Ps and includes measures for monitoring and evaluation to achieve overall marketing objectives |
| LO2 Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives | | |
| P3 Compare the ways in which different hospitality organisations apply the marketing mix to the marketing planning process to achieve business objectives | M3 Evaluate different tactics applied by hospitality organisations to demonstrate how business objectives are achieved | |
| LO3 Develop a basic marketing plan to meet marketing objectives for a hospitality organisation | | |
| P4 Produce a basic marketing plan for a hospitality organisation to meet marketing objectives | M4 Produce a detailed, coherent, evidence-based marketing plan that applies the marketing mix to meet marketing objectives for a hospitality organisation | |

Recommended Resources

Textbooks

BLYTHE, J. and MARTIN, J. (2016) *Essentials of Marketing*. 3rd ed. Harlow: Pearson.

BOWIE, D. and BUTTLE, F. (2016) *Hospitality Marketing: Principles and Practice*. 3rd ed. Oxford: Routledge.

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing (Business Briefings)*. London: Palgrave Macmillan.

JOBBER, D. and CHADWICK, F. (2016) *Principles and Practice of Marketing*. 8th ed. Maidenhead: McGraw-Hill.

KOTLER, P. and BOWEN, J. et al. (2016) *Marketing for Hospitality and Tourism*. 7th ed. Harlow: Pearson.

MCDONALD, M. and WILSON, H. (2016) *Marketing Plans: How to Prepare Them, How to Use Them*. 8th ed. Chichester: John Wiley and Sons.

Websites

www.ama.org

American Marketing Association

All sections

(General Reference)

www.cim.co.uk

Chartered Institute of Marketing

All sections

(General Reference)

Links

This unit links to the following related units:

Unit 28: Hospitality Distribution Channels Management

Unit 31: Hospitality Digital Marketing

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 16: Human Resource Management

| | |
|---------------------|-------------------|
| Unit code | Y/508/0487 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use Human Resource (HR) methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives
2. Evaluate the effectiveness of the key elements of Human Resource Management in an organisation
3. Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation
4. Apply Human Resource Management practices in a work-related context.

Essential Content

LO1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives

The nature and scope of HRM:

Definitions of HRM

What are the main functions and activities of HRM?

The 'Best Fit' approach versus 'Best Practice'

The hard and soft models of HRM

Workforce planning

Types of labour market, labour market trends and PESTLE

The internal labour market

Analysing turnover, stability and retention

The impact of legal and regulatory frameworks

The impact that advances in technology have had upon improving the efficiency of HR practices

Recruitment:

Sources of recruitment: internal versus external recruitment

Job analysis, job descriptions, personal specifications and competency frameworks

Selection:

Main methods of selection: strengths and weaknesses of each

Reliability and validity as key criteria

On-boarding and induction:

The issues affecting successful induction and socialisation of employees

LO2 **Evaluate the effectiveness of the key elements of Human Resource Management in an organisation**

Learning, development and training:

Differentiating development and training
Identifying training needs – the training gap
Types of training
Evaluation of training

Job and workplace design:

Reward management: extrinsic and intrinsic rewards from work
The link between motivational theory and reward
Series of job design-job extension techniques

The flexible organisation:

Types of flexibility: numerical, structural and functional flexibility
Models of flexible organisations (e.g. Handy, Atkinson)
Flexible working options in modern organisations
Benefits to employers and benefits to employees of flexible working practices

Performance and reward:

Performance management and methods used to monitor employee performance
Types of payment and reward system
Methods of a determination

LO3 **Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation**

Employee relations:

Maintaining good employee relations
Strategies for building and improving employee relations and engagement

Employee relations and the law:

The purpose of employment law

Key legal issues and constraints (e.g. equality, data protection, Health and Safety, redundancy, dismissal, employment contracts)

Ethical and social responsibilities

Trade unions and workplace representation:

The role of trade unions – local/national

Collective agreements

Discipline, grievances and redundancy – best practice

LO4 Apply Human Resource Management practices in a work-related context

Job and person specifications:

Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies

Recruitment and selection in practice:

The impact of technology on improving the recruitment and selection process; the use of online resources, digital platforms and social networking

Designing and placing job advertisements

Shortlisting and processing applications

Interviewing preparation and best practice

Selection best practice

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|---|
| <p>LO1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives</p> | | <p>D1 Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples</p> |
| <p>P1 Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation</p> <p>P2 Explain the strengths and weaknesses of different approaches to recruitment and selection</p> | <p>M1 Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives</p> <p>M2 Evaluate the strengths and weaknesses of different approaches to recruitment and selection</p> | |
| <p>LO2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation</p> | | <p>D2 Critically evaluate HRM practices and application within an organisational context, using a range of specific examples</p> |
| <p>P3 Explain the benefits of different HRM practices within an organisation for both the employer and employee</p> <p>P4 Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity</p> | <p>M3 Explore the different methods used in HRM practices, providing specific examples to support evaluation within an organisational context</p> | |
| <p>LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation</p> | | <p>LO3 LO4</p> <p>D3 Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context</p> |
| <p>P5 Analyse the importance of employee relations in respect to influencing HRM decision-making</p> <p>P6 Identify the key elements of employment legislation and the impact it has upon HRM decision-making</p> | <p>M4 Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision-making in an organisational context</p> | |

| Pass | Merit | Distinction |
|--|---|-------------|
| LO4 Apply Human Resource Management practices in a work-related context | | |
| P7 Illustrate the application of HRM practices in a work-related context, using specific examples | M5 Provide a rationale for the application of specific HRM practices in a work-related context | |

Recommended Resources

Textbook

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: Kogan Page.

BACH, S. and EDWARDS, M. (2013) *Managing Human Resources*. Oxford: Wiley.

BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice*. 5th ed. Basingstoke: Palgrave.

TORRINGTON, D. et al. (2011) *Human Resource Management*. 8th ed. London: Prentice Hall.

Websites

www.cipd.co.uk

Chartered Institute for Personnel
and Development

(General Reference)

www.hr-guide.com

HR Guides

(General Reference)

www.shrm.org

Society for Human Resource
Management

(General Reference)

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 43: Organisational Behaviour

Unit 44: Strategic Human Resource Management

Unit 46: Managing and Running a Small Business

Unit 17: Entrepreneurship and Small Business Management

| | |
|---------------------|-------------------|
| Unit code | T/508/0495 |
| Unit level | 4 |
| Credit value | 15 |

Introduction

This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up.

Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs and the impact of personal situational factors, including education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will also be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge together with their learning to be able to identify the characteristics of entrepreneurial ventures.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explore and illustrate the range of venture types that might be considered entrepreneurial
2. Assess the impact of small businesses on the economy
3. Determine and assess the key aspects of an entrepreneurial mindset
4. Examine the different environments that foster or hinder entrepreneurship.

Essential Content

LO1 Explore and illustrate the range of venture types that might be considered entrepreneurial

Scoping and defining entrepreneurship:

What is entrepreneurship?

Defining entrepreneurship, entrepreneurial activity and enterprise

The differences between serial entrepreneurs, intrapreneurs and owner-managers

The typology of entrepreneurship:

Lifestyle and growth firms

Entrepreneurship in a corporate or public sector context

Roles and characteristics of micro, small and medium-sized organisations

Social enterprise:

Understanding social enterprise, social entrepreneurs and the growth of the social economy

LO2 Assess the impact of small businesses on the economy

Where entrepreneurial ideas come from:

Definitions of creativity and innovation

The main sources of generating business and entrepreneurial ideas

How businesses protect intellectual property rights

The role and importance of small firms:

The number and type of small firms and their contribution to the economy at national, regional and local level

Factors to consider: size, turnover, profit, rate of growth, innovation, sustainability and adaptability

International aspects of entrepreneurship:

How international differences impact upon business start-up

LO3 **Determine and assess the key aspects of an entrepreneurial mindset**

Entrepreneurial characteristics and mindset:

Personal characteristics of entrepreneurs and small business owners

Different lines of argument relating to characteristics of entrepreneurs such as are entrepreneurs born or made? Or can characteristics be learnt and adopted by anyone?

Skills set of the entrepreneur:

The types of skills that typify entrepreneurs and how these skills differentiate from other organisation managers

Personal entrepreneurial tendency:

Entrepreneurial characteristics and situational factors in a personal context, including family upbringing, lifestyle, cultural differences and personal motivation and drivers

LO4 **Examine the different environments that foster or hinder entrepreneurship**

The factors that influence the decision to start a business:

The range of factors that influence the choice to start-up a business, including personal background and education, national culture, economic circumstances and character traits

The risks and rewards of business start-up:

The potential rewards of business start-up

The risks and uncertainties of business start-up and how they can be mitigated

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Explore and illustrate the range of venture types that might be considered entrepreneurial | | D1 Critically examine the scope, development and growth of entrepreneurial ventures |
| P1 Examine different types of entrepreneurial ventures and explain how they relate to the typology of entrepreneurship P2 Explore the similarities and differences between entrepreneurial ventures | M1 Investigate a diverse range of entrepreneurial ventures to demonstrate an understanding of entrepreneurship in both the public and corporate sector | |
| LO2 Assess the impact of small businesses on the economy | | D2 Critically examine how small businesses have an impact on different levels of the economy (local, regional, national) and in an international context |
| P3 Interpret and assess relevant data and statistics to illustrate how micro and small businesses impact on the economy P4 Explain the importance of small businesses and business start-ups to the growth of the social economy | M2 Evaluate the differences small, medium and large businesses make to the economy, applying relevant data and statistics | |
| LO3 Determine and assess the key aspects of an entrepreneurial mindset | | D3 Analyse the characteristic traits, skills and motivational drivers of successful entrepreneurs, supported by specific examples |
| P5 Determine the characteristic traits and skills of successful entrepreneurs that differentiate them from other business managers P6 Assess how aspects of the entrepreneurial personality reflect entrepreneurial motivation and mindset | M3 Explore and examine different lines of argument relating to entrepreneurial characteristics | |

| Pass | Merit | Distinction |
|--|---|---|
| LO4 Examine the different environments that foster or hinder entrepreneurship | | D4 Critically evaluate how background and experience influences entrepreneurs, both positively and negatively, by comparing and contrasting examples |
| P7 Examine using relevant examples, how background and experience can hinder or foster entrepreneurship | M4 Analyse the link between entrepreneurial characteristics and the influence of personal background and experience to specific successful entrepreneurs | |

Recommended Resources

Textbooks

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd ed. Basingstoke: Palgrave MacMillan.

DOWN, S. (2010) *Enterprise, Entrepreneurship and Small Business*. London: Sage.

CARTER, S. and JONES-EVANS, D. (2012) *Enterprise and Small Business: Principles, Practice and Policy*. London: Pearson.

GRIFFITHS, A. and WALL, S. (2011) *Economics for Business and Management*. 3rd ed. Harlow: Pearson.

Links

This unit links to the following related units:

Unit 45: Launching a New Venture

Unit 46: Managing and Running a Small Business

Unit 18: Research Project

| | |
|---------------------|-------------------|
| Unit code | A/616/1802 |
| Unit type | Core |
| Unit level | 5 |
| Credit value | 30 |

Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of hospitality in the context of the hospitality environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

On successful completion of this unit students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

***Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine appropriate research methodologies and approaches as part of the research process
2. Conduct and analyse research relevant to a service industry research project
3. Communicate the outcomes of a service industry research project to identified stakeholders
4. Reflect on the application of research methodologies and concepts.

Essential Content

LO1 **Examine appropriate research methodologies and approaches as part of the research process**

Developing a research proposition:

The importance of developing methodical and valid propositions as the foundation for a research project

Rationale – the purpose and significance for a research question or hypothesis

The value of the philosophical position of the researcher and the chosen methods

Use of Saunders's research onion as a guide to establishing a methodological approach

Literature review:

Conceptualisation of the research problem or hypothesis

The importance of positioning a research project in context of existing knowledge

Significance and means of providing benchmarks by which data can be judged

Qualitative, quantitative and mixed method research:

Key theoretical frameworks for research

Advantages and limitations of qualitative and quantitative research approaches and methods

LO2 **Conduct and analyse research relevant to a service industry research project**

Research as a process:

Research has distinct phases which support a coherent and logical argument
This includes using secondary research to inform a primary, empirical, study

Selecting a sample:

The importance of gathering data and information (qualitative or quantitative) to support research analysis

Selecting sample types and sizes that are relevant to the research

Considering sampling approaches and techniques including probability and nonprobability sampling

Ethics, reliability and validity:

Ethical research

How is this achieved and reported?

Reliable research (similar results would be achieved from a similar sample) and valid (the research measures, what it aimed to measure)

Analysing data:

Using data collection tools such as interviews and questionnaires

Using analytical techniques such as trend analysis, coding or typologies

LO3 Communicate the outcomes of a service industry research project to identified stakeholders

Stakeholders:

Who are they?

Why would they be interested in the research outcomes?

What communication method do they expect?

Communicating research outcomes:

Different methods of communicating outcomes e.g. written word, spoken word and the medium e.g. report, online, presentation

Convincing arguments:

No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process

The importance of developing evaluative conclusions

LO4 **Reflect on the application of research methodologies and concepts**

Reflection for learning and practice:

Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence

Reflection on the merits, limitations and potential pitfalls of the chosen methods

The cycle of reflection:

To include reflection in action and reflection on action

Considering how to use reflection to inform future behaviour and future considerations

Reflective writing:

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|---|
| L01 Examine appropriate research methodologies and approaches as part of the research process | | L01 L02 D1 Critically evaluate research methodologies and processes in application to a hospitality research project to justify chosen research methods and analysis |
| P1 Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review | M1 Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks | |
| P2 Examine appropriate research methods and approaches to primary and secondary research | | |
| L02 Conduct and analyse research relevant to a service industry research project | | |
| P3 Conduct primary and secondary research using appropriate methods for a hospitality research project that consider costs, access and ethical issues | M2 Discuss merits, limitations and pitfalls of approaches to data collection and analysis | D2 Communicate critical analysis of the outcomes and make valid, justified recommendations |
| P4 Apply appropriate analytical tools to analyse research findings and data | | |
| L03 Communicate the outcomes of a service industry research project to identified stakeholders | | |
| P5 Communicate research outcomes in an appropriate manner for the intended audience | M3 Coherently and logically communicate outcomes to the intended audience demonstrating how outcomes meet set research objectives | |

| Pass | Merit | Distinction |
|--|---|---|
| LO4 Reflect on the application of research methodologies and concepts | | D3 Demonstrate reflection and engagement in the research process leading to recommended actions for future improvement |
| <p>P6 Reflect on the effectiveness of research methods applied for meeting objectives of the hospitality research project</p> <p>P7 Consider alternative research methodologies and lessons learnt in view of the outcomes</p> | M4 Provide critical reflection and insight that results in recommended actions for improvements and future research considerations | |

Recommended Resources

Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research Methods for Business Students*. 6th ed. Harlow: Pearson.

Links

This unit links to the following related units:

Unit 1: The Contemporary Hospitality Industry

Unit 3: Professional Identity and Practice

Unit 19: Hospitality Consumer Behaviour and Insight

| | |
|---------------------|-------------------|
| Unit code | F/616/1803 |
| Unit type | Core |
| Unit level | 5 |
| Credit value | 15 |

Introduction

Creating memories and joyous experiences for consumers is a key dimension affecting the profitability and growth of any hospitality organisation. To understand the factors that influence customers' decisions is invaluable in marketing and hospitality operations.

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences.

An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up in business independently or being employed by a hospitality organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the factors that influence hospitality consumer behaviour and attitudes
2. Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process
3. Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process
4. Evaluate how marketers influence the different stages of the hospitality consumer decision-making process.

Essential Content

LO1 **Examine the factors that influence hospitality consumer behaviour and attitudes**

Introduction to consumer behaviour:

The definition of consumer behaviour

The various factors that influence consumer behaviour: cultural, social, personal and psychological

The challenges of quality service delivery to meet consumer expectations

The impact of digital technology on changing consumer behaviour and attitudes

Emerging consumer trends affecting the Hospitality industry

LO2 **Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process**

Introduction to consumer decision-making:

Model of hospitality consumer decision-making

The value of mapping a path to purchase: the consumer decision journey from pre-purchase, purchase, receive and post-purchase

Levels of hospitality consumer decision-making, extensive problem-solving, limited problem-solving and routine response behaviour

Four views of hospitality consumer decision-making: economic, passive, emotional and cognitive

Factors that influence decision-making:

The influence of heuristics on decision-making

The influence of elements of the marketing mix on decision-making

The influence of new technologies e.g. online transactions and purchasing, interactive personalised services, media platforms for ratings and reviews

LO3 Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process

Researching different stages of the decision-making process:

The differences between Business to Consumer (B2C) and Business to Business (B2B) decision-making processes

How does market research differ between B2B and B2C? This covers skills sets, research methodology, sample sizes, the importance of tele-depth interviews and applying the Pareto principle

Influences on the decision-making process:

Personality, self and motivation

Measures of consumer learning: recognition and recall, attitudinal and behavioural

Understanding aspects of consumer perception: dynamics, imagery and risk

LO4 Evaluate how marketers influence the different stages of the hospitality consumer decision-making process

Approaches to consumer learning both behavioural and cognitive:

Influence of culture and sub-culture on consumer behaviour

Patterns of buyer behaviour

Role of opinion leaders in influencing purchasing decisions

How hospitality organisations use an understanding of buyer behaviour to influence the decision-making process

The use of digital audience research developments to understand and influence consumer behaviour

Learning Outcomes and Assessment Criteria

| Pass | | Merit | Distinction |
|---|--|---|--|
| LO1 Examine the factors that influence hospitality consumer behaviour and attitudes | | | D1 Critically analyse the emerging trends in consumer behaviour and attitudes using specific examples from the hospitality industry to support your arguments |
| P1 Investigate the different cultural, social, personal and psychological factors that influence consumer behaviour and attitudes within a hospitality context | | M1 Analyse how cultural, social, personal and psychological factors that influence consumer behaviour and attitudes are changing and driving trends in hospitality | |
| P2 Explore how consumer trends are changing due to the impact of digital technology | | | |
| LO2 Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process | | | LO2 LO3 LO4 |
| P3 Examine the stages of the consumer decision-making journey and map a path to the purchasing for a given hospitality service | | M2 Evaluate how marketers are responding to the decision-making process, applying relevant examples from the hospitality sector | D2 Critically evaluate the application of appropriate theories, concepts and models that influence and impact upon the hospitality decision-making process, supported by specific hospitality examples and contexts |
| P4 Explore why it is important for marketers to map a path to purchase and understand consumer decision-making in the hospitality sector | | | |

| Pass | Merit | Distinction |
|--|--|-------------|
| <p>L03 Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process</p> | | |
| <p>P5 Compare and contrast the key differences of the hospitality decision-making process in the context of B2C and B2B, using specific hospitality examples</p> <p>P6 Evaluate the different approaches to market research and methods of research used for understanding the decision-making process</p> | <p>M3 Provide a coherent and justified evaluation of how different factors influence hospitality decision-making and buying behaviour, supported by specific hospitality examples</p> | |
| <p>L04 Evaluate how marketers influence the different stages of the hospitality consumer decision-making process</p> | | |
| <p>P7 Evaluate how marketers can influence the different stages of the hospitality decision-making process giving specific hospitality examples</p> | <p>M4 Critically evaluate how marketers influence each stage of the decision-making process with reference to relevant methods and models applied</p> | |

Recommended Resources

Textbooks

BOWIE, D. and BUTTLE, F. (2011) *Hospitality Marketing Principles and Practice*. 2nd ed. Oxford: Routledge.

DIXIT, K. (2017) *The Routledge Handbook of Consumer Behaviour in Hospitality and Tourism*. 1st ed. Oxford: Routledge.

JAHARI, V. (2017) *Hospitality Marketing and Consumer Behaviour: Creating Memorable Experiences*. 1st ed. New Jersey: Apple Academic Press.

SWARBROOKE, J. and HORNER, S. (2016) *Consumer Behaviour in Tourism*. 3rd ed. Oxford: Taylor and Francis.

Links

This unit links to the following related units:

Unit 2: Managing the Customer Experience

Unit 15: Hospitality Marketing Essentials

Unit 25: Food Service Management

Unit 27: Front Office Operations Management

Unit 29: Managing and Planning an Event

Unit 39: Tourist Resort Management

Unit 20: Hospitality Supply Chain Management

| | |
|---------------------|-------------------|
| Unit code | J/616/1804 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to enhance a student's understanding of the nature, role and contribution of supply chain management to a hospitality business. The growth of global business has led to hospitality organisations becoming increasingly reliant on logistics and supply chain management (SCM) in order to keep up with the demands of a global economy.

Students will explore the purpose of supply chain management and its benefits to a hospitality organisation, their customers and their suppliers.

The unit will consider the design, development, implementation, control and future development stages of supply chain. There is an emphasis on practical employability skills throughout this unit.

Learning Outcomes

By the end of this unit a student will be able to:

1. Apply key supply chain concepts, principles, and processes in a hospitality context
2. Evaluate the importance of effective supply chain management
3. Examine the interrelationships between supply chain and other areas of a hospitality organisation
4. Recommend improvements to a supply chain strategy for a hospitality organisation.

Essential Content

LO1 **Apply key supply chain concepts, principles, and processes in a hospitality context**

The supply chain:

Defining the supply chain

What is supply chain management?

How do supply chains differ between the service and manufacturing sectors?

The key principles of supply chain management

Using lean supply chain principles to enhance competitive advantage

Resources:

Efficient, effective and sustainable resource planning and management

Obtaining working capital and capital investment

Service sector:

Selecting the most appropriate strategy (e.g. make from raw ingredients or buy partly processed or ready-made)

Identifying suitable sources of supplies at the right time for the right price and at the required quality and quantity

The relationship between forecasting demand and delivering products or services to customers

Ethical and environmental factors

Impacts and application of technology:

The use of real time automated delivery notification systems for tracking and monitoring the delivery of products

The application of barcode scanning, digital cameras and smartphones, etc. in warehouse storage and delivery operations

Computerised shipping, tracking and invoicing for effective logistics and distribution

Advances in refrigerated transportation, preservation, packaging and storage methods

Software and cloud computing for real time updates on inventory and procurement

LO2 Evaluate the importance of effective supply chain management

Supply chain management:

Relationships with suppliers and logistic providers

Managing service sector supply chains versus managing manufacturing sector supply chains

Managing customers and meeting their needs efficiently and effectively to build a competitive infrastructure

The benefits of effective SCM

Procurement:

Developing procurement strategies, policies and procedures

Consideration of demand management, forecasting and planning

Supplier landscape analysis:

Cost/price – how much does it cost?

Quality – what is the quality of the product?

Time – how long will it take to deliver?

Place – where is the supplier?

Scale – can they meet anticipated future demand?

Sustainability – does it come from sustainable sources?

Vendor relations:

Negotiations, contracts and purchase orders

LO3 Examine the interrelationships between supply chain and other areas of a hospitality organisation

Supply chain integration:

Holistic and integrated approach to a supply chain and supply chain management

Relationship between the supply chain and other business functions

Factors influencing decisions to integrate a supply chain, including the size of the business, its structure, geographic location(s), target market, brand or image and competitor profile

Supply chain logistics:

Aspects of logistics, including transportation, food miles, storage and inventory management

Integrated logistics and buyer-supplier relationships

Using logistics networks to meet service requirements

Customer demand planning and the product shelf-life and life cycle

Supply chain management:

A holistic approach to managing and optimising the effectiveness of a supply chain

Advantages and disadvantages of central procurement and supply chain management versus local

LO4 Recommend improvements to a supply chain strategy for a hospitality organisation

Analysing a supply chain:

Taking a critical and objective approach to identify negative and positive trends

Identifying and analysing issues and problems within a supply chain

Identifying and analysing the differences in locally versus regional versus international sources of supply

Developing justified recommendations for change:

Critical, creative and retrospective thinking supported by evidence to inform plausible and appropriate recommendations

Effective record keeping:

Lessons learnt logs, feedback reports and fault or quality registers

Encouraging internal identification and record of issues/problems with suggestions for a resolution

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|---|
| L01 Apply key supply chain concepts, principles and processes in a hospitality context | | L01 L02 D1 Critically evaluate supply chain concepts, principles and processes for effective supply chain management |
| P1 Demonstrate how key supply chain concepts, principles and processes are applied throughout the stages of resourcing, service or product design and development, logistics and distribution, using hospitality examples | M1 Evaluate how integration of supply chain concepts, principles and processes improve efficiency for a hospitality organisation | |
| L02 Evaluate the importance of effective supply chain management | | |
| P2 Evaluate the importance of effective SCM from the perspective of customers, suppliers, distributors and retailers | M2 Critically evaluate the importance of physical, information and financial management within the supply chain | |
| L03 Examine the interrelationships between supply chain and other areas of a hospitality organisation | | D2 Critically evaluate supply chain interrelationships with other functional areas of a hospitality organisation making recommendations for improvements |
| P3 Explore the cross-functional and integrated approach of SCM with other functional areas within a hospitality organisation | M3 Evaluate the implications of interrelationships between the supply chain and other functional areas using theories, concepts and/or models | |
| L04 Recommend improvements to a supply chain strategy for a hospitality organisation | | D3 Justify and recommend improvements of a supply chain strategy for a hospitality organisation based on critical evaluation |
| P4 Evaluate a supply chain strategy within a hospitality organisation and present proposals for improvement | M4 Critically evaluate a supply chain strategy within a hospitality organisation and present proposals for its improvement | |

Recommended Resources

Textbooks

CHRISTOPHER, M. (2010) *Logistics and Supply Chain Management*. 4th ed. London: Pearson.

FARRINGTON, B. and LYSSONS, K. (2012) *Purchasing and Supply Chain Management*. 8th ed. Harlow: Pearson.

PRATER, E. and WHITEHEAD, K. (2013) *An Introduction to Supply Chain Management: A Global Supply Chain Support Perspective*. New York: Business Expert Press.

SLACK, N., BRANDON-JONES, A. and JOHNSTON, R. (2013) *Operations Management*. 7th ed. Harlow: Pearson.

Websites

| | |
|--|--|
| www.cips.org | Chartered Institute of Procurement and Supply (General Reference) |
| www.greenhotelier.org | Green Hotelier for the International Tourism Partnership Supply Chain (Research) |
| www.scmr.com | Supply Chain Management Review News (General Reference) |

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Tool kit

Unit 22: Creative Kitchen Management

Unit 24: Barista to Bar Management

Unit 25: Food Service Management

Unit 28: Hospitality Distribution Channels Management

Unit 21: Menu Development, Planning and Design

| | |
|---------------------|-------------------|
| Unit code | L/616/1805 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The menu in any hospitality business is not only the prime method of communicating to customers what it is they have to sell, but it is also the key document for directing and controlling the business. The menu provides a road map for what ingredients need to be purchased, the price a business can pay for those ingredients, and the staff, equipment and procedures required to produce the dishes.

In this unit students will be investigating how menus are planned and designed to meet customer requirements within the resource, skills and cost constraints of a hospitality business. Students will understand how to apply these principles to developing and designing profitable and achievable menus and how to evaluate their impact on customers and the business.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate how menus are planned and designed to meet customer and business requirements
2. Determine how to cost and price menus
3. Develop and evaluate menus to meet customer and business requirements.

Essential content

LO1 Investigate how menus are planned and designed to meet customer and business requirements

Planning and designing menus:

The principles of planning, trialling and testing different types of menus including à la carte, table d'hôte, specials, functions and special occasions

Menu planning constraints

Customer requirements:

How current trends influence menu choices

How an organisation targets market impacts on menu design and the importance of meeting customer tastes, preferences, and needs

Business requirements:

The areas which need to be considered to plan and design realistic, achievable and profitable menus e.g. experience and training needs of staff, the equipment and facilities available, viability in terms of preparation time and kitchen protocols

The sources of produce including consistency of supply

Meeting current legislation, dietary considerations and health, safety and hygiene requirements

Planning efficiently to meet overall business objectives on quality, cost, marketing and profitability

The use of menu engineering to maximise profits

The future developments according to an organisation's business plan

LO2 Determine how to cost and price menus

Key considerations when costing dishes and menus:

The impact of costs and revenue from various sources – the cost-to-profit ratios, revenue figures, energy costs and staffing costs

Business environmental policies and the extent to which they impact the costing of menus

The current economic climate, including cost of produce, and the implications on menu costing and pricing

The scope and limitation of available equipment in relation to costs

The impact of seasonality restrictions on menu costs calculations

Cost and price menus:

Calculating the proportions of the main component and accompaniments in dishes

Calculating the sales mix and the balance of price and offers

Identifying the main sources of revenue from the menu

Estimating the use of energy for sustainable food production

Calculating staffing costs associated with the production of menu items

Calculating the cost-to-profit margin ratios

Costing produce to accurately price dishes

LO3 Develop and evaluate menus to meet customer and business requirements

Develop menus taking into account:

The appropriateness to an organisation's customer base in terms of diet, nutritional content and price

Cultural preferences and requirements

The appropriateness to different types of function such as conferences, weddings or fine dining and quantities of dish required

The advantages and disadvantages of using local and seasonal produce

The use of produce from appropriate sources that meet quality standards and allow optimum profit margins

Maximising the use of resources and skills

Menu balance, creativity and imagination

Menu engineering

Legal requirements

Evaluate menus:

Key Performance Indicators (KPIs) and benchmarks for success

Systems for collecting, recording and evaluating feedback on menus

Updating menus in line with customer feedback

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|---|
| LO1 Investigate how menus are planned and designed to meet customer and business requirements | | D1 Analyse how customer and business requirements impact the design of a broad range of menus and make recommendations to meet future trends |
| <p>P1 Examine the principles of menu planning and design to meet customer and business requirements for a range of different menus</p> <p>P2 Determine the customer and business requirements which need to be fulfilled to maximise profits for a range of different menus</p> | <p>M1 Compare and contrast a range of different menus and the customer and business requirements which have impacted their design</p> | |
| LO2 Determine how to cost and price menus | | LO2 LO3 D2 Produce an in-depth plan for menu development, including KPIs to measure success; produce and test the menu, making justified recommendations to resolve problems identified to meet overall business objectives of a chosen organisation |
| <p>P3 Determine the key considerations which need to be taken into account when costing and pricing menus</p> <p>P4 Produce accurately costed and priced menus to meet a range of customer requirements</p> | <p>M2 Analyse approaches to menu costing and pricing and use effective methods to accurately cost and price menus to maximise profitability</p> | |
| LO3 Develop and evaluate menus to meet customer and business requirements | | |
| <p>P5 Produce a realistic plan to develop a menu which meets customer and business requirements to maximise profitability for a chosen organisation</p> <p>P6 Produce a menu which meets customer and business requirements to maximise profitability for a chosen organisation</p> <p>P7 Test and evaluate the menu produced</p> | <p>M3 Produce a realistic menu using a fully researched and costed plan that meets the overall business objectives of a chosen organisation</p> <p>M4 Make justified recommendations for improvement based on tests and evaluation of the menu</p> | |

Recommended resources

Textbooks

DAVIS, B. (2013) *Food and Beverage Management*. Oxford: Routledge.

MARSHALL, S., MCVETY, P. and WARE, B. (2014) *The Menu and The Cycle of Cost Control*. 5th ed. Dubuque: Kendal Hunt.

MCVETY, P., WARE, B. and WARE, C. (2009) *Fundamentals of Menu Planning*. 3rd ed. Chichester: John Wiley & Sons.

SCHAEFER, J. (2011) *Serving People with Food Allergies and Menu Creation*. Boca Raton: CRC Press.

TRASTER, D. (2014) *Foundations of Menu Planning*. Harlow: Pearson.

Websites

www.bighospitality.co.uk

Big Hospitality
Online Forum and News Articles
(Research and General Reference)

www.thecaterer.com

The Caterer
News and Articles
(Research and General Reference)

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Tool kit

Unit 10: International Gastronomy

Unit 23: Food Innovation

Unit 35: Food Science

Unit 36: Diet and Nutrition

Unit 34: Hospitality Brand Management

Unit 41: Hospitality Business Strategy

Unit 22: Creative Kitchen Management

| | |
|---------------------|-------------------|
| Unit code | R/616/1806 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit is designed to introduce students to the principles of creative kitchen management. It is designed to develop the students' appreciation of sustainability, environmental issues and modern innovations that impact kitchen managers in today's hospitality industry.

They will explore the role and personal attributes of a modern kitchen manager and the internal and external issues impacting practical management issues.

Kitchen management is a demanding role. It is a fast moving, ever changing and challenging role, which can be very rewarding as you lead a team to work together to produce excellent food and service and meet the demands of today's environment.

The knowledge, understanding and skills that students will gain on successfully completing this unit will provide them with an appreciation of the skills and attributes they will need to develop in order to manage a kitchen successfully.

Learning Outcomes

By the end of this unit students will be able to:

1. Determine the role and responsibilities of a kitchen manager for effective management in a hospitality context
2. Examine sustainable resourcing in commercial kitchens and the implications this has for developing a sustainable supply chain
3. Investigate the environmental impacts of food production
4. Evaluate innovations in commercial kitchen design and technology to support business objectives.

Essential content

LO1 Determine the role and responsibilities of a kitchen manager for effective management in a hospitality context

Kitchen manager role:

Kitchen organisation to deliver business targets and deploy staff appropriately, sustainable procurement to ensure that stock levels are maintained in accordance with business objectives

Food safety, preparation and storage

Meeting customer and business expectations

Liaising and communicating with other departments

Marketing concepts and principles

Responsibilities:

Staffing requirements and recruitment needs

Management and development of staff performance and efficiency

Budgetary control e.g. financial targets and forecasts, monitoring sales and expenditure, reducing waste

Adhering to legislation e.g. Health and Safety, food safety employment law, licensing law

Risk assessment

Identifying opportunities to maximise sales

Personal attributes:

The value of knowledge, experience and qualifications

The importance of understanding and appreciating current trends and customer requirements

Cultural awareness and sensitivity in managing a multicultural and international team

Leadership supervisory and motivational skills to motivate and inspire others

Communication and interpersonal skills

Decision-making, problem-solving, flexibility

Organisational skills and meeting deadlines delegation

Personal attributes required to work in the kitchen including stamina, drive and determination, ability to work under pressure

LO2 **Examine sustainable resourcing in commercial kitchens and the implications this has for developing a sustainable supply chain**

Sustainability:

The importance of sustainable food sourcing for meeting customer demand and business objectives

Creating and developing sustainable food policies

Sustainably produced food:

Understanding fair trade, animal welfare issues, free-range, farm assured, organic, local produce, genetically modified food

Sustainable fishing and fish farming

The effects of intensive farming and resource depletion

Suppliers:

Purchasing policy and implementation, innovative menu planning based on seasonality and customer-led demand

Use of ethical sourcing and suppliers

Seasonality, whole animal butchery, local suppliers

Working closely with supplier to build sustainable supply chains

The viability, cost implications and availability issues of using ethically sourced suppliers

LO3 **Investigate the environmental impacts of food production**

The key environmental impacts that food production has to landfill sites, climate change, pollution, and energy consumption

Principles of the waste management cycle:

Reducing waste levels, reusing containers, employing effective methods of recycling

Energy efficiency:

Monitoring energy consumption through the use of smart meters and efficient cooking methods

Purchasing energy efficient appliances and use of renewable energy sources e.g. solar panels, equipment maintenance to ensure maximum efficiency, reducing carbon footprint through bulk and local purchasing, checking pollution levels

Water conservation:

Storing rainwater, re-using waste water, use of energy efficient dishwashers, pressure taps

Re-cycling:

Efficient waste segregation into designated bins

The importance of adequate training and supervision

Purchasing recyclable products and those with minimal packaging

Biodegradable products:

Checking that cleaning materials, chemicals, and disposables are biodegradable

LO4 Evaluate innovations in commercial kitchen design and technology to support business objectives

Innovations:

The changing face of cooking methods

Current trends in commercial kitchens e.g. slow cooking, sous vide, combination cooking, use of food science

Equipment:

The scope and capability of modern commercial equipment e.g. combi ovens, thermo mix, vacuum packaging, water baths, drying chambers, smoke boxes, blast chillers, pressure fryers

Kitchen Design:

The purpose of an efficient workflow within a commercial kitchen

The importance of maximising the utilisation of space and ergonomics in achieving this

Considerations:

The layout of a kitchen, the location, space and budget, service availability of gas, electricity and water supplies

The type of equipment and installation e.g. linear or island siting of equipment, extraction, ventilation and surface requirements

Adequate storage facilities with correctly sited refrigeration and facilities for staff

Service considerations including types of food, preparation and cooking methods, number of portions, staffing levels, and service delivery

Compliance with legislation is essential Key considerations are risk assessment, Hazard Analysis and Critical Control Points (HACCP), Health and Safety and food safety legislation

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|--|
| LO1 Determine the role and responsibilities of a kitchen manager for effective management in a hospitality context | | D1 Recommend strategies for successfully fulfilling roles and responsibilities to meet the overall business objectives in a selected hospitality organisation |
| P1 Discuss the role and responsibilities of a kitchen manager in a selected hospitality organisation P2 Determine those skills and personal attributes required for innovative kitchen management | M1 Evaluate the skills and personal attributes required for successful leadership and innovative kitchen management M2 Critically evaluate different strategies for successful leadership and innovative kitchen management | |
| LO2 Examine sustainable resourcing in commercial kitchens and the implications this has for developing a sustainable supply chain | | LO2 LO3 D2 Critically analyse and reflect on the environmental influences and sustainability issues which impact on commercial kitchens to justify recommendations for improvements |
| P3 Discuss the characteristics of ethically and sustainably produced food P4 Assess how the choice of suppliers impacts the sustainability of the commercial kitchen | M3 Analyse the factors involved in the planning of a sustainable menu to meet business objectives M4 Critique the steps that need to be taken to implement a sustainable food purchasing policy in a commercial kitchen | |
| LO3 Investigate the environmental impacts of food production | | |
| P5 Review the challenges involved in achieving energy efficiency in a commercial kitchen P6 Compare re-cycling and waste management procedures in a range of commercial kitchens | M5 Analyse the impacts of a commercial kitchen on the environment and make valid recommendations for improvements | |

| Pass | Merit | Distinction |
|---|---|--|
| <p>LO4 Evaluate innovations in commercial kitchen design and technology to support business objectives</p> | | <p>D3 Critically evaluate the benefits to an organisation of effective design and planning strategies</p> |
| <p>P7 Assess the advantages and disadvantages of a range of innovations in kitchen cooking methods and equipment</p> <p>P8 Design a commercial kitchen layout to maximise functionality, safe production practices and efficient workflow practices</p> | <p>M6 Justify the design principles involved in the planning of a commercial kitchen</p> | |

Recommended resources

Textbooks

FOSKETT, D. and PASKINS, P. (2016) *The Theory of Hospitality and Catering*. 13th ed. London: Hodder Education.

HAYES, D., MILLER, A. and NINEMEIER, J.D. (2011) *The Professional Kitchen Manager*. Harlow: Pearson.

SLOAN, P., CHEN, J. and LEGRAND, W. (2009) *Sustainability in the Hospitality Industry: Principles of Sustainable Operations*. London: Butterworth-Heinemann.

Websites

| | |
|--|--|
| www.bighospitality.co.uk | Big Hospitality Online Forum/News Articles (General Reference) |
| www.thecaterer.com | The Caterer (General Reference) |
| www.wrap.org.uk | The Waste and Resources Action Programme Food Sustainability (Research) |

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 6: Managing Food and Beverage Operations

Unit 9: Managing Food Production

Unit 11: Creative Patisserie and Artisan Bakery

Unit 12: Butchery and Fishmongery

Unit 20: Hospitality Supply Chain Management

Unit 23: Food Innovation

| | |
|---------------------|-------------------|
| Unit code | Y/616/1807 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

With the emergence of new technologies and scientific developments, chefs and hospitality businesses are finding new and innovative ways to produce food for their customers.

In this unit students will begin by analysing current trends and influences on food innovation in the industry and the common tools, techniques and ingredients which can be used to transform foods. Students will also learn how to create dishes and test and use new and innovative recipes to develop a menu consistent with the standards of a hospitality business.

The development of dishes and recipes must take into account restrictions of seasonality, sourcing of local or other produce and ingredients, and the impact on costs to ensure they are feasible whilst at the same time enhancing the reputation of the business.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse current trends in, and influences on, food innovation in the hospitality industry
2. Investigate how a variety of tools, techniques and ingredients are used to transform foods
3. Examine how innovative dishes and recipes are designed to meet business requirements
4. Develop and evaluate innovative dishes and recipes to meet business requirements.

Essential content

LO1 Analyse current trends in, and influences on, food innovation in the hospitality industry

Current trends in food innovation:

Traditional versus 'modern' cuisines

Changing consumer and social requirements and how they have influenced the evolution of food and drink products and diets

Environmental, ethical and sustainability trends including waste and supply chain management and their impact on food innovation

Consumer trends for experimentation in food flavours and combinations

The growth in demand for food with health benefits

The diverse types of food service outlets including e-commerce catering, street food, contract caterers

Influences on food innovation:

How advances in science, technology, equipment and ingredients have impacted food

How consumer demand driven by digital technology and the role of social media has increased consumer awareness of and demand for food innovation

Advances in farming practices and animal husbandry

Developments in food processing, preservation, packaging and transportation

Price and accessibility of ingredients and techniques

The impact of high profile chefs, media and brand loyalty

Advances in food safety and increased food allergies and intolerances

LO2 Investigate how a variety of tools, techniques and ingredients are used to transform foods

Variety of tools, techniques and ingredients:

The effects of different types of tools, techniques and ingredients used to cool, freeze, dehydrate, cook food at low temperatures (sous-vide), turn liquids into spheres (spherification), for foaming, thickening, gelling and emulsification, injection, those used for blending and separating, those used to combine unusual flavours

Transformation of food:

How food tastes and behaves under different temperatures, pressures and other scientific conditions

Chemical reasons behind the transformation of ingredients

LO3 Examine how innovative dishes and recipes are designed to meet business requirements

How innovative dishes and recipes are designed:

Information and trends to influence and inform the development of innovative dishes and recipes

How to account for consumer requirements, the available resources and costs, ingredients and cuts of meat/fish, food combinations and flavour

Food safety regulations and ethical considerations to be taken into account

Prices of existing and new suppliers

Organisational constraints and requirements, such as branding, when designing innovative dishes and recipes

The process of evolving a dish from a recipe

How to determine the nutritional content of innovative recipes and dishes

LO4 Develop and evaluate innovative dishes and recipes to meet business requirements

Develop innovative dishes:

Creating dishes that are innovative and use a range of different produce

The use of ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities and for full service

Experimentation with different tools, techniques and ingredients, presentation and flavour combinations

How to establish portion yield accurately and cost the ingredients required accurately

Cost dishes according to the quantity produced

The importance of devising a menu taking into account existing suppliers and use of ingredients in multiple dishes

Business requirements:

Developing dishes and recipes to show an understanding of food combinations, flavour and dietary requirements of the organisation's customer base, and relevant legislation

The development of dishes and recipes taking account of financial considerations relevant to organisational budgets

Evaluate innovative dishes and recipes:

Testing methods for dishes and recipes on appropriate people

Systems for recording and evaluating feedback on new dishes and recipes

Collect and analyse feedback on dishes and recipes and suggest possible improvements

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| L01 Analyse current trends in, and influences on, food innovation in the hospitality industry | | D1 Critique how hospitality businesses have adapted to current trends and make justified and valid recommendations on how they can adapt to future trends and influences |
| <p>P1 Analyse current trends in food innovation in the hospitality industry and the factors driving these trends</p> <p>P2 Explore how different influences are affecting food innovation in the hospitality industry</p> | <p>M1 Critically analyse the current and future trends and influences on food innovation in the hospitality industry</p> | |
| L02 Investigate how a variety of tools, techniques and ingredients are used to transform foods | | D2 Critically analyse a range of tools, techniques and ingredients and their effect on transforming food for meeting different business purposes and objectives |
| <p>P3 Explore a range of common tools, techniques and ingredients used to transform foods</p> <p>P4 Explain the science behind a range of tools, techniques and ingredients used to transform food</p> | <p>M2 Compare and contrast a range of tools, techniques and ingredients and the effect they have on transforming food</p> | |
| L03 Examine how innovative dishes and recipes are designed to meet business requirements | | D3 Critically analyse examples of how hospitality businesses have adapted or introduced new or innovative dishes to meet customer demand and business constraints and make recommendations |
| <p>P5 Investigate the factors which inform the development of innovative dishes and recipes within the hospitality context</p> <p>P6 Discuss how dishes and recipes are designed to meet hospitality business requirements and objectives</p> | <p>M3 Analyse examples of how hospitality businesses have adapted or introduced new or innovative dishes or recipes to meet customer demand and business constraints</p> | |

| Pass | Merit | Distinction |
|---|---|--|
| <p>LO4 Develop and evaluate innovative dishes and recipes to meet business requirements</p> | | <p>D4 Produce an in-depth plan, test a range of dishes and recipes, making in-depth and justified recommendations for inclusion in a menu</p> |
| <p>P7 Produce a costed plan to develop innovative dishes and recipes to meet business objectives</p> | <p>M4 Produce realistic dishes recipes using a detailed plan to meet business objectives within budget</p> | |
| <p>P8 Produce a range of innovative dishes and recipes to meet business requirements</p> | <p>M5 Test and evaluate dishes and make valid recommendations for improvement</p> | |
| <p>P9 Test and evaluate dishes produced</p> | | |

Recommended resources

Textbooks

BRODY, A. and LORD, J. (2008) *Developing New Food Products for a Changing Market Place*. Oxford: CRC Press.

FULLER, G. (2016) *New Food Product Development*. Oxford: CRC Press.

HALL, C. and GOSSLING, S. (2013) *Sustainable Culinary Systems: Local Foods, Innovation, Tourism and Hospitality*. Oxford: Routledge.

NUSSINOVITCH, A. and HIRASHIMA, M. (2013) *Cooking Innovations: Using Hydrocolloids for Thickening, Gelling, and Emulsification*. Oxford: CRC Press.

Websites

www.fdin.org.uk

Food and Drink Innovation Network
(Research)

www.globalfoodforums.com

Global Food Forums
Trends & Data
(Research)

Links

This unit links to the following related units:

Unit 9: Managing Food Production

Unit 10: International Gastronomy

Unit 21: Menu Development, Planning and Design

Unit 24: Barista to Bar Management

| | |
|---------------------|-------------------|
| Unit code | D/616/1808 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

With an ever-increasing growth in coffee shops, elaborate beverages and bar cultures across the world, this unit aims to explore and investigate the drinks industry and the best practice that makes successful drinks businesses.

This unit will enable students to manage various drinks-focused establishments such as coffee shops, pubs, bars and clubs effectively. Students will explore various sectors to gain an understanding of the broader context of drinks industries and the varying practices across disciplines and cultures.

Concepts investigated will include the range of different types of drinks on offer, roles and responsibilities with the industry and management practices to ensure legal compliance. It also considers stock control, maintenance and people management aspects of a successful business and will allow students to evaluate processes and approaches to develop businesses within a given context and sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Compare and contrast the differing structures and make-up of the beverage industry and licensed sectors
2. Investigate storage, maintenance and safety practices within drinks organisations
3. Evaluate beverage management practices that lead to business success in a drinks-led organisation
4. Analyse legislative responsibilities with the drinks and licensed trade industries.

Essential content

LO1 Compare and contrast the differing structures and make-up of the beverage industry and licensed sectors

Differing contexts of beverage focused organisations:

The range of different beverage organisations including coffee shops, bars, clubs, pubs, juice bars and pop-up drinks stands

Chains, independents/sole traders, franchises

On-licensed/Off-licensed premises

Roles and responsibilities within the drinks sector:

Different positions and roles: bar manager, pub manager, cocktail supervisors, site managers, beverage designer and mixologist manager, senior baristas and supervisors

Key responsibilities: people management, stock ordering and control aspects, managing budgetary and financial goals, profit margins management, sales and revenue management, promoting marketing and sales incentives, specials and happy hours

Awareness and understanding of the nature of beverage and different beverage types:

Required knowledge and competences of service staff such as baristas, mixologists and sommeliers

Fermenting and distilling processes, core ingredients e.g. wine – grapes, beer – barley and hops

Production processes of different beverages e.g. coffee beans and blends

Understanding source of origin and traceability e.g. Fair Trade coffee, craft beers

Food and beverage matching skills and techniques to enhance upselling opportunities

Innovative approaches to presenting beverages e.g. latte art

LO2 Investigate storage, maintenance and safety practices within drinks organisations

Overview of equipment and utensils used:

Understanding the use of specific equipment within different beverage environments

The types of equipment available in different beverage environments e.g. coffee machines, fridges, ice machines, glass chillers, coffee grinders and cocktail making tools

Storage methods and types:

Dry storage, chilled, frozen; security, layout, lighting, ventilation, access and storage records

Maintenance and repairs processes:

The scheduling of planned, preventative and reactive repairs to equipment

Contingency planning in the event of equipment malfunctions

On-going refurbishments and facilities management

Maintenance recording and use of contractors

Hygiene and Safety practices:

Health and Safety practices

Hygiene training and awareness, hazard analysis critical control points (HACCP), control of substances hazardous to health (COSHH), due diligence, staff training practices

LO3 Evaluate beverage management practices that lead to business success in a drinks-led organisation

Management process and practices:

Standardisation, drink specifications and portion/cost controls

Purchasing responsibilities and requisitioning

Quality control and product specifications

Effective sourcing and purchasing, pricing management

Stock-take inventory

Stock control and management, stock rotation, FIFO principle (First in first out)

Waste management

Service and conflict management:

Types of service in different organisational contexts, the level of service versus customer expectations, staffing levels and labour margins

Managing conflict and customer confrontations

Managing the service environment

Forecasting and planning:

Trends and seasonal demands, variations in demand based on location, impact of technological developments and changes on operations

LO4 Analyse legislative responsibilities with the drinks and licensed trade industries

Statutory regulations and expectations:

Health and safety, hygiene practices, employer responsibilities, employer's liability insurances, licensing legislation, working time regulations, alcohol service weights and measures

Record keeping and documentation

Governing authorities and external support entities roles

Hospitality assured ethics and accountability:

Managing the hospitality environment dealing with potential situations of conflict that may arise from disruptive and challenging staff and customers

Misconduct policies, employee and customer charters and codes of conduct

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|--|
| <p>LO1 Compare and contrast the differing structures and make-up of the beverage industry and licensed sectors</p> | | <p>LO1 LO2</p> <p>D1 Critically evaluate the differences between a range of drinks-led organisations, the offering they provide and the maintenance, storage and safety practices they adopt</p> |
| <p>P1 Compare and contrast the key characteristics and differing roles between different drinks-led organisations</p> <p>P2 Determine the range of different drinks within the industry and their appropriateness in a specific organisational context</p> | <p>M1 Assess how the service and products of a range of different drinks-led organisations meet their business objectives</p> | |
| <p>LO2 Investigate storage, maintenance and safety practices within drinks organisations</p> | | |
| <p>P3 Investigate various storage methods and types used within different drinks-led organisations</p> <p>P4 Outline the key processes and practices that must be implemented to ensure a safe working environment</p> | <p>M2 Examine how the maintenance, storage and safety practices within specific drinks-led organisations support quality and profitability</p> | |

| Pass | Merit | Distinction |
|---|--|---|
| <p>L03 Evaluate beverage management practices that lead to business success in a drinks-led organisation</p> | | <p>L03 L04</p> <p>D2 Justify the rationale for different practices and approaches used in organisations to ensure success and longevity, including legal obligations and accountability</p> |
| <p>P5 Evaluate different management practices within specific beverage business contexts that ensure business success and longevity</p> <p>P6 Asses the use of forecasting in long-term organisational planning and strategy</p> | <p>M3 Critically evaluate different management practices and forecasting approaches that lead to business success</p> | |
| <p>L04 Analyse legislative responsibilities with the drinks and licensed trade industries</p> | | |
| <p>P7 Analyse the statutory obligations and expectations of a specific drinks-led organisation</p> <p>P8 Discuss the concept of ethics and accountability and the related practices within a specific drinks-led organisation</p> | <p>M4 Critically analyse legal and ethical obligations and practices within a drinks-led organisation</p> | |

Recommended resources

Textbooks

COUSINS, J., LILLICARP, D. and WEEKES, S. (2014) *Food and Beverage Service*. 9th ed. London: Hodder.

MIRON, A. and BROWN, D. (2006) *The Professional Bar and Beverage Manager's Handbook: How to Open and Operate a Financially Successful Bar, Tavern, and Nightclub*. Ocala: Atlantic Publishing group Inc.

MURPHY, J. (2013) *Principles and Practices of Bar and Beverage Management: Raising the Bar*. Oxford: Goodfellow Publishers Ltd.

THURSTON, R., MORRIS, J. and STEIMAN, S. (2013) *Coffee: A Comprehensive Guide to the Bean, the Beverage and the Industry*. London: Rowman & Littlefield.

Websites

| | |
|--|--|
| www.ibd.org.uk | Institute of Brewing and Distilling (Research/Articles/General Reference) |
| www.iltsa.co.uk | Institute of Licensed Trade Stock Auditors (General Reference) |
| www.scaeuk.com | Speciality Coffee Association of Europe UK Chapter (General Reference) |
| www.teacouncil.co.uk | Tea Council Ltd (General Reference) |
| www.wsa.org.uk | Wine and Spirit Association (General Reference) |

Links

This unit links to the following related units:

Unit 6: Managing Food and Beverage operations

Unit 20: Hospitality Supply Chain Management

Unit 25: Food Service Management

Unit 29: Managing and Planning an Event

Unit 25: Food Service Management

| | |
|---------------------|-------------------|
| Unit code | H/616/1809 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit aims to provide students with an overview of the strategic management processes and practices found within different food service contexts. It will take students through the processes from sourcing products and suppliers to the various strategic tools and business options available to organisations, to address various challenges and issues within the business.

Students will be expected to investigate real life scenarios in the food service industry and apply analytical skills and problem-solving techniques to address real world situations. Under tutor supervision they will create recommendations and action plans for the business, using management tools and approaches.

The unit attempts to give students an understanding of the broader strategic perspectives of a food service organisation whilst considering some of the operational challenges to consider when managing strategy.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the sourcing and procurement processes within a food service organisation
2. Evaluate operations management strategies within a given food service context
3. Explore the importance of ethical management for overall business success
4. Produce an improvement plan for a given organisational challenge within a food service organisation.

Essential content

LO1 Investigate the sourcing and procurement processes within a food service organisation

Overview of differing food service contexts:

Diversity of the food service context including fine dining, casual dining, fast food and take away, pop-up food services, conferences and events, themed food services

Planning product ranges and suppliers in accordance with organisational brand and theme

Food supply chain processes (farm to fork) and key players in the process:

The roles of key players in the supply chain

Procurement management:

Different types of profit opportunities, both direct and indirect cost saving opportunities, 'best deal' evaluations and pricing and purchasing approaches

Maintaining quality and quantity controls e.g. the use of supplier credibility checks and approved supplier lists

Sourcing considerations:

Different methods of supply and trace origin data

Value for money

The range/choice on offer

Aftersales services and warranties

Types of supplier payment options and methods

LO2 Evaluate operations management strategies within a given food service context

Analysis tools to assess business performances and inform strategic decision-making:

The use of analytical tools including SWOT/PEST, Porters 5 forces, Value chain analysis and Porters 4 Corners analysis to support business strategic planning

Product placement as a marketing tool:

Alignment with organisational strategy, appropriateness in different contexts and best practice approaches

Managing human capital and resources in operations:

Service levels and types versus brand expectations and strategy

Staffing levels and costs management, efficient rota management for seasonality, utilising skills and competencies

The use of Belbin Team roles and skills assessments and development for staff

Property and resource maintenance processes:

Food service facilities to maintain

On-going refurbishment to maintain and project a public image

Repairs scheduling through peaks and troughs

Staffing and roles in maintenance

Internal and external providers, buy versus lease options, return on investment (ROI)

LO3 Explore the importance of ethical management for overall business success

Importance of Corporate Social Responsibility (CSR) and environmental awareness in food services:

Defining concepts of CSR

Different CSR initiatives and approaches e.g. eco-friendly practices and, use of ethical alliances such as Fair Trade, organic produce and local producers/suppliers, transparency in practices

Impact of ethical practices:

How does CSR influence stakeholders?

The impact Of CSR on staff retention, image, repeat business, business longevity, brand power/strength

LO4 Produce an improvement plan for a given organisational challenge within a food service organisation

Review of management practices versus best practice:

Food service quality monitoring and control processes

Performances against standard specifications and standard operating procedures (SOPs)

Monitoring and evaluations tools e.g. mystery guests, inspections, environmental health checks and audits, customer satisfaction feedback

Problem-solving techniques and management solutions/alternatives:

A range of techniques including benchmarking, balanced scorecards, Hoshin Kanri model

Management solutions such as recruitment and talent management, restructuring and change management, redundancies, refurbishment, mergers and acquisitions, strategic alliances, re-branding

Implementation and action planning:

SMART Planning, implementation processes and models such as Seven Cs of implementation Model – BEER et al, Kotter's 8-Steps to successful change model, prioritisation matrices

Learning Outcomes and Assessment Criteria

| Pass | | Merit | Distinction |
|--|--|-------|---|
| L01 Investigate the sourcing and procurement processes within a food service organisation | | | L01 L02 |
| P1 Examine a range of different food supply chain approaches within the food service industry, highlighting key stakeholders in the process | M1 Analyse a range of different food supply chain approaches and procurement strategies that can enhance organisational effectiveness | | D1 Provide valid and justified recommendations to support management practices and strategies that enhance effective business operations |
| P2 Discuss the principles of effective procurement and sourcing processes for a food service operation | | | |
| L02 Evaluate operations management strategies within a given food service context | | | |
| P3 Assess the application of different analytical tools to support effective management strategies | M2 Critically evaluate management tools and practices that can support successful business operations in food service organisations | | |
| P4 Evaluate different management practices that support successful business operations in food service organisations | | | |
| L03 Explore the importance of ethical management for overall business success | | | D2 Critically analyse various ethical practices in a specific food service organisation and their impact on the organisation's business objectives overall |
| P5 Discuss ethical practices in a specific food service organisation and the impact of these practices on overall business success | M3 Analyse various ethical practices in a specific food service organisation and the impact it has on the overall business success | | |

| Pass | Merit | Distinction |
|--|--|--|
| <p>LO4 Produce an improvement plan for a given organisational challenge within a food service organisation</p> | <p>M4 Devise appropriate management solutions to address shortcomings within a specific food service operation, using a range of management tools and performance review techniques</p> | <p>D3 Justify recommendations to resolve organisational challenges applying measurement tools for monitoring an implementation plan for improved performance within a given food service organisation</p> |
| <p>P6 Assess management practices within a specific food service operation, using a range of performance review techniques</p> <p>P7 Recommend and produce management alternatives to improve performances, including an implementation plan</p> | | |

Recommended resources

Textbooks

CHON, K. and MAIER, T. (2010) *Welcome to Hospitality: An Introduction*. 3rd ed. Delmar, New York: Cengage Learning.

HANNAGAN, T. (2008) *Management Concepts and Practices*. 5th ed. Harlow: Pearson.

HILL, A. and HILL, T. (2012) *Operations Management*. 3rd ed. Hampshire: Palgrave Macmillan.

PAYNE-PALCIO, J. and THEIS, M. (2016) *Foodservice Management: Principles and Practices*. 13th ed. Harlow: Pearson.

REYNOLDS, D. and McCLUSKY, K. (2013) *Foodservice Management Fundamentals*. Chichester: John Wiley & Sons Inc.

Websites

| | |
|--|--|
| www.fdf.org.uk | Food and Drink Federation (General Reference) |
| www.foodservicedirector.com | Food Service Director News and Business (General Reference) |
| www.ih-ra.com | International Hotel and Restaurant Association (General Reference) |
| www.instituteofhospitality.org | Institute of Hospitality (General Reference) |
| www.iosh.co.uk | Institution of Occupational Safety and Health (IOSH) (General Reference) |

Links

This unit links to the following related units:

Unit 6: Managing Food and Beverage Operations

Unit 16: Human Resource Management

Unit 17: Entrepreneurship and Small Business Management

Unit 26: Revenue Management

| | |
|---------------------|-------------------|
| Unit code | Y/616/1810 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to provide an introduction to the theory and practice of Revenue Management (RM). RM, sometimes referred to as Yield Management, is an applied discipline whose value derives from the business results it achieves.

It has key elements of an applied science which combined with the technical (operational) elements of the core hospitality products requires rigorous treatment. Students will explore and use a range of methodologies to identify and develop opportunities for revenue optimisation in contemporary hospitality contexts.

The knowledge, understanding and skill sets gained (acquired) will assist students in developing their practical analytical ability and guide their future career plans within the hospitality industry.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the origin, the core concepts and key characteristics of RM and their impact on the hospitality industry
2. Assess the relationship between RM system and process and how these link to strategic, tactical and operational hospitality business goals
3. Examine the information requirements of the RM process and the role of market segmentation in effective business analysis and forecast creation
4. Apply pricing and non-pricing tools in dynamic hospitality contexts to formulate and justify revenue optimisation decisions.

Essential content

LO1 Explore the origin, the core concepts and key characteristics of RM and their impact on the hospitality industry

The origin, evolution and concepts behind hospitality revenue management:

The history and evolution of revenue management within the hospitality industry

The impact of digital technology on the evolution of RM

The relevance of the key concepts and principal economic characteristics of the core and non-core hospitality products to RM

How range of characteristics such as limited capacity affect RM

Key performance measures:

Use and interpretation of key internal and external RM performance benchmarks including occupancy, length of stay

Critical metrics that track hotel industry performance e.g. Average Daily Rate (ADR), Revenue per available Room (RevPar), Average Rate Index (ARI) etc.

The significance of RM to organisational structure and team performance in a range of hospitality scenarios

LO2 Assess the relationship between RM systems and processes and how these link to strategic, tactical and operational hospitality business goals

Hospitality Revenue Management as a system: structural, procedural and human elements:

How structural elements such as revenue Centres, data and information, revenue management tools and software and pricing and non-pricing approaches impact the RM system

The issues with digital technologies including search engine design, the use of algorithms, search engine optimisation, metasearch and its relationship to distribution and impact on RM tactics strategy

How procedural elements such as the formulation of business goals, information, analysis, forecasting, decision-making, monitoring and implementation influence strategic, tactical and operational outcomes

LO3 Examine the information requirements of the RM process and the role of market segmentation in effective business analysis and forecast creation

Information requirements for the hospitality revenue management process:

Information provision for the revenue management process from the strategic, tactical and operational perspectives to include dimensions, statistics and sources

Market segmentation:

The application and objectives of market segmentation in the hospitality sector

The use of digital technologies for data mining and statistical analysis

Criteria for effective segmentation: measurable, relevant, and distinguishable

The importance and value of market segmentation to the RM process

Contribution to analysis and the creation of rooms and other forecasts including demand, operational and financial forecasts

LO4 Apply pricing and non-pricing tools in dynamic hospitality contexts to formulate and justify revenue optimisation decisions

Pricing and non-pricing tools suitable for use in hospitality businesses:

Different types of rates that maximise profitability

Different approaches to making price more variable

Set appropriate rate fences to customer segments

Issues associated with overbooking and pricing

The implications to RM of using various distribution channels

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|---|
| <p>LO1 Explore the origin, the core concepts and key characteristics of RM and their impact on the hospitality industry</p> | | <p>LO1 LO2</p> <p>D1 Critically examine the impact of RM and provide justified recommendations for the use and application of RM in the hospitality industry to achieve business goals and objectives</p> |
| <p>P1 Discuss the origin of RM and its relevance to contemporary hospitality management</p> <p>P2 Examine the core concepts and characteristics of RM including fundamental economic principles and performance indicators that impact the hospitality industry</p> | <p>M1 Review the impact of RM on hospitality businesses in terms of performance and organisational response</p> | |
| <p>LO2 Assess the relationship between RM systems and processes and how these link to strategic, tactical and operational hospitality business goals</p> | | |
| <p>P3 Examine how structural, procedural and other elements of RM support the achievement of business goals within a hospitality organisation</p> | <p>M2 Critically evaluate how RM supports the achievement of hospitality business goals within a hospitality organisation</p> | |
| <p>LO3 Examine the information requirements of the RM process and the role of market segmentation in effective business analysis and forecast creation</p> | | <p>D2 Provide justified recommendations to improve market segmentation analysis in RM decision-making for a range of hospitality examples</p> |
| <p>P4 Examine the information requirements of the RM process for core hospitality products</p> <p>P5 Evaluate the process of market segmentation, the creation of profit through customer definition and forecast creation using a range of hospitality examples</p> | <p>M3 Critically evaluate the necessity for market segmentation in RM decision-making and its contribution to the creation of reliable forecasts using a range of hospitality examples</p> | |

| Pass | Merit | Distinction |
|--|--|---|
| LO4 Apply pricing and non-pricing tools in dynamic hospitality contexts to formulate and justify revenue optimisation decisions | | D3 Critically evaluate pricing and non-pricing tools to justify a coherent RM plan and strategy to optimise pricing and revenue within a hospitality context |
| P6 Develop a functional RM plan and strategy to optimise pricing and revenue decisions using pricing and non-pricing tools within a hospitality context | M4 Evaluate and apply pricing and non-pricing tools in support of pricing and revenue optimisation decisions within a hospitality context | |

Recommended resources

Textbooks

BODEA, T. and FERGUSON, M. (2014) *Segmentation, Revenue Management and Pricing Analytics*. Oxford: Routledge.

FYALL, A., LEGHOREL, P. and POUTIER, E. (2013) *Revenue Management for Hospitality and Tourism*. Oxford: Goodfellow.

HAYES, A. and MILLER, A. (2010) *Revenue Management for the Hospitality Industry*. 1st ed. Chichester: Wiley.

IVANOV, S. (2014) *Hotel Revenue Management: From Theory to Practice*. Varna: Zangador Ltd.

TRANTER, K., STEWART-HILL, T. and MILLER, A. (2009) *Introduction to Revenue Management for the Hospitality Industry: Principles, Practices for the Real World*. London: Prentice Hall.

Websites

| | |
|--|--|
| www.hedna.org | The Hotel Electronic Distribution Association (General Reference) |
| www.hospitalitynet.org | Hospitality Net (General Reference) |
| www.xhotels.com | XHotels Consultants Glossary (General Research) |
| www.littlehotelier.com | The Little Hotelier Revenue Management (General Reference) |
| www.smartehotels.com | Smart Hotels Consultants Revenue and Yield-management-strategies (Research/Articles/General Reference) |

Links

This unit links to the following related units.

Unit 7: Managing Accommodation Services

Unit 15: Hospitality Marketing Essentials

Unit 14: Management Accounting

Unit 27: Front Office Operations Management

Unit 28: Hospitality Distribution Channels Management

Unit 27: Front Office Operations Management

| | |
|---------------------|-------------------|
| Unit code | D/616/1811 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The Front Office multi-departmental operations of a hotel play a crucial role in the customer experience; they meet and greet guests, check them in, manage their luggage and ensure that they have a comfortable and enjoyable stay. The Front Office is the face of the accommodation sector and has an invaluable role in elevating and enhancing the customer experience and relationship.

The aim of this unit is to provide students with the understanding of how the hotel Front Office is managed and its importance within accommodation services.

This unit will explore the Front Office and students will learn about the day-to-day management of the Front Office. Students will gain an understanding of what is involved in each phase of the guest experience as well as an understanding of room sales revenue and the importance of yield management in maximising revenue.

On successful completion of this unit students will have developed sufficient knowledge and understanding of what it takes to manage the Front Office.

Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate the role of the Front Office department within various accommodation organisations
2. Discuss the importance of managing the reservation process to ensure maximisation of profit
3. Analyse the guest experience journey within Front Office operations
4. Assess how Front Office operations manage the quality of service delivery.

Essential content

LO1 Evaluate the role of the Front Office department within various accommodation organisations

Strategic management of the Front Office:

Planning, organising and structuring the front office to maximise guest satisfaction

Managing the unexpected e.g. crisis management, planning and trouble-shooting emergency situations

Challenges and opportunities faced by the Front Office Manager

Innovation in the Front Office:

Self-service check in and check out technology

Use of tablets and smartphones by front office staff to ease the check in and check out process, retrieve details, engage with guests and manage operations

Cloud based Property Management Systems (PMS)

Current and future trends e.g. faceless front desks, using smartphones and facial recognition for room entry

Benefits of innovation and technology to guests and front office staff

Importance of front office communication:

Interdepartmental communication between housekeeping, facilities, food and beverage, banqueting and sales and marketing

Impact of technology on interdepartmental communication (Property Management Systems, Point of Sale)

The role total quality management plays in effective communication between the various departments

Methods of communication with guests: face to face, business and information services, digital and mobile guest interactive services

The importance of cultural awareness and diversity in managing the customer experience

Various accommodation organisations:

Small hotels, resorts, guesthouses, Airbnb, chain hotels, multinational hotels, boutique hotels and the different strategic approaches that the Front Office will have within these different properties

LO2 **Discuss the importance of managing the reservation process to ensure maximisation of profit**

Hotel reservations:

Types of reservations system e.g. Global Distribution System (GDS), Central Reservation System (CSR)

Sources of reservations e.g. the role of the internet in reservations (different ways guests can book using the internet: direct, large scale booking sites)

The importance of reservation systems

Integration and/or interface with overall Property Management Systems (PMS)

Managing reservations:

The reservation process: accepting reservations, denying reservations, cancelling reservations, occupancy management

Overselling rooms and the impact on guests and accommodation properties

Generating reservation reports (occupancy report, arrivals report, revenue forecast report, turnaway report), occupancy forecasting, trend analysis

Standard operating procedures (SOPs) for handling reservations

Legal requirements, data protection and consumer law

Reservation process for different types of accommodations services e.g. chain hotels, independently owned hotels, Airbnb, guesthouses

Revenue management:

Capacity management, discount allocation and duration control

Measuring yield: potential average single rate, potential average double rate, double occupancy percentage / multiple occupancy percentage, potential average daily rate, rate spread, room rate achievement, factor and yield calculation

Importance of yield management, application, strategies and implementation

LO3 **Analyse the guest experience journey within Front Office operations**

The stages of the guest experience journey:

Managing the four stages of the guest cycle pre-arrival, arrival, occupancy and departure

Front Office operations and the relationship with the guest experience journey

Managing sales and financial details:

Coverage of credit at check in and during the stay, posting of charges, link to accounts department

Sales opportunities within the experience journey

The impact of digital technology and innovative software to enhance the customer experience during each stage of the guest experience journey:

In-room features, the use of mobile phones and apps for self-service check in, digital guest experience tools

Property Management systems

Current and future trends

LO4 **Assess how Front Office operations manage the quality of service delivery**

Definition of service quality and the service encounter

Planning the service encounter

The models of service quality e.g. SERVQUAL, Nordic Model

The measurement of quality and use of key performance indicators (KPIs)

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|---|
| LO1 Evaluate the role of the Front Office department within various accommodation organisations | | LO1 LO2 D1 Make valid and justified recommendations to improve the role of the front office operations in maximising profit within a specific accommodation organisation |
| P1 Analyse the functions of front office operations within a range of different accommodation organisations P2 Assess the ways front office operations use technology to enhance the guests' experience, within a range of different accommodation organisations P3 Evaluate the importance of interdepartmental communication between the front office and the various departments within a specific accommodation organisation | M1 Critically evaluate the communication process between housekeeping and the front office in ensuring guest satisfaction within a specific accommodation organisation | |
| LO2 Discuss the importance of managing the reservation process to ensure maximisation of profit | | |
| P4 Discuss the reservation process for a range of different accommodation organisations P5 Assess the importance of forecasting room availability and room revenue for Front Office Managers P6 Apply a range of yield management techniques to a variety of scenarios | M2 Analyse the role the internet plays within the reservation process for a range of different accommodation organisations M3 Evaluate yield management and the techniques reservation managers can use to maximise profits for an organisation | |

| Pass | | Merit | Distinction |
|---|--|-------|---|
| L03 Analyse the guest experience journey within Front Office operations | | | D2 Provide justified recommendations for improving the relationship management process for front office operations at each stage of the guest experience journey for a specific organisation |
| <p>P7 Analyse front office operations during each of the four stages of the guest experience journey and how they can optimise business performance and sales</p> <p>P8 Appraise the benefits of digital technology and innovation at enhancing the guest experience within a specific organisation</p> | M4 Critically analyse the role digital technology and innovation play in enhancing guest satisfaction at each stage of the guest experience journey for a specific organisation | | |
| L04 Assess how Front Office operations manage the quality of service delivery | | | D3 Make valid and justified recommendations for closing the gaps in quality service provision |
| P9 Review how front office operations can enhance the quality of service and how this can be measured, applying a service quality model | M5 Evaluate how the quality of the guest experience can be affected by the role of front office operations and the implications this may have upon measuring service quality | | |

Recommended Resources

Textbooks

BARDI, J. (2011) *Hotel Front Office Management*. 5th ed. New Jersey. Chichester: John Wiley and Sons.

CASADO, M. (2014) *Front Office Management in Hospitality Lodging Operations*. CreateSpace Independent Publishing Platform.

FORD, R., STURMAN, M. and HEATON, C. (2012) *Managing Quality Service in Hospitality. How Organizations Achieve Excellence in the Guest Experience*. New York: Delmar Cengage.

RADDE, B. (2017) *Digital Guest Experience: Tools to Help Hotels to Manage and Optimize the Digital Guest Experience*. Hamburg: Tredition.

Links

This unit links to the following related units:

Unit 2: Managing the Customer Experience

Unit 4: The Hospitality Business Toolkit

Unit 7: Managing Accommodation services

Unit 26: Revenue Management

Unit 37: Facilities Management

Unit 28: Hospitality Distribution Channels Management

| | |
|---------------------|-------------------|
| Unit code | H/616/1812 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit is designed to develop and enhance students' understanding of distribution channel concepts and practice within a hospitality managerial framework. Distribution channels management is a critical business function in today's global hospitality business environment. Constant changes in what is a dynamic and complex hospitality distribution landscape require managers to effectively manage a range of distribution channels through leadership, innovation and entrepreneurship to gain competitive advantage.

The unit provides an introduction to theories and practice in hospitality distribution channels management. Students will develop an understanding of the characteristics, motivations and behaviours of a range of channel members and ways to manage a firm's relationship with its channel members. Students will also learn to make informed decisions in channels management.

This unit integrates concepts and ideas from other units so that students can fully comprehend the linkage with other core marketing, finance and operational functions. Upon completion of this unit, students will appreciate the strategic value of managing distribution channels effectively and be capable of identifying the key issues and challenges associated with successful channel management in a fiercely competitive business landscape.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the role of distribution channels and issues associated with channel management in the global hospitality distribution landscape
2. Assess the impact of technology on managing hospitality distribution channels
3. Analyse and make judgements in selecting, developing and managing specific hospitality distribution channels
4. Evaluate the influence of behavioural and emerging concerns in hospitality distribution channel management and offer feasible solutions.

Essential content

LO1 **Examine the role of distribution channels and issues associated with channel management in the global hospitality distribution landscape**

The evolution of hospitality distribution channels:

Definition of distribution channels

The structure, functions and relationships in channels

The evolution of hospitality distribution channels

Capacity management and its role in distribution strategy and its relationship to other elements of the marketing mix

Business models e.g. retail, merchant and opaque

The key characteristics and motivations of channel intermediaries in the hospitality distribution landscape, their roles, transaction costs and other considerations

The global hospitality industry distribution channel environment:

Key trends and issues that impact distribution channels management e.g. changing consumer behaviour, rate parity, the sharing economy

The emergence of aggregator type sites and mega search marketing and revenue management technologies

LO2 **Assess the impact of technology on managing hospitality distribution channels**

Technology's impact on direct and indirect distribution channels: changes in structure and processes:

Search Engine Optimization (SEO) and history, Pay Per Click (PPC), fees and commissions

Direct channels:

Different direct channels e.g. call centres and central reservation systems, multimedia websites, digital and mobile platforms

Indirect channels:

On Line Travel Agents (OTAs), opaque booking websites, Global Distribution Systems (GDS), other third party channels such as flash sale sites and hot deal sites

Meta search engines/marketing and its relationship to distribution, hosting network issues such as speed (load time), cultural (content) and the main social media channels

Managing data on host websites: responsibility issues, availability, rates and product description, booking compatibility issues

LO3 Analyse and make judgements in selecting, developing and managing specific hospitality distribution channels

Selecting, developing and managing channels:

Issues with multi-channel management e.g. content management and costs

Marketing in a social, local, and mobile (SoLoMo) world

Distribution strategy to include linkages to brand management and working with specialist agents such as the corporate market

Measuring and evaluating channel performance:

Calculating the direct booking costs and the longer-term cost benefits of using different channels including the use of online payment systems such as PayPal

LO4 Evaluate the influence of behavioural and emerging concerns in hospitality distribution channel management and offer feasible solutions

Behavioural and other concerns and solutions:

Potential conflicts and the use of power sources to manage on-going channel conflict

Pricing:

Issues related to the use of dynamic and other pricing tactics, integration with revenue management system

Security:

The growth of big data, data collection, cyber security, cloud storage, invasion of privacy, issues of personalisation

Statutory frameworks:

Rules and regulations and issues

Ethical positioning:

Leadership, innovative responses, the emerging use of artificial intelligence (AI) and robots in global content technology

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|--|
| <p>L01 Examine the role of distribution channels and issues associated with channel management in the global hospitality distribution landscape</p> | | <p>L01 L02</p> <p>D1 Critically evaluate the opportunities and challenges facing the hospitality distribution landscape including the impact of digital technology on channel management</p> |
| <p>P1 Explore the role of distribution channels and their relationship to the marketing mix</p> <p>P2 Assess the key trends and issues that are driving the hospitality distribution landscape</p> | <p>M1 Evaluate the opportunities and challenges facing the hospitality distribution landscape</p> | |
| <p>L02 Assess the impact of technology on managing hospitality distribution channels</p> | | |
| <p>P3 Examine the development and influence of e-commerce and digital platforms in hospitality distribution channels</p> <p>P4 Assess the key technology tools available to hospitality channel management</p> | <p>M2 Critically analyse the use of digital tools in hospitality distribution channels</p> | |
| <p>L03 Analyse and make informed judgements in selecting, developing and managing specific hospitality distribution channels</p> | | <p>L03 L04</p> <p>D2 Make justified recommendations on how to develop profitable channels to maximise revenue and successfully meet business and financial objectives</p> |
| <p>P5 Analyse the key factors required in choosing, developing and managing a specific distribution channel</p> <p>P6 Produce a distribution strategy that selects and develops appropriate distribution channels for a specific hospitality business</p> | <p>M3 Critically analyse the ways in which channel performance is measured and determine its implications for a specific hospitality business</p> | |

| Pass | Merit | Distinction |
|---|---|-------------|
| <p>LO4 Evaluate the influence of behavioural and emerging concerns in hospitality distribution channel management and offer feasible solutions</p> | | |
| <p>P7 Evaluate the impact of behavioural and emerging concerns on channel management</p> <p>P8 Articulate feasible solutions to emerging concerns</p> | <p>M4 Critically evaluate the key emerging concerns in channel management and make recommendations on how they may be combated</p> | |

Recommended resources

Textbooks

HAYES, D.K. and MILLER, A.A. (2011) *Revenue Management for the Hospitality Industry. management for the hospitality industry*. Hoboken: John Wiley & Sons.

KOTLER, P., BOWEN, J. and MAKENS, J. (2010) *Marketing for Hospitality and Tourism*. 5th ed. Harlow: Pearson.

LEGOHEREL, P., POUTIER, E. and FYALL, A. (2013) *Revenue management for Hospitality and Tourism*. Oxford: Goodfellow Publisher.

PALMATIER, R., STERN, L. and EL-ANSARY, A. (2016) *Marketing Channels Strategy*. 8th ed. Oxford: Routledge.

Websites

| | |
|--|--|
| www.amadeus.com | Amadeus (General Reference) |
| www.hospitalitynet.org | Hospitality (News News/Research) |
| www.hotelzon.com | Travelport (General Reference) |
| www.hsmi.org | Hospitality and Sales Marketing Association (Research) |
| www.hsmi-europe.com | HSMAI (General Reference) |
| www.sabre.com | Sabre Our hotels (General Reference) |

Links

This unit links to the following related units:

Unit 15: Hospitality Marketing Essentials

Unit 14: Management Accounting

Unit 26: Revenue Management

Unit 33: Integrated Hospitality Marketing Communications

Unit 29: Managing and Planning an Event

| | |
|---------------------|-------------------|
| Unit code | K/616/1813 |
| Unit level | 5 |
| Credit value | 30 |

Introduction

The aim of this unit is to provide students with the background knowledge and understanding of event planning and management, from agreeing the scope and concept of the event through to managing, monitoring and evaluating the success of the event.

Students will examine the main components of event plans including finance, management and administration, logistics and operations, marketing and people and resources. They will evaluate the feasibility and financial viability of the event plan, whilst at the same time ensuring that it is consistent with the scope and requirements of the event mission, aims and objectives.

Students will gain an understanding of the processes and procedures used to manage events which meet customer and business requirements and the skills needed to oversee a successful event including planning, time management, communication, evaluating outcomes, contingency planning, selling ideas through proposals and managing a team.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine how event plans are researched, developed and agreed to meet customer and business requirements
2. Develop and implement policies and procedures for events
3. Manage resources and logistics to ensure events are delivered in line with event plans
4. Monitor and evaluate events to ensure customer and business requirements are met.

Essential content

LO1 Examine how event plans are researched, developed and agreed to meet customer and business requirements

Research to inform event plans:

The concept, scope and requirements for the event in relation to stakeholders, aims and objectives, concept and themes, intended market and financial goals

The context in which the event is taking place, timing, location, size, special requirements and available resources

The use of technology and critical success factors

Market research and competitor analysis

Legal and regulatory requirements

Financial viability and considerations

The event's sustainability, ethical and environmental considerations

Developing and agreeing event plans:

How to negotiate and develop the key elements of an events plan:

mission statement, aims and objectives, critical success factors, financial planning, administration, logistics and operations, marketing and sales, people and resources, event evaluation, leadership and management, planning cycle, sponsorship or other revenue, sustainability

How to ensure a plan is feasible, financially viable and consistent with the concept, scope and requirements of the event

The importance of agreeing the event plan with key stakeholders and colleagues

The various formats in which event plans can be laid out and recorded

How to develop a critical path for implementing the event including the identification of tasks/projects to achieve SMART goals and objectives, identifying all links, dependencies, timelines and critical dates

How to monitor progress against the event plan at agreed intervals and make necessary adjustments

Customer and business requirements:

Setting realistic aims and objectives that reflect the customer's/organisation's brand image and strategies

Definitions of the experience design concept

The engagement between people and product or brand and the associated outcomes e.g. emotions, sensations, memories

Creation of interaction 'touchpoints' within an event to initiate and deliver the experience

The use of available resources to implement effective strategies that target the market, are flexible and meet legal and regulatory requirements

LO2 Develop and implement policies and procedures for events

Policies and procedures:

The importance of policies and procedures for successful event management

How to identify which aspects of the event require policies and procedures

The types of risks associated with an event and how procedures can be used to mitigate these risks

How to interpret and use relevant legal, regulatory and other requirements to inform policies and procedures and the likely consequences of not having policies and procedures to meet these

The importance of using sources of expert advice and information on required policies and procedures and how to access these

The process of updating existing policies and procedures or drafting new ones

The importance of consulting on draft policies and procedures, who should be consulted and how

LO3 Manage resources and logistics to ensure events are delivered in line with event plans

Manage resources and logistics:

The importance of conducting pre-event briefings and delegation to ensure the smooth running of an event

The importance of and how to conduct pre-event, during and post-event checks and inspections to ensure all staff and resources are in the right place at the right time and of the quantity and quality expected

How to effectively implement event processes and procedures

The skills required for effective management of events

Use of creative technology to construct experiences e.g. interactive event spaces, data personalisation, wearable technology, mobile apps

LO4 Monitor and evaluate events to ensure customer and business requirements are met

Monitor events:

Establishing Key Performance Indicators (KPIs) for events

Processes for monitoring and recording quality and quantity of products, price fluctuations, product availability, staffing issues and logistics to ensure the smooth running of events

Establishing the frequency of monitoring

Dealing with variances to ensure event success

Evaluate events:

Gathering, interpreting and analysing evidence generated through all stages of events to determine success from both the customer and business perspective in relation to sales/costs, profits, GP/NP, results of audits, team feedback and client and customer feedback

Use of feedback and results to identify successful and profitable events

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|---|
| L01 Examine how event plans are researched, developed and agreed to meet customer and business requirements | | D1 Critically appraise approaches to researching, developing and agreeing event plans and make recommendations for ensuring they will underpin event success |
| P1 Investigate sources of market and customer research to inform event plans P2 Discuss the key principles of developing and agreeing event plans in line with customer and business requirements | M1 Analyse approaches to researching, developing and agreeing event plans and their contribution to event success | |
| L02 Develop and implement policies and procedures for events | | D2 Evaluate policies and procedures for an event and make recommendations for effective implementation |
| P3 Review examples of policies and procedures from a range of events and identify how they are implemented P4 Produce policies and procedures for an event and outline how they are implemented to maximise effectiveness | M2 Produce a set of detailed policies and procedures for an event and analyse how they are implemented to maximise effectiveness | |
| L03 Manage resources and logistics to ensure events are delivered in line with event plans | | D3 Critique different management models for a range of events and make justified solutions and recommendations |
| P5 Determine the resources required to deliver an effective event P6 Demonstrate the key management skills required to manage effective events through pre-event briefing and delegating | M3 Compare and contrast the different approaches to managing different types of event | |

| Pass | Merit | Distinction |
|---|---|---|
| <p>LO4 Monitor and evaluate events to ensure customer and business requirements are met</p> | | <p>D4 Critically analyse approaches to monitoring and evaluating event success and make practical recommendations for future monitoring and evaluating</p> |
| <p>P7 Discuss methods for monitoring and evaluating the success of an event</p> | <p>M4 Compare approaches to monitoring and evaluating events and analyse how results are used to improve current and future events</p> | |
| <p>P8 Examine how to identify and deal with variances to ensure the success of an event</p> | | |
| <p>P9 Evaluate the results of monitoring the success of an event and make recommendations for improvements</p> | | |

Recommended resources

Textbooks

BERRIDGE, G. (2006). *Events Design and Experience (Events Management)*. 1st ed. Oxford: Routledge.

BOWDIN, G., ALLEN, J., HARRIS, R. MCDONNELL, I. and O'TOOLE, W. (2011) *Events Management*. 3rd ed. Oxford: Routledge.

GOLDBLATT, J. (2014) *Special Events: Creating and Sustaining a New World for Celebration*. Chichester: Wiley Publishing Company.

JONES, M. (2010) *Sustainable Event Management*. London: Earthscan.

VANNESTE, M. (2009) *Meeting Architecture A Manifesto*. East Grinstead: Meeting Support Institute.

Websites

| | |
|--|--|
| www.eventbrite.co.uk | Eventbrite Event Industry Statistics Report (Research) |
| www.citmagazine.com | C&IT Conference and Incentive Travel (General Reference) |
| www.meetpie.com | The meeting industry forum (General Reference) |

Links

This unit links to the following related units:

Unit 8: Managing Conference and Events

Unit 30: Global Events

Unit 38: Concepts and Innovation in Hospitality

Unit 30: Global Events

| | |
|---------------------|-------------------|
| Unit code | T/616/1815 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to provide students with a background knowledge and an understanding of global events.

In this unit students will examine the dynamic and diverse nature of the events industry, the impact of events on the environment in which they operate and the factors influencing the industry's development. They will also appraise the likely future demand and development of events worldwide.

Throughout the unit, a range of international events will be studied using case studies of major events to enhance the teaching and learning experience and to develop students' understanding of the contexts in which global events are conceived and managed in key regions of the world.

Through the use of case study, students will also develop their understanding of the economic and operational complexities of the industries, and the significance of issues that are integral to the day-to-day management of events. Finally, the unit will develop students' ability to analyse and critically reflect on an increasingly globally important sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the diversity of the global events industry and the factors that have influenced its development
2. Evaluate the value, legacy and the impact of events on the environment in which they operate and appraise the management strategies used to support responsible event development
3. Assess the impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour
4. Evaluate the criteria essential for the successful planning of specific events.

Essential content

LO1 Explore the diversity of the global events industry and the factors that have influenced its development

Diversity of the sector:

Different types of events by size, form or content, e.g. by size: local or community events, major events, hallmark events, mega events; by form or content: cultural events, sports events, music events, business events

Mobile versus place events

The structure and the components of the event industry e.g. event organisations, event management companies, venues, events industry suppliers, industry associations

The different role of events in society

Factors influencing the developments of the events:

The growth and emergence of the events industry

The value and contribution of events to the global economy

Demand and motivations for different types of events

Event history and socio-cultural developments

Global expansion and opportunities for events

Influences on events and future trends in the events industry

LO2 Evaluate the value, legacy and the impacts of events on the environment in which they operate and appraise the management strategies used to support responsible event development

Value, impacts and legacy of events:

The positive and negative impacts, both short and long term of events from the following perspective: social and cultural, physical and environmental, political, tourism and economic

How international and cultural diversity impact upon events

The contribution of events to the economy at national, regional and local level

Event legacy e.g. sustainability, measuring events' long-term impacts on stakeholders and on systems at local, national, and global levels

Responsible event development:

Event stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations

The use of economic impact studies in measuring event outcomes Management techniques for measuring impacts e.g. the corporate environmental management model (CEM) and balance scorecard (BSC)

The role of the event industry in balancing the impacts of events

Methods of identifying and managing community perceptions of the impact of events

The role of government: governmental responses to environmental and operational factors affecting events

LO3 Assess the impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour

The impact of the macro environment on events:

The context of the macro environment: The application of the PESTLE framework (Political, Economic, Social, Cultural, Technological, Legal and Environmental considerations) and how event organisers need to monitor and forecast external influences

The impact of demographic and psychographic change affecting event workforce skills and knowledge

The impact of digital and social technologies

The global shift in economic and social power

Ethical and sustainable growth

Risk management including safety, security and economic performance

Developing a risk management matrix and effective communication channels

The impact of key environmental factors on decision-making and organisational behaviour

LO4 Evaluate the criteria essential for the successful planning of specific events

The planning function:

Event concept planning: the intent to bid, feasibility analysis, decision to proceed or cease

Strategic planning for events, financial, human resource, project, marketing and sponsorship planning, branding strategies

SWOT analysis and the decision-making process when planning events

Formulating the idea to feasibility, the bidding process and bidding campaign

Event life cycles and the different stages of planning in the life cycle

Role of stakeholders, e.g. the event host, the Government, the media, the host community

The transformation process of events

Approaches to effective planning:

Key strategies related to event risk management e.g. safety, sponsorship, funding

Trends and issues affecting specific events, e.g. conflicting needs of stakeholders, needs and receptiveness of the community, cultural sensitivity and awareness, globalisation and technology

Learning Outcomes and Assessment Criteria

| Pass | | Merit | Distinction |
|--|---|-------|--|
| LO1 Explore the diversity of the global events industry and the factors that have influenced its development | | | D1 Critically evaluate the key factors that have influenced and shaped the events industry and the role they play in society |
| P1 Examine the diversity of the global events industry, including its structure and organisation and the role of different types of events in society P2 Explain the factors that have influenced the development of the events industry globally | M1 Evaluate the key factors that have influenced the development, structure and organisation of the events industry and the role of different events in society | | |
| LO2 Evaluate the value, legacy and the impacts of events on the environment in which they operate to support responsible event development | | | D2 Critically assess the impact of global events on different levels of the environment and evaluate the strategies used to support responsible event development |
| P3 Evaluate the value, impacts and legacy of a range of global events on the environment in which they operate P4 Review management strategies used to support responsible event development for a range of global events | M2 Critically evaluate the specific management strategies used by the events industry to support responsible event development for a range of global events | | |
| LO3 Assess the impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour | | | z03 L04 D3 Provide recommended improvements and solutions for a specific event to minimise adverse impacts and maximise profit |
| P5 Determine the positive and negative impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour supported by specific examples | M3 Applying specific examples, evaluate the macro environmental factors influencing the global events industry and analyse their influence on decision-making and organisational behaviour | | |

| Pass | Merit | Distinction |
|---|---|-------------|
| LO4 Evaluate the criteria essential for the successful planning of specific events | | |
| P6 Conduct a SWOT analysis for a specific event to examine and assess the criteria essential for the successful planning of events | M4 Critically evaluate the criteria essential for the successful planning of events taking into consideration the impacts of the internal and external environment | |

Recommended resources

Textbooks

- ALI-KNIGHT, J., ROBERTSON, M., FYALL, A. and LARKIN, A. (2009) *International Perspectives of Festivals and Events: Paradigms of Analysis*. Oxford: Elsevier.
- BILLINGS, A. (2008) *Olympic Media: Inside the Biggest Show on Television*. Oxford: Routledge.
- BOWDIN, G., MCDONNELL, I., ALLEN, J. and O'TOOLE, W. (2010) *Events Management*. 3rd ed. Oxford: Butterworth-Heinemann.
- GETZ, D. (2012) *Event Studies: Theory, Research and Policy for Planned Event*. 2nd ed. Oxford: Routledge.
- MUSGRAVE, J. and RAJ, R. (2009) *Event Management and Sustainability*. Walingford.
- YEOMAN, I. et al. (2015) *Festival and Events Management: An International Arts and Culture Perspective*. London: Routledge.
- VAN DER WAGEN, L. (2010) *Events Management: for Tourism, Cultural, Business and Sporting Events*. 4th ed. New South Wales: Pearson.

Websites

| | |
|--|---|
| www.eventsimpacts.com | Event Impacts (General Reference) |
| www.fifa.com | Fédération Internationale de Football Association World Cup (General Reference) |
| www.ifea.com | International Festivals and Events Association (General Reference) |
| www.ises.com | International Special Events Society (General Reference) |
| www.olympicgames.org | The IOC Olympic Games (General Reference) |

Links

This unit links to the following related units:

Unit 8: Managing Conference and Events

Unit 29: Managing and Planning an Event

Unit 31: Hospitality Digital Marketing

| | |
|---------------------|-------------------|
| Unit code | A/616/1816 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to introduce students to the major developments taking place in digital marketing. It will enable students to develop an understanding of how hospitality organisations use various digital tools and techniques to engage their guests/customers and maintain a competitive advantage. This unit is designed to provide students with the knowledge and tools to work as part of a digital marketing team or go on to study more in this specific area.

Digital marketing is now a major component of all successful hospitality marketing campaigns. Hospitality organisations recognise the importance of having digital at the core of their business in order to meet the needs of technology-savvy guests/customers.

However, with the landscape continually evolving, it is important for marketers to stay ahead of their competitors and deliver cutting-edge digital marketing approaches and strategies.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry
2. Examine key digital tools, platforms and channels used by various hospitality organisations
3. Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation
4. Evaluate methods of monitoring and measuring digital marketing effectively.

Essential Content

LO1 **Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry**

The digital environment:

Define digital marketing, providing an overview of the digital landscape

The drivers of digital marketing opportunities in the hospitality industry

The differences between online and offline marketing concepts

The key benefits of digital marketing for hospitality organisations

The use of digital marketing by the various sectors within the hospitality industry for raising brand awareness, customer engagement and content marketing

Opportunities of digital marketing:

The importance of customer insight and understanding in developing effective digital marketing activities

Rise of online consumer power

Challenges and impacts of digital marketing:

The shift from brands and suppliers to customers and their experience of the brand

The impact of negative publicity and meeting guest/customer expectations in the digital age

How to track and monitor the multitude of different devices used by guests/customers

The competitive environment and rising above an overcrowded marketplace

The growth of 'micro-moments' and their impact on the hospitality industry in particular on the accommodation sector

LO2 Examine key digital tools, platforms and channels used by various hospitality organisations

Digital tools, platforms and channels:

The use of digital platforms and the internet for revenue generation

The role of digital marketing communications in relation to the 7Ps (Price, Product, Place, Promotion, Physical, People and Process)

Different types of digital tools and digital hardware to support and enhance hospitality marketing

Consumer life cycle stages of digital adoption

The growth of online booking and e-commerce

LO3 Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation

Digital marketing activities:

The opportunities and challenges of a digital hardware landscape and the development of multi-channel platforms and online interchanges

Digital marketing campaigns planning

The use of omni-channel marketing to ensure the consistency of the guest/customer experience in every aspect

LO4 Evaluate methods of monitoring and measuring digital marketing effectively

Monitoring and measuring techniques:

Measurement of digital campaigns using KPIs, measurable metrics and use of analytics platforms

Procedures used for measuring digital campaigns

Performance measures using online metrics

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|---|
| <p>LO1 Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry</p> | | <p>LO1 LO2</p> <p>D1 Demonstrate critical analysis and evaluation of the digital marketing landscape and the impact of the growth of e-commerce on the hospitality industry</p> |
| <p>P1 Present an overview of the digital marketing landscape and compare online and offline marketing concepts</p> <p>P2 Analyse the key hospitality consumer trends and insights that are fuelling the growth of digital marketing</p> | <p>M1 Evaluate the opportunities and challenges facing the digital marketing landscape within the hospitality sector</p> | |
| <p>LO2 Examine key digital tools, platforms and channels used by various hospitality organisations</p> | | |
| <p>P3 Assess the key digital tools used by various hospitality organisations</p> <p>P4 Examine the development of e-commerce and digital marketing platforms and channels in comparison to physical channels</p> | <p>M2 Critically analyse the use of appropriate digital tools, both hardware and software, used by various hospitality organisations to meet their marketing requirements</p> | |
| <p>LO3 Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation</p> | | <p>LO3 LO4</p> <p>D2 Develop a coherent and logical digital plan and marketing strategy applying a justified measurement framework to measure the success in achieving objectives</p> |
| <p>P5 Develop a digital marketing plan and strategy to build multi-channel capabilities for a chosen hospitality organisation</p> <p>P6 Explain how omni-channel marketing is used to meet business objectives for a chosen hospitality organisation</p> | <p>M3 Apply the tools and techniques to plan an end-to-end omni-channel marketing campaign for a chosen hospitality organisation</p> | |

| Pass | Merit | Distinction |
|--|--|-------------|
| <p>LO4 Evaluate methods of monitoring and measuring digital marketing effectively</p> | | |
| <p>P7 Determine and evaluate the measurement techniques and performance metrics for a digital marketing plan and strategy</p> <p>P8 Present a set of actions to improve performance in digital marketing for a chosen hospitality organisation</p> | <p>M4 Critically evaluate the application of key digital measurement techniques and performance metrics used in digital marketing for a chosen hospitality organisation</p> | |

Recommended Resources

Textbooks

BOWIE, D. and BUTTLE, F. (2016) *Hospitality Marketing*. 3rd ed. Oxford: Taylor and Francis.

CHAFFEY, D. and ELLIS-CHADWICK, F. (2012) *Digital Marketing: Strategy, Implementation and Practice*. 5th ed. Harlow: Pearson.

CHAFFEY, D. and SMITH, P. (2017) *Digital Marketing Excellence: Planning and Optimising and Integrating Online Marketing*. 5th ed. Abingdon: Routledge.

HEMANN, C. and BURBARY, K. (2013) *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. Que Publishing.

KINGSNORTH, S. (2016) *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. London: Kogan Page.

TAPP, A., WHITTEN, I. and MATTHEW, H. (2014) *Principles of Direct, Database and Digital Marketing*. 5th ed. Harlow: Pearson.

Websites

| | |
|--|--|
| www.idm.com | Institute of Direct and Digital Marketing (General Reference) |
| www.journals.elsevier.com | Elsevier Journal of interactive marketing (Research) |
| www.marketingweek.com | Marketing Week Strategy section (Reports) |

Links

This unit links to the following related units:

Unit 15: Hospitality Marketing Essentials

Unit 28: Hospitality Distribution Channels Management

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 32: Sales Management

| | |
|---------------------|-------------------|
| Unit code | F/616/1817 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit introduces students to the discipline of sales management for the 21st century, in today's highly competitive hospitality market, it is vital to have an understanding of sales. Changing dynamics between buyers and sellers, driven by the fast-paced evolution of e-commerce and globalisation, has led organisations to review and adapt their sales management approach in response to a customer-driven culture.

Sales is a vital part of the hospitality industry and plays a significant role within each of the different sectors. From hotel sales departments to the barman behind a bar, it is critical that all employees within the industry are equipped with the knowledge of how to sell.

This unit gives a comprehensive overview of sales management within each of the different sectors of hospitality and equips students with the tools and knowledge they need to succeed in today's fast-paced hospitality sales environment.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the principles of sales management within the hospitality industry
2. Evaluate the merits of how sales structures are organised within the hospitality industry and recognise the importance of having sales orientated staff
3. Analyse and apply principles of successful selling within the hospitality industry
4. Demonstrate an understanding of the finance of selling.

Essential Content

LO1 **Demonstrate an understanding of the principles of sales management within the hospitality industry**

Introduction and scope of sales management:

Definition of sales management and the key aspects of sales management, including planning, selling and reporting

Sales versus marketing and the major differences between the two

Strategies for measuring and monitoring, including the sales funnel and hit rate metric

Different modes of selling (Business to Business B2B and Business to Consumer B2C) and their impact upon buyer and seller roles and dynamics

Consumer buying behaviour process

Business buying behaviour process

Sales promotions and incentives and how they are used within the different sectors

How hospitality sales differs from consumer good sales – intangible and tangible products, selling a service rather than a tangible product

The challenges of selling a perishable product

The role sales play in food service management and contract catering

The impact of new technology on the sales management environment: the use of Skype, video conferencing on tablet devices for improved communication; online events and sales training to improve sales skills and productivity and cloud computing to improve information access

LO2 **Evaluate the merits of how sales structures are organised within the hospitality industry and recognise the importance of having sales orientated staff**

Sales leadership and the sales executive:

Ethics of behaviour, law and sales leadership

Designing and organising the sales force and choosing the right structure: geography, product and customer-based design

The structure of sales departments within the hospitality industry and how they differ from traditional sales departments

Appropriate recruitment and training to develop an efficient sales force:

Characteristics of hospitality sales people

Supervising, managing and leading the sales force

Goal setting, managing performance and reward of the sales force

The different sales distribution channels hotels can use – individual property websites, social media, global distribution systems, online travel agents

The costs and benefits of these for hotels

LO3 Analyse and apply principles of successful selling within the hospitality industry

Turning customer information into knowledge:

Classification of sales leads: hot, warm and cold

The cold versus warm approach

Successful pitching and positioning

Negotiation techniques and tactics: closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising

Building and managing relationships

Internal sales techniques: upgrading hotel rooms, suggestive selling and employee incentive programmes

Exit and terminating relationships

LO4 Demonstrate an understanding of the finance of selling

Portfolio management:

Calculating margins

Payment mechanisms and terms

The sales cycle

Sector specific sales cycle management

Performance management

The link between hotel sales and revenue management

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| LO1 Demonstrate an understanding of the principles of sales management within the hospitality industry | | LO1 LO2 LO3 D1 Produce a coherent, fully justified critical evaluation based upon a comprehensive understanding of sales management, structure and selling techniques within a hospitality organisational context |
| P1 Explore the key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting | M1 Evaluate how principles of sales management will be different in response to consumer and business buying behaviour | |
| LO2 Evaluate the merits of how sales structures are organised within the hospitality industry and recognise the importance of having sales orientated staff | | |
| P2 Evaluate the benefits of sales structures and how they are organised using specific hospitality examples P3 Explain the importance of having sales orientated staff within the hospitality industry P4 Assess the use of different sales distributions channels for specific hospitality examples | M2 Critically evaluate the implementation of different types of sales structures using specific hospitality examples | |
| LO3 Analyse and apply principles of successful selling within the hospitality industry | | |
| P5 Analyse the key principles and techniques for successful selling and how they contribute to building and managing guest relationships in application to specific hospitality organisational examples | M3 Critically analyse the application of successful selling principles and techniques in application to specific organisational examples | |

| Pass | Merit | Distinction |
|---|---|---|
| LO4 Demonstrate an understanding of the finance of selling | | D2 Critically evaluate and make recommendations on how sales structures and approaches can improve financial viability |
| P6 Explain the importance of developing sales strategies that yield highest profitability and incorporating account management within sales structures | M4 Evaluate how core finance principles and successful portfolio management can lead to increased profitability and a competitive edge | |

Recommended Resources

Textbooks

HAIR, J., ANDERSON, R., MEHTA, R. and BABIN, B. (2008) *Sales Management: Building Customer Relationships and Partnerships*. 1st ed. London: Cengage Learning.

JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management*. 10th ed. Harlow: Pearson

TANNER, J., HONEYCUTT, E. and ERFFMEYER, R. (2013) *Sales Management*. Harlow: Pearson.

WEINBERG, M. (2015) *Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales*. New York: Amacom.

Links

This unit links to the following related units:

Unit 5: Leadership and Management for Service Industries

Unit 31: Hospitality Digital Marketing

Unit 19: Hospitality Consumer Behaviour and Insight

Unit 47: Pitching and Negotiation Skills

Unit 33: Integrated Hospitality Marketing Communications

| | |
|---------------------|-------------------|
| Unit code | J/616/1818 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit is designed to develop students' knowledge and understanding of marketing communications and the techniques used within the hospitality industry. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including promotions that they are likely to encounter in their daily lives.

A hospitality organisation may create and develop a revolutionary new product or service. However, they need to use the most appropriate methods of promoting it to their target audience – this is the role of marketing communications. We encounter hundreds of promotions every waking day of our lives and the challenge for marketers is to be able to cut through the multitude of communications to deliver and reinforce the association with the brand.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up their own hospitality business or employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Evaluate different marketing channels and how they serve communication objectives for various hospitality organisations
2. Devise communication objectives and justify appropriate channel selection and integration
3. Design and produce content appropriate to the channel and communication objectives
4. Demonstrate the ability to critically evaluate a hospitality case study involving communication strategy, channel choice and creative content.

Essential Content

LO1 Evaluate different marketing channels and how they serve communication objectives for various hospitality organisations

Different channels of marketing communications:

Definitions of marketing communications

The importance of marketing communications both within and across hospitality organisations as well as to the various stakeholders with a prime focus on customers/guests

How various hospitality organisations (hotels, restaurants, bars, conference and events) use marketing communications

Defining objectives and how they relate to the overall business aims and objectives

How they serve communication objectives:

The importance of integration – value to the business and maximising resources

The role of marketing communications in promoting and developing brands: awareness, associations, perceptions and building customer/guest loyalty

Ethical issues in marketing communications: advertising to children, pressure selling techniques, 'greenwashing' and privacy

LO2 Devise communication objectives and justify appropriate channel selection and integration

Communication objectives:

Setting the communication objectives in relation to marketing and business objectives

Linking communication and business objectives to the product life cycle

The role of budgeting in integrated marketing communications (IMC)

Defining and exploring the communications planning process

Channel selection and integration:

Creating a schedule and communications plan

Identifying the most appropriate channel selection and rationale

Marketing communications mix: advertising, sales promotion, public relations, sponsorship, direct marketing, exhibitions and trade fairs, personal selling, social media, product placement, merchandising, ambient media

Digital platforms, including webpages, podcasts, Twitter feeds, multimedia news releases, blogs

LO3 Design and produce content appropriate to the channel and communication objectives

Appropriate design and content:

Colours and symbols as brand building tools

The importance of visual art design, typography and page layout

Website design and development with e-commerce capabilities

Creativity in marketing communications activities and different strategic approaches: product/consumer orientated, think/feel/do approaches

Regulations and marketing communications

LO4 Demonstrate the ability to critically evaluate a hospitality case study involving communication strategy, channel choice and creative content

Monitoring and evaluation:

Monitoring and evaluating marketing communications plans and operations

Ways of measuring and evaluating a marketing communications plan

Linking measuring and evaluation to the overall marketing and business objectives and strategy

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|--|
| LO1 Evaluate different marketing channels and how they serve communication objectives for various hospitality organisations | | D1 Make valid judgements about how marketing channels add value using specific hospitality organisational examples to demonstrate how they serve communication objectives |
| P1 Evaluate different types of marketing channels and how they serve communication objectives within a range of hospitality organisations | M1 Critically evaluate how marketing channels of communication are integrated within a range of hospitality organisations to add value and maximise resources | |
| LO2 Devise communication objectives and justify appropriate channel selection and integration | | LO2 LO3 D2 Create a valid and detailed integrated marketing communications plan that appropriately integrates multiple communication channels, has SMART objectives and tactics to meet the overall marketing and business objectives |
| P2 Design communication objectives for a given hospitality organisational situation | M2 Evaluate the application of the communication objectives in relation to the marketing communications mix and the hospitality business objectives | |
| P3 Provide justifications for the selection and integration of communication channels chosen | | |
| LO3 Design and produce content appropriate to the channel and communication objectives | | |
| P4 Create an integrated marketing communications plan that effectively meets communication objectives for a given hospitality organisational situation | M2 as stated above for LO2 | |

| Pass | Merit | Distinction |
|--|--|--|
| LO4 Demonstrate the ability to critically evaluate a hospitality case study involving communication strategy, channel choice and creative content | | D3 Provide appropriate and justified recommendations for improving the integrated marketing |
| P5 Critically evaluate an integrated marketing communications plan in relation to the communication strategy, channel choice, creative content | M3 Critique and review the success of the monitoring and impact of the integrated marketing communications plan | communications plan to maximise revenue and successfully meet both communication and business objectives |

Recommended Resources

Textbooks

BAKER, M.J. (2014) *Marketing Strategy and Management*. 5th ed. London: Palgrave Macmillan.

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd ed. Harlow: Pearson.

CLOW, K. and BAACK, D. (2013) *Integrated Advertising, Promotions and Marketing Communications*. 6th ed. Harlow: Pearson.

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing (Business Briefings)*. London: Palgrave Macmillan.

HACKLEY, C. (2010) *Advertising and Promotion: An Integrated Marketing Communications Approach*. 2nd ed. London: Sage Publications.

Links

This unit links to the following related units:

Unit 15: Hospitality Marketing Essentials

Unit 31: Hospitality Digital Marketing

Unit 34: Hospitality Brand Management

Unit 42: Customer Value Management

Unit 45: Launching a New Venture

Unit 34: Hospitality Brand Management

| | |
|---------------------|-------------------|
| Unit code | L/616/1819 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit gives students a comprehensive overview of brand management within the hospitality industry – starting with why brands are so important and how they are formed, through to measuring brand value and managing a portfolio of brands over time.

The unit is designed and structured to give students an end-to-end understanding of brand management. It explores a range of tools and techniques that can be employed to maximise brand value, while looking at a number of case studies that contextualise information within real-world examples to aid understanding of how effective brand management can be achieved.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of how hospitality brands are built and managed over time
2. Analyse how hospitality brands are organised in portfolios and how brand hierarchies are built and managed
3. Evaluate how hospitality brands are leveraged/extended over time domestically and internationally
4. Evaluate techniques for measuring and managing hospitality brand value over time.

Essential Content

LO1 **Demonstrate an understanding of how hospitality brands are built and managed over time**

Building brands:

Social psychology of brands

Present an overview of hospitality brands and how they are developed, the use of the brand pyramid

The advantages of branding for hospitality organisations, consumers/guests and intermediaries

What is brand equity?

How do hospitality organisations develop and grow brand equity?

The role of marketing in building brand equity and brand positioning and techniques

Managing a brand over time:

How to strengthen brand equity, brand extensions, reinforcing and revitalising brands through innovation

Overcoming brand crisis, transmedia branding and specific communication strategies for recovering and restoring a brand

Interacting with customers/guests: exploiting converging technologies to engage customers

LO2 **Analyse how hospitality brands are organised in portfolios and how brand hierarchies are built and managed**

Portfolio and hierarchy management:

Brand portfolio strategies for the hospitality industry, including the house of brands and branded property models

Hierarchy building: corporate branding, umbrella branding, family branding, endorsed sub brands and individual product branding

How brand equity is built at different levels of the hierarchy

Brand affiliation versus an organisation's building of their own brand

Using the customer/guest based brand equity model to develop and manage brands

The use of market research as a key brand management tool

LO3 Evaluate how hospitality brands are leveraged/extended over time domestically and internationally

Brand extension and leverage:

Brand extension approaches and strategies

'Fit and leverage' in brand extensions

Determine the different ways that brands can be reinforced and revitalised

Co-branding strategies and partnerships with organisations in the hospitality sector and with organisations from other sectors

Global branding and positioning

Destination branding

LO4 Evaluate techniques for measuring and managing hospitality brand value over time

Measuring and managing brand value:

Different brand measurement techniques for measuring brand awareness, market share, consumer attitudes and purchasing intent

Brand equity audit and management and brand tracking techniques

The relationship between branding and finance

The concept of brand value and different approaches: cost, market-based and financial-based methods to brand valuation

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| L01 Demonstrate an understanding of how hospitality brands are built and managed over time | | L01 L02 L03 L04 D1 Make judgements and recommendations that are justified to improve the management of brands within a hospitality organisational context |
| P1 Explain the importance of branding as a marketing tool and why and how it has evolved in the hospitality sector P2 Examine the key components of a successful brand strategy for building and managing brand equity for a chosen hospitality organisation | M1 Evaluate how brands are managed successfully over time using application of appropriate theories, models and concepts M2 Apply appropriate and validated examples within a hospitality organisational context | |
| L02 Analyse how hospitality brands are organised in portfolios and how brand hierarchies are built and managed | | |
| P3 Analyse different strategies of portfolio management, brand hierarchy and brand equity management | M3 Critically analyse portfolio management, brand hierarchies and brand equity using appropriate theories, models and frameworks | |
| L03 Evaluate how hospitality brands are leveraged/extended over time domestically and internationally | | |
| P4 Evaluate how brands are managed collaboratively and in partnership, both at a domestic and global level, within a hospitality context | M4 Critically evaluate the use of different techniques used to leverage and extend brands within a hospitality context | |

| Pass | Merit | Distinction |
|--|---|-------------|
| LO4 Evaluate techniques for measuring and managing hospitality brand value over time | | |
| P5 Evaluate different types of techniques for measuring and managing brand value using specific hospitality organisational examples | M5 Critically evaluate the application of techniques for measuring and managing brand value in relation to developing a strong and enduring brand using specific hospitality organisational examples | |

Recommended Resources

Textbooks

AAKER, D. (2011) *Brand Relevance: Making Competitors Irrelevant*. 1st ed. San Francisco: Jossey Bass.

KAPFERER, J. (2012) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking*. 5th ed. London: Kogan Page.

KELLER, K. (2015) *Strategic Brand Management: Global Edition*. 4th ed. Harlow: Pearson.

WHEELER, A. (2012) *Designing Brand Identity: An Essential Guide for the Whole Branding Team*. 4th ed. Holboken NJ: Wiley and Sons.

Websites

| | |
|--|---|
| www.marketingprofs.com | Marketing Professionals Journal of interactive marketing (Research) |
| www.thebrandingjournal.com | The Branding Journal (General Reference) |

Links

This unit links to the following related units:

Unit 15: Hospitality Marketing Essentials

Unit 33: Integrated Hospitality Marketing Communications

Unit 19: Hospitality Consumer Behaviour and Insight

Unit 42: Customer Value Management

Unit 35: Food Science

| | |
|---------------------|-------------------|
| Unit code | F/616/1820 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit is designed to introduce students to the principles of food science, enabling them to explore the relationship between the application of scientific principles and food production. They will investigate the links between food science and current trends in the hospitality industry.

Students will start to develop an appreciation of the increasing use of scientific principles within the hospitality industry. They will explore how food science has changed purchasing, production methods and styles of presentation. The effect of food science on improving food quality, food safety and diet also cannot be underestimated.

The continuing trend for eating out, celebratory chefs and high-class independent restaurants has fuelled the demand for innovative food with increasingly high customer expectations. Scientifically advanced cooking and presentation methods enable chefs to add theatre to food presentation with top restaurants always looking for those unique presentation styles that will make them stand out from the crowd.

The knowledge, understanding and skills that students will gain on successfully completing this unit will broaden their career aspirations within the hospitality industry.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore trends and developments in food science
2. Evaluate how the control of micro-organisms impacts on food production
3. Examine the effects of processing and storage of macronutrients in foods and their effect on food quality
4. Investigate the physical and chemical transformations of ingredients that occur in cooking.

Essential content

LO1 Explore trends and developments in food science

Definition of food science:

Compare various definitions and interpretations

Hospitality versus food manufacturing

The concept of Culinology

Overview of application:

Food safety e.g. controlling bacterial growth, nutrition, food groups, requirements for health

Nutrition structure of carbohydrates, proteins and lipids, additives in foods and impact on food quality and health

Chemical composition and properties of foods that would have an impact on food quality, changes that occur during processing, storage and safety

The importance of additives

Presentation effects and sensory analysis

Key influences on development:

The need to preserve food and maintain health

The discovery of new foods

Economic, social and technological considerations

Controversy surrounding the application of science on food

Trends:

Customer demand: out of season/exotic produce, different food styles Increase in number and type of restaurants and food outlets

Effects changing nature of production e.g. bulk purchasing and storage, changing cooking methods and equipment types

Food substitution e.g. gluten free

Modern restaurant concepts and themes

Role of skilled workers, entrepreneurs

Influence of the media, celebrity chefs and social media

LO2 Evaluate how the control of micro-organisms impacts on food production

Micro-organisms:

Food poisoning and infection e.g. salmonella, listeria, campylobacter, e-coli viruses

Food spoilage organisms, moulds, yeasts, fungi

Micro-organisms essential for the production of certain food

The effects and impact of research into 'good' bacteria e.g. probiotics

Properties:

Size, growth, structure, pathogenicity

Growth requirements e.g. PH moisture content, water activity, physical structure of the food, temperature, atmosphere, percentage of carbon dioxide/oxygen, types and numbers of micro-organisms

Ability to reduce micro-organism growth

Environment:

Different control measures applied to the preparation, cooking, serving and transporting of food

Benefits:

Impact on food production methods, ingredients used, suppliers used, increased shelf life, improved food quality, food safety and financial considerations

LO3 Examine the effects of processing and storage of macronutrients in foods and their effect on food quality

Principles of food preservation:

Reasons for preserving food e.g. enabling storage, bulk purchasing, waste reduction, out of season foods, making food safer to eat, preserving nutrients and flavours

The link between food preservation methods and preventing/slowing the growth of micro-organisms

How developments in food science have influenced food preservation methods

Preservation methods:

Different types of methods e.g. dehydration, freeze drying, adding solutes, vacuum packaging

Temperature control, chilling freezing

Common preservatives used in food: sulphites, nitrates, sorbets, benzoates, citric acid

Uses, benefits and effects, controversy over use, possible health risks

Products developed through food science:

Frozen foods, canned foods, dried foods, ready meals, UHT milk, commercial applications, chilled storage, cook-chill, cook-freeze

LO4 Investigate the physical and chemical transformations of ingredients that occur in cooking

Definitions of molecular cuisine:

The use of different terms, molecular science, molecular gastronomy

Influence on modern cuisine:

Innovation, experimentation, how food tastes and behaves under different temperatures, pressures and other scientific conditions

Expansion of techniques and equipment

Chefs and restaurants involved in the development of molecular cuisine

The need for time-saving methods, reducing labour and overhead costs

Customer demand for new dining experiences

Unique selling points

Consumer choice, desire for innovation, customer profiles

Trends, fashion, fad or long-term trend, views of industry leaders

Changing techniques in preparation and cooking methods:

Techniques, foams, syphon whipping, suspensions, emulsification, powdering, specification

Sous vide – application of lower temperature and longer cooking times, bain-marie, dehydration

Different equipment:

Thermomix, thermal circulators, combi ovens

Induction cookers, vacuum packers siphon whippers, water baths, drying cabinets

Use of chemicals and their effects:

The use of liquid nitrogen, spherification fizz, lecithin foams

The use of aperol gel, thickening agents e.g. xanthan gum, alginates, hydrocolloids as moussing and emulsifying agents e.g. soya lecithin

Concerns regarding the use of chemicals in the food chain

Learning Outcomes and Assessment Criteria

| Pass | | Merit | Distinction |
|---|--|-------|--|
| LO1 Explore trends and developments in food science | | | LO1 LO2 |
| P1 Discuss a range of different developments and current trends in food science and the factors that have influenced development | M1 Analyse the influence of food science on food production in commercial kitchens providing specific examples | | D1 Critically evaluate how the effective control of micro-organisms influences food production in commercial kitchens |
| LO2 Evaluate how the control of micro-organisms impacts on food production | | | |
| P2 Investigate the characteristics of both good and bad micro-organisms and their influence upon food production | M2 Evaluate how controlling micro-organisms impacts upon food production and processes in commercial kitchens | | |
| P3 Assess a range of control measures applied to prevent food spoilage, poisoning and infection | | | |
| LO3 Examine the effects of processing and storage of macronutrients in foods and their effect on food quality | | | D2 Critically analyse how developments in food preservation methods have impacted the hospitality industry providing specific examples to support your analysis |
| P4 Investigate how a range of preservation methods prevent the growth of micro-organisms | M3 Analyse the use of modern food preservation methods on current food production practices providing specific examples | | |
| P5 Appraise how different preservation methods can be used effectively in hospitality providing specific examples | | | |

| Pass | Merit | Distinction |
|--|---|---|
| <p>LO4 Investigate the physical and chemical transformations of ingredients that occur in cooking</p> | | <p>D3 Critically evaluate the impact of molecular science on current restaurant trends and the way we eat, predicting future developments in food production</p> |
| <p>P6 Discuss how changes in equipment, preparation and cooking methods are being used to produce innovative products</p> <p>P7 Explore the impact of chemicals in modern food presentation techniques and the impact this has upon consumer choice and trends</p> | <p>M4 Evaluate how molecular scientific developments in food production can impact on consumer choice and influence trends</p> | |

Recommended resources

Textbooks

CAMMPBELL-PLATT, G. (2017) *Food Science and Technology*. 2nd ed. Chichester: Wiley-Blackwell.

FOLOROS, J.D., NEWSOME, R. and FISHER, W. (2010) *Feeding the World Today and Tomorrow: The Importance of Food Science and Technology; from Comprehensive Reviews in Food Science and Food Safety*. Kansas: American Meat Science Association.

KELLER, T. (2008) *Under Pressure: Cooking Sous Vide*. New York: Workman Publishing Artisan.

LEAN, M. (2006) *Food Science Nutrition and Health*. 7th ed. London: Hodder Arnold.

Links

This unit links to the following related units:

Unit 9: Managing Food Production

Unit 10: International Gastronomy

Unit 23: Food Innovation

Unit 36: Diet and Nutrition

Unit 38: Concepts and Innovation in Hospitality

Unit 36: Diet and Nutrition

| | |
|---------------------|-------------------|
| Unit code | J/616/1821 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

Through the subject of nutrition students will determine how the intake of food can have a serious impact on health and well-being. Students will develop their knowledge of essential nutritional principles such as macro and micro nutrients, dietary requirements, hydration and effects of diet on health and disease.

Students will master specialised subjects such as food allergies and intolerances, eating disorders, diet related illnesses and nutritional requirements throughout all stages of life. Legislation and regulations will be explored along with the understanding of nutritional food labelling.

This unit will enable students to create and critically analyse recipes and menus, covering a variety of hospitality sectors and an array of dietary requirements.

Learning Outcomes

By the end of this unit students will be able to:

1. Demonstrate in-depth knowledge of nutrients and calories, their sources and their effect, on health and well-being
2. Evaluate the impact of nutritional knowledge in relation to hospitality management
3. Examine the implications of nutrition in relation to specific diseases, digestive disorders and key stages of life
4. Discuss menu planning for specialist diets including allergies and intolerance, cultural and ethnic food requirements and plant-based diets.

Essential content

LO1 **Demonstrate in-depth knowledge of nutrients and calories, their sources and their effect, on health and well-being**

Macro and micro nutrients:

The functions of nutrients, vitamins and minerals in the body

Sources of nutrients, vitamins and minerals in food

The effect of deficiencies of nutrients, vitamins and minerals on the body

Daily Recommended Allowances (DRAs) and Dietary Reference Values (DRVs) for individuals, sub sectors and populations

How to calculate individual energy and nutritional requirements

Calories:

Calories and their nutritional value

Cooking methods to reduce calories and increase nutritional value

Hidden calories in healthy foods: where you will find them, alternatives and dietary advice

Dehydration:

Sources and effects of dehydration

Benefits of water

Alcohol, caffeine, energy drinks and their effects on the body

LO2 **Evaluate the impact of nutritional knowledge in relation to hospitality management**

Recipe writing:

How to plan and devise healthy, enjoyable meals for a diverse range of situations and customers to meet specific dietary requirements e.g. vegetarian, vegan, diabetic

Creating menus with reduced fat, sugar, salt, increased protein, increased fibre and gluten-free diets

Nutritional values in effective menu planning:

Calculation of calories in recipes, measurements of macronutrients per dish to create balanced meals, the use of food composition databases and software for nutritional analysis

Characteristics of a nutritious diet

Eatwell Food plate versus the USDA Food Pyramid

Cooking methods:

How the cooking methods affect the nutritional value of the food

Storage and processing methods and their effect on nutrients in food

The role of nutrition across the various segments of hospitality:

The different approaches to the role of nutrition in meeting a wide range of stakeholder considerations and needs e.g. schools, hospitals, private catering, hotels, restaurants and fast food outlets

LO3 Examine the implications of nutrition in relation to specific diseases, digestive disorders and key stages of life

Diseases and digestive disorders:

The role of nutrition and menu planning in preventing disease and disorders

Developing a diet and menu for the treatment of diabetes and cardiovascular disease among others

Determine different nutritional deficiency disorders, such as anaemia and osteoporosis and the implications this has for menu planning

Eating disorders:

Understanding the rise in eating disorders such as anorexia and bulimia, how they can be treated and how they can be prevented through diet requirements

Determine the role that diet and exercise play in the treatment of depression, anxiety, stress and other mental health issues

Stages of life:

Mother and baby – the essential elements of nutrition which need to be taken into consideration pre-conception, during pregnancy, lactation, breast feeding and weaning

Children – what children should be eating, overcoming nutritional issues and reducing child obesity

Teenagers – nutritional concerns for teenagers such as inappropriate slimming, drinking alcohol and nutrition for the teenage athlete

Adulthood and old age – diet to prevent disease, cope with hormonal changes and ensure quality of life

LO4 Discuss menu planning for specialist diets including allergies and intolerance, cultural and ethnic food requirements and plant-based diets

Allergies and intolerances:

Food allergy versus food intolerance and the differences

Different types of food allergies and their effects on the body including symptoms and conditions

Different types of intolerances e.g. malabsorption, coeliac disease, crohn's disease, lactose intolerance

Cultural and ethnic requirements:

How cultural and religious factors influence food choice

Cultural and religious considerations in nutrition and food preparation

Menu modification:

How to adapt recipes and menus to comply with various allergies and intolerances, including taking into account food preparation to prevent cross contamination

Plant-based diets:

Types of plant-based diets and benefits of plant-based diets

Nutritional implications and key nutrients

At risk groups

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|--|
| <p>LO1 Demonstrate in-depth knowledge of nutrients and calories, their sources and their effect, on health and well-being</p> | | <p>D1 Critically analyse diet requirements for different sub-groups and individuals according to calories and macronutrients of the five food groups</p> |
| <p>P1 Assess the impact of different types of nutrients and calories on health and well-being of sub-groups and individuals in terms of the five food groups</p> <p>P2 Examine the nutritional value of a range of food products and determine which of those products have hidden calories</p> | <p>M1 Analyse the relationship between diet and the health of different sub-groups and individuals</p> | |
| <p>LO2 Evaluate the impact of nutritional knowledge in relation to hospitality management</p> | | <p>D2 Produce detailed and justified menu plans that reflect and incorporate specific nutritional knowledge including cooking methods and storage of food for a range of businesses</p> |
| <p>P3 Design and plan healthy, enjoyable meals for a range of situations, health initiatives and customers</p> <p>P4 Evaluate how nutritional values are relevant to a range of businesses e.g. schools, hospitals, catering, hotels, restaurants and fast food outlets</p> | <p>M2 Calculate calories and macronutrients per dish to create healthy balanced meals</p> <p>M3 Critically evaluate how cooking methods, storage and processing methods affect the nutritional value of the food for a range of businesses</p> | |

| Pass | | Merit | Distinction |
|--|--|-------|--|
| LO3 Examine the implications of nutrition in relation to specific diseases, digestive disorders and key stages of life | | | D3 Critically evaluate nutritional deficiency disorders and requirements throughout the key life stages providing justified recommendations for developing profitable menu plans in line with business strategy |
| P5 Discuss how to prevent the onset of nutritional deficiency disorders, such as anaemia and osteoporosis in menu planning P6 Explore the changing nutritional requirements throughout the key stages of life and the implications this has for menu planning | M4 Evaluate different nutritional deficiency disorders and requirements throughout the key life stages in order to produce creative and profitable menu plans | | |
| LO4 Discuss menu planning for specialist diets including allergies and intolerance, cultural and ethnic food requirements and plant-based diets | | | D4 Critically evaluate how a range of specialist dietary requirements and intolerances are met by specialist dietary menu planning |
| P7 Review a range of specialist dietary menu plans for those with cultural and ethnic requirements, intolerances and plant-based requirements | M5 Compare and contrast the differences between menu planning for a range of specialist diets M6 Evaluate the benefits and the nutritional implications of developing specialist menus to meet a range of specialist dietary requirements | | |

Recommended Resources

Textbooks

- BARASI, M. (2016) *Nutrition at a Glance*. 2nd ed. West Sussex: John Wiley and Sons.
- BARASI, M. (2003) *Human Nutrition*. London: Hodder Arnold.
- DRUMMOND, K.E. and BREFERE, L.M. (2013) *Nutrition for Food Service & Culinary Professionals*. 8th ed. New Jersey: Wiley & Sons.
- GIBNEY, M., VORSTER, H. and KOK, F. (2009) *Introduction to Human Nutrition*. 2nd ed. Oxford: Blackwell.
- MANN, J. and TRUSWELL, A.S. (2017) *Essentials of Human Nutrition*. 5th ed. Oxford: Oxford University Press.
- THOMAS, B. and BISHOP, J. (2007) *Manual of Dietetic Practice*. 4th ed. Wiley-Blackwell.
- THOMPSON, J., MANORE, M. and VAUGHAN, L. (2017) *The Science of Nutrition*. 4th ed. San Francisco: Pearson Ed.

Websites

- | | |
|--|---|
| www.nice.org.uk | National Institute for Health and Care Excellence Guidance – Lifestyle and Wellbeing, Conditions and Diseases (Research and/ General Reference) |
| www.nutritionfacts.org | Nutrition Facts All pages (Research and/ General Reference) |
| www.nutritionssociety.org | Nutrition Society All pages |
| www.who.int | World Health Organisation Health Topics – Nutrition; Obesity; Nutrition Disorders; Anaemia (Research and/ General Reference) |

Links

This unit links to the following related units:

Unit 21: Menu Development, Planning and Design

Unit 22: Creative Kitchen Management

Unit 23: Food Innovation

Unit 25: Food Service Management

Unit 35: Food Science

Unit 37: Facilities Management

| | |
|---------------------|-------------------|
| Unit code | L/616/1822 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit provides a broad overview of facilities management and develops students' ability to use relevant knowledge, ideas, and skills to compose procedures and methods to address operational issues. The unit prepares students to take responsibility for planning and delivering solutions by practicing autonomy and to make the best judgements in the operations at a management level. The students will gain specialised knowledge to utilise, with critical and independent thinking, to deliver the best results and develop strategies for managing and running businesses effectively.

The unit focuses on in-depth knowledge and essential skills to run the business effectively in a wide variety of contexts. These contexts include change management, people management, managing Health and Safety in the work place, outsourcing strategies, work place productivity, supplier relationships, benchmarking best practices, importance of quality, negotiation skills, sustainability and environmental management.

Students will critically analyse and discuss one of the fastest-growing industries around the globe. They will acquire a varied range of skills enabling them to illustrate regulatory obligations that have an impact on the facilities and how they are run. The unit aims to equip students with skills such as strategic planning, research, critical evaluation and presentation skills, as well as leadership and people management skills.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the importance of facility management operations for effective business performance
2. Evaluate the global market trends in facilities management, major players, opportunities and the competition in the hospitality industry
3. Investigate the key aspects and importance of people management, work place productivity and Health and Safety in facilities management
4. Explore the importance of benchmarking best practices, sustainability measures and environmental impact on the hospitality industry.

Essential content

LO1 Analyse the importance of facility management operations for effective business performance

Introduction and product definition:

The organisation, the client and the key issues

Core business markets: customers, organisations management, business strategy, capital

Non-core business service providers: IT infrastructure, facilities management companies, cost savings

Client relations, customer care and services:

The importance of meeting and exceeding client needs and expectations

Customer services provided in different functional areas: front of house, housekeeping, cleaning and catering

Different considerations e.g. safety and security, legal liabilities

Construction work and building management:

Portfolio management and cost management e.g. acquisition, disposal, business leases

Planning and valuation, tender documents, service specifications, service level agreements and Key Performance Indicators (KPIs)

Maintenance:

Types of maintenance: preventive maintenance programmes, scheduled planning, emergency and reactive, costs, turnkey service management, E-business solutions and support

Supplier relationships:

Negotiations, risk factors, contracts, agreements and tendering processes and documents

Space management and ergonomic designs:

Office aesthetics, group planning, space records, space saving measures

IT and communications:

Network needs, WiFi zones and wireless LANs, IT infrastructure, conferencing and presentation technology

LO2 Evaluate the global market trends in facilities management, major players, opportunities and the competition in the hospitality industry

Global trends and potential:

Projected growth of the hospitality industry and scope for future, emerging markets and hotspots for growth

Growing trends toward outsourcing and the opportunities in terms of in-house service versus outsourcing services

Competition:

Leading companies in the world of facilities management services, market shares and challenges

The key players for soft services and hard services

LO3 Investigate the key aspects and importance of people management, work place productivity, Health and Safety in facilities management

Human resources management:

Employment obligations, professional development, skills, management structure, appraisals, disciplinary and grievances

The benefits and challenges of a culturally diverse workforce

Managing change:

Implications of organisational changes and managing change and its process

Resolving conflicts and issues and communicating changes

Health and Safety:

Health and Safety policies and legislation

Risk assessments and risk management

Fire safety policies and procedures

LO4 Explore the importance of benchmarking best practices, sustainability measures and environmental impact on the hospitality industry

Benchmarking:

Different strategies e.g. continuous improvement, measuring performances, cost centres, service levels

Sustainable management:

Sustainability and corporate social responsibility (CSR) initiatives in hospitality, sustainable design and green buildings, energy and utilities management and strategies

Climate change levy, wastewater management and waste management

Heating, ventilation, air conditioning (HVAC) units and recycling

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|---|
| LO1 Analyse the importance of facility management operations for effective business performance | | D1 Justify and recommend solutions to the challenges faced by facilities managers in the hospitality industry |
| P1 Analyse how the facility management operations in a variety of hospitality contexts successfully meet business objectives P2 Explore customer and supplier relationships and why it is important to meet all stakeholder needs and expectations P3 Discuss how and why companies are emphasising space management and ergonomic design | M1 Critically analyse facilities management operations in relation to constant changing Health and Safety regulations M2 Critically evaluate changing IT and communication requirements in facilities management, keeping in mind the cost and customer demands | |
| LO2 Evaluate the global market trends in facilities management, major players, opportunities and the competition in the hospitality industry | | D2 Critically analyse global market trends in the context of future projections and scope for emerging markets and the competitive environment |
| P4 Analyse the hospitality competitive environment and the key players in the facilities management sector P5 Evaluate the global market drivers and challenges faced by the facilities management sector | M3 Analyse global market trends including in-house versus outsourcing services and the direct and indirect costs involved | |

| Pass | Merit | Distinction |
|---|--|--|
| <p>L03 Investigate the key aspects and importance of people management, work place productivity, Health and Safety in facilities management</p> | <p>M4 Analyse the importance of effective training and professional development in an organisation's plan for facilities management</p> <p>M5 Analyse key Health and Safety legislation that influences strategic development in facilities management</p> | <p>D3 Critically analyse HR practices and Health and Safety legislation in supporting effective work place productivity and performance</p> |
| <p>P6 Examine human resources management issues to be considered during the development of an organisation's strategic plan for facilities management</p> <p>P7 Assess the impact of change management upon strategic development for facilities management</p> | | |
| <p>L04 Explore the importance of benchmarking best practices, sustainability measures and environmental impact on the hospitality industry</p> | <p>M6 Evaluate both positive and negative implications of sustainable measures and initiatives employed in facilities management</p> | <p>D4 Critically evaluate a range of sustainable measures and initiatives to justify how they develop a successful sustainable facilities management strategy</p> |
| <p>P8 Examine the critical success factors of benchmarking facilities management</p> <p>P9 Investigate a range of environmental sustainability measures and initiatives and their effect on the business and direct users</p> | | |

Recommended resources

Textbooks

ATKIN, B. and BROOKS, A. (2009) *Total Facility Management*. 2nd ed. Chichester: John Wiley and Sons.

BARKER, I.C. (2013) *A Practical Guide to Facilities Management*. Caithness: Whittles Publishing.

BOOTY, F. (2009) *Facilities Management Handbook*. 4th ed. London: Butterworth Heinemann.

ROPER, K. and PAYANT, R. (2014) *The Facility Management Handbook*. 4th ed. New York: AMACOM.

Websites

| | |
|--|---|
| www.almeda.co.uk | Almeda Sustainable facilities management (Research) |
| www.bifm.org.uk | British institute of facilities management All pages (Research) |
| www.europeancleaningjournal.com | European cleaning journal Blog (Article) |
| www.modbs.co.uk | Modern Building Service Articles (General Reference) |
| www.strategyr.com | Global Industry Analysts Inc. Market research, facilities management market trend (Article) |
| www.thisweekinfm.com | This week in Facilities Management Facilities management (General Reference, Research, Articles) |

Links

This unit links to the following related units:

Unit 22: Creative Kitchen Management

Unit 24: Barista to Bar Management

Unit 25: Food Service Management

Unit 27: Front Office Operations Management

Unit 38: Concepts and Innovation in Hospitality

| | |
|---------------------|-------------------|
| Unit code | R/616/1823 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit focuses on innovation and development of innovative concepts in the hospitality industry. In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Furthermore, adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

Students are asked to consider the meaning of 'innovation' and how it relates to the hospitality industry in terms of both product, service or brand development and as part of an organisation's overall business strategy.

Students will explore the different factors driving innovation in the hospitality industry such as the significant developments in technology and the changing needs of different customer groups. They will also have an opportunity to conceive, evaluate and pitch an innovative concept for the industry.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the concept of innovation and its importance to business performance
2. Analyse the key factors driving innovation in the hospitality industry
3. Assess the role and importance of innovation to hospitality businesses
4. Conceive and pitch an innovative concept for the hospitality industry.

Essential content

LO1 Explore the concept of innovation and its importance to business performance

Definition and etymology of 'innovation'

Different interpretations of 'innovation'

Relationship between innovation and entrepreneurship, invention and product development

The role of innovation within the business strategy

Examples of innovative approaches taken by hospitality organisations and the business benefits achieved as a result

LO2 Analyse the key factors driving innovation in the hospitality industry

Technological advances:

The use of Big Data and Artificial Intelligence (AI) to predict behaviours and future trends

The use of mobile technologies and social media to engage with customers

Multimedia platforms for promotion and distribution

Digital disruption in the hospitality sector

Consumer led demand:

Changing customer profiles and needs e.g. levels of income, free time and expectations of the baby boomer generation

Business strategic factors:

Penetration and expansion strategies into new markets

Increasing environmental consciousness and ethical business practices

Skills shortages and talent management strategies

LO3 **Assess the role and importance of innovation to hospitality businesses**

The role of innovation as part of the hospitality strategy

The role of innovation in product, service and brand development

The importance of innovation in building competitive advantage

Understanding the customer when considering innovative developments

Examples of differing levels of innovation in the hospitality industry e.g. Airbnb and co-living accommodation, themed concepts, development of Customer Relationship Management (CRM) systems to profile customers and gather intelligence, use of technology to empower hotel guests to use mobile technology to personalise their rooms and service in advance

LO4 **Conceive and pitch an innovative concept for the hospitality industry**

Conceive an innovative concept:

The use of the innovation funnel to manage new solution/idea development for a product, service or brand

Overview of the different types of innovation with a focus on disruptive and incremental innovation

Design thinking and Stanford model of design thinking

New product development versus service innovation processes

Building the innovation hospitality business case

How to successfully design and pitch new/adapted products/services

Building the pitch

Evaluate the feasibility of the concept:

Market segmentation to identify customers and position the offer

Identification and use of different information and market research sources to understand the target market and customer needs/expectations

Review of macro and micro environment – analytical tools for planning and evaluation (SWOT, PESTLE, Porter 5 Forces)

Identify any unique selling points that provide a competitive edge

Budget and financial risks: estimation of different income streams, calculation of fixed and variable costs for development and delivery

Timescales

Evaluation criteria and key performance indicators for monitoring

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Explore the concept of innovation and its importance to business performance | | D1 Critically evaluate the contribution of innovation to business strategy and performance to achieve hospitality business objectives |
| P1 Discuss the concept of 'innovation' and different sources of innovation P2 Explore the importance of innovation to business performance | M1 Evaluate the contribution of innovation to business performance and analyse the benefits that can be gained as a result | |
| LO2 Analyse the key factors driving innovation in the hospitality industry | | D2 Critically evaluate how the factors driving product, service and brand innovation across a range of organisations in the hospitality industry sustain profitability and competitive edge |
| P3 Analyse the factors driving innovation in the hospitality industry using a range of organisational examples | M2 Critically analyse the advantages and disadvantages of factors driving innovation in the hospitality industry for meeting business objectives to maximise profit | |
| LO3 Assess the role and importance of innovation to hospitality businesses | | D3 Critically evaluate the success of a range of innovative concepts and approaches adopted by hospitality organisations |
| P4 Review a range of different innovative concepts and approaches that have been implemented in the hospitality industry using specific examples | M3 Evaluate a range of innovative concepts and approaches within the hospitality industry using specific examples, analysing the extent to which they have added value | |
| LO4 Conceive and pitch an innovative concept for the hospitality industry | | D4 Present a well-articulated, coherent pitch for a feasible innovative concept for the hospitality industry that is based on valid and justified market research and potential that aligns with customer needs and expectations |
| P5 Conceive an innovative concept for the hospitality industry that has market potential and feasibility to take to market P6 Pitch an innovative concept for the hospitality industry | M4 Evaluate market potential in terms of customer alignment and financial return for an innovative concept | |

Recommended resources

Textbooks

- BESSANT, J. and TIDD, J. (2015) *Innovation and Entrepreneurship*. 3rd ed. Chichester: Wiley and Sons.
- DRUCKER, P. (2015) *Innovation and Entrepreneurship*. London: Harper Business.
- MATTHEWS, C. and BRUEGGEMANN, R. (2015) *Innovation and Entrepreneurship: A Competency Framework*. London: Routledge.
- RASHEED, H. (2012) *Innovation Strategy: Seven Keys to Creative Leadership and a Sustainable Business Model*. Bloomington: iUniverse
- RIES, E. (2011) *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses*. London: Portfolio Penguin.
- TROTT, P. (2012) *Innovation Management and New Product Development*. Harlow: Pearson.
- VALIKANGAS, L. and GIBBERT, M. (2015) *Strategic Innovation: The Definitive Guide to Outlier Strategies*. London: Pearson FT Press.

Websites

| | |
|--|--|
| www.bighospitality.co.uk | Big Hospitality Online Forum and News Articles (Research, General Reference) |
| www.hospitalitynet.org | Hospitality Net News and articles (Research, General Reference) |
| www.innovation-portal.info | Innovation Portal (Research, General Reference) |

Links

This unit links to the following related units:

Unit 1: The Contemporary Hospitality Industry

Unit 31: Hospitality Digital Marketing

Unit 33: Integrated Hospitality Marketing Channels

Unit 34: Hospitality Brand Management

Unit 39: Tourist Resort Management

| | |
|---------------------|-------------------|
| Unit code | Y/616/1824 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The purpose of this unit is to give students an opportunity to explore the world of tourist resorts. Firstly, they will learn about the different types of resorts that exist in the world and focus on some of the management issues that are associated with managing them. Secondly, the students will focus on understanding the difference between an all-inclusive resort and an individually priced resort and the financial challenges that this brings.

Finally students will be expected to focus on a specific location of their choosing, they will then research a specific resort type of their choice and identify the type of customers that visit the location and why. Focusing on the consumer needs, students are then to produce a creative package tailored to the resort, outlining how the resort would be priced ensuring that the business would be profitable and how it would win business against local competition.

Students will be able to use the knowledge gained during this unit to help in a career as a general hotel manager or business entrepreneur.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the different features of common resorts and the potential issues of managing them
2. Evaluate the different types of resorts and the packages available
3. Analyse the consumer needs in a specific location to create a resort package that focuses on these needs
4. Apply the guiding principles for achieving sustainable tourism for a chosen resort.

Essential content

LO1 Examine the different features of common resorts and the potential issues of managing them

Ski resorts:

Different types of resorts, self-catering and catered chalet packages

The provision of wet rooms, provision of ski equipment and maintenance

Management of walkways

Ski Patrol and Avalanche Control

Snowmaking, grooming and terrain park operations

Lift Operations, maintenance and construction

Ski and snowboard schools

Spa resorts:

Thermal and mineral spas destinations

Different types of treatments available and common spa facilities

Control of Substances Hazardous to Health (COSHH) and Health and Safety of treatments

Beach resorts:

All-inclusive, themed and mixed-used resorts

Big brand resorts and destinations

Types of popular activities and Health and Safety of activities

Kids camps and legal provision of caring for children at kids clubs

Sustainable developments in keeping with the coastal environment

The social and cultural impacts of mass scale tourism upon the host community

Golf resorts:

Golf course maintenance, management of staffing, provision of lessons and coaching, licenses needed, COSHH and conservation issues

Environmental issues involving water conservation and wildlife and habitat displacement

General resort hotel management:

Managing multiple food and beverage outlets to promote the brand image

Management of leisure and recreational facilities e.g. swimming pools, gym

Staffing resources, recruiting and training

Different types of staff required for specialist areas and roles, skills and qualifications required

Maintenance inspections and audits

Customer relationship management and enhancing the customer experience

Balancing business objectives with sustainable management

LO2 Evaluate the different types of resorts and the packages available

The purpose of packaging

The packaging of internal and external elements

Packaging and customer segmentation

The composition of all-inclusive packages and how they can be budgeted for

Break-even points, ensuring that profit is made in an environment where everything is free

Pricing structure of resort hotels that charge on a single use basis

Competitive creative packaging and promotion based on USP

E-solutions for dynamic packaging

LO3 Analyse the consumer needs in a specific location to create a resort package that focuses on these needs

Consumer analysis:

Research techniques and types of marketing research

Tools used for analysis of market research

Tools for competitor analysis

The stages of the resort development cycle (Bulter) and impact on consumer expectations and needs

Package development:

- Product design and development
- Brand and lifestyle product development
- Budgeting requirements
- Business proposals and business plans

LO4 Apply the guiding principles for achieving sustainable tourism for a chosen resort

Sustainability:

- Key principles of sustainable management
- Destination competitiveness and sustainability
- The challenges of resort management versus sustainability
- Managing and maintaining brand value, image and customer expectations
- Environmental policy, audits and initiatives
- Corporate Social Responsibility and ethical considerations

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|---|
| LO1 Examine the different features of common resorts and the potential issues of managing them | | D1 Critically evaluate the potential issues and challenges of managing a range of specialist resorts recommending the steps and the solutions required to minimise risks |
| <p>P1 Explore the different types of resorts, their key features and potential issues and challenges of managing them</p> <p>P2 Discuss the differences in operational requirements of specialist areas and the potential issues managing the different specialist areas for a range of resorts</p> | <p>M1 Evaluate different operational requirements for a range of resorts and their management strategies to minimise issues and challenges</p> | |
| LO2 Evaluate the different types of resorts and the packages available | | D2 Justify a range of resort packages and the tactics applied to achieve overall sales objectives to maximise profitability |
| <p>P3 Assess different types of resort packages and how they fulfil overall sales objectives providing specific examples</p> | <p>M2 Critically evaluate the overall business implications of developing and running a range of resort packages</p> | |
| LO3 Analyse the consumer needs in a specific location and create a resort package that focuses on these needs | | D3 Justify decisions made in planning and proposing a resort package analysing unique selling points of the proposed package against competitors |
| <p>P4 Conduct market research into a specific resort location and determine the needs of a chosen target market</p> <p>P5 Propose a business plan for a resort package based on the findings of market research</p> | <p>M3 Critically analyse the needs of customers and create a resort package to maximize business and profitability</p> | |

| Pass | Merit | Distinction |
|---|---|--|
| <p>LO4 Apply the guiding principles for achieving sustainable tourism for a chosen resort</p> | | <p>D4 Critically evaluate the sustainable approaches, practices and initiatives for a chosen resort in achieving overall business success</p> |
| <p>P6 Investigate the different sustainable approaches, practices and initiatives implemented by a chosen resort hotel</p> | <p>M4 Evaluate how sustainable approaches, practices and initiatives for a chosen resort enhance support brand value, image and business performance</p> | |

Recommended resources

Textbooks

ARGAWAL, S. and SHAW, G. (2007) *Managing Coastal Tourism Resorts, A Global Perspective*. Bristol: Multilingual Matters.

CHRISTIE MILL, R. (2012) *Resorts: Management and Operations*. 3rd ed. Chichester: John Wiley and Sons.

MURPHY, P. (2011) *The Business of Resort Managements*. 2nd ed. Oxford: Taylor and Francis.

WALKER, J. (2015) *Exploring the Hospitality Industry*. 3rd ed. New Jersey: Pearson.

Websites

www.greenhotelier.org

Green Hotelier
Sustainable news, articles.
(General Reference)

www.gstc.org

Global Sustainable Tourism Council
Industry criteria
(General Reference)

www.hotelmanagement.net

Hotel Management
(General Reference)

www.unwto.org

World Tourism Organisation
Sustainability
(Research)

Links

This unit links to the following related units:

Unit 1: The Contemporary Hospitality Industry

Unit 34: Hospitality Brand Management

Unit 38: Concepts and Innovation in Hospitality

Unit 40: Spa Management

Unit 40: Spa Management

| | |
|---------------------|-------------------|
| Unit code | D/616/1825 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The global spa and wellness industry is said to be worth a massive £80 billion, with a continued growth since 2013, this highlights the huge demand and opportunities for qualified Spa Managers/Directors.

This unit will develop student's knowledge in all aspects of Spa and Wellness Management covering: management of daily operations and daily spa services, Standard Operational Procedures and Standards Preparation, Monitoring and Managing Guest Satisfaction, Staffing and Training, Sales and Marketing, Key Performance Indicators (KPIs), Health and Safety and Financial Management.

By the end of this unit students will be able to contribute to the effective running of the business, achieving financials budgets and targets and ensuring all aspects of the standards of the spa are met.

Learning Outcomes

By the end of this unit students will be able to:

1. Develop spa standards and procedures to manage effectively the daily operations and delivery of spa services
2. Apply appropriate documents and processes to recruit, develop and retain a diverse workforce to deliver quality products and services
3. Analyse guest satisfaction and KPIs to monitor and maximise the performance of a spa
4. Interpret and manage operating budgets alongside marketing strategies to ensure the successful financial performance of the business.

Essential content

LO1 **Develop spa standards and procedures to manage effectively the daily operations and delivery of spa services**

Spa and wellness industry:

Different types of spa destinations

Definition of Wellness as a concept

The various aspects and sectors that make up the Spa and Wellness industry and how they interrelate

SOPs and standards:

Different Standard Operational Procedures (SOPs) to ensure the smooth running and standards of the spa

The importance of providing employees guidelines to adhere to regarding client interaction and service standards, housekeeping and spa presentation

Health and Safety:

How to create Health and Safety folders and conduct risk assessments for all aspects of spa operations

Operations:

Methods of communication to effectively manage the daily operations of the spa and oversee the delivery of all spa services in accordance with the Operating Standards

LO2 **Apply appropriate documents and processes to recruit, develop and retain a diverse workforce to deliver quality products and services**

Recruitment:

Interview formats and best practices to conduct interviews for different roles and levels of Spa employment

Selection methods for shortlisting and assessing applicant's skills e.g. through example led questioning

Training and employee development:

The value of training plans and development programs for all levels of Spa employees to meet spa standards and optimise employee capabilities

Employee retention:

Methods of performance management to retain employees by developing initiatives, targets and incentive schemes, as well as ensuring they are motivated and are able to develop and manage themselves within the business

LO3 Analyse guest satisfaction and KPIs to monitor and maximise the performance of a spa

Guest satisfaction:

Different types of feedback mechanisms used to compile guest feedback, interpret and analyse data results in order to action plan accordingly

The development of quality spa products and services to meet or exceed guest expectations

How to build customer loyalty and repeat clientele through attractive loyalty schemes and programs

KPIs:

The use of Key Performance Indicators (KPIs) and performance

Management models for capabilities assessment to critically evaluate the performance of the spa, including employee utilisation, treatment room occupancy, retail to treatment percentage, treatment mix and individual therapist performance

LO4 Interpret and manage operating budgets alongside marketing strategies to ensure the successful financial performance of the business

Sales and revenue management:

The implementation of spa marketing strategies to build top-line revenue

The value of implementing co-operative marketing programmes for outside product lines

How to manage revenue sources such as spa product sales, food and beverage and membership enrolments to generate increased revenue and maximise profit

Financial management:

Managing annual operating budgets including cost of sales, payroll, operating costs and capital expenditures

Strategies for effective management of payroll, productivity and expenses in accordance with business demand for successful financial performance

Interpreting financial results and profit and loss reports, using financial statements to communicate financial position to stakeholders

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| <p>LO1 Develop spa standards and procedures to manage effectively the daily operations and delivery of spa services</p> | | <p>D1 Produce comprehensive Health and Safety Folders including risks assessments and emergency procedures, covering all aspects of the spa with a focus on swimming pool management</p> |
| <p>P1 Discuss the different operational requirements/functions of a spa and how they interrelate and complement one another</p> <p>P2 Produce a set of SOPs that focuses on one of the functional areas of the spa environment to meet business objectives</p> | <p>M1 Develop a range of Spa Operational Standards and Procedures that will meet business objectives successfully</p> | |
| <p>LO2 Apply appropriate documents and processes to recruit, develop and retain a diverse workforce to deliver quality products and services</p> | | <p>D2 Make valid recommendations for training and development formats to enhance employee skills and motivation to maintain a high level of customer service</p> |
| <p>P3 Devise an appropriate recruitment and selection process for a range of different roles and skills sets in a spa organisation</p> <p>P4 Create specified targets and incentive schemes for employees, to assist in achieving company targets and employee motivation</p> | <p>M2 Assess the in-depth skills set of potential employees by applying a range of tools and techniques</p> <p>M3 Evaluate how effective different methods of recruitment and selection are for talent resourcing</p> | |
| <p>LO3 Analyse guest satisfaction and KPIs to monitor and maximise the performance of a spa</p> | | <p>D3 Develop actions and KPIs to enhance performance of the spa in every aspect, covering utilisation of resources, finances, individual staff performance in both treatment and retail and popularity of the various services</p> |
| <p>P5 Critique different types of guest feedback mechanisms to ensure spa services meet or exceed guest expectations</p> <p>P6 Analyse customer feedback for a selected spa organisation to develop an action plan in response to feedback and suggestions</p> | <p>M4 Develop actions and KPIs to drive and increase customer loyalty, repeat business and new business based on the demographic and type of guest</p> | |

| Pass | Merit | Distinction |
|--|--|--|
| <p>LO4 Interpret and manage operating budgets alongside marketing strategies to ensure the successful financial performance of the business</p> | | <p>D4 Make valid justifications for developing marketing strategies that align to the spa annual operating budget including costs and revenue lines</p> |
| <p>P7 Examine profit and loss statements, interpreting the results and investigating the findings and areas for improvement</p> | <p>M5 Develop a spa's overall marketing strategy to drive top-line revenue maximising opportunities across all aspects of the spa including: treatments, retail, food and beverage, fitness and memberships</p> | |
| <p>P8 Construct a marketing plan and calendar in collaboration with outside product lines to drive forward spa business</p> | | |

Recommended resources

Textbooks

- BODEKER, G. (2008) *Understanding the Global Spa Industry: Spa Management*. 1st ed. Oxford: Routledge
- HEAP, T. and RAWLINSON, S. (2016) *International Spa Management: Principles and Practice*. Oxford: Goodfellows.
- JOHNSON, E. and REDMAN, B. (2009) *Spa: A Comprehensive Introduction*. 1st ed. Orlando: American Hotel & Lodging Assn Educational Institute.
- MCCARTHY, J. (2012) *The Psychology of Spas and Wellbeing*. North Charleston: Create Space Independent.
- WISNOM, M. (2011) *Spa Management: An Introduction*. 1st ed. Harlow: Pearson.

Websites

| | |
|--|--|
| www.experienceispa.com | ISPA (General Reference) |
| www.globalwellnessinstitute.com | Global Wellness Institute (General Reference) |
| www.spahandbook.com | Spa Handbook (General Reference) |
| www.spa-uk.org | UK Spa Association (General Reference) |

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 15: Hospitality Marketing Essentials

Unit 16: Human Resource Management

Unit 39: Tourist Resort Management

Unit 33: Integrated Hospitality Marketing Communications

Unit 41: Hospitality Business Strategy

| | |
|---------------------|-------------------|
| Unit code | H/616/1826 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to develop students' awareness of the different kinds of strategy which could be used in an operational, tactical or strategic role for a hospitality organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts which could significantly support an organisation's strategic choice and direction.

On successful completion of this unit students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. This could be in the role of a junior manager responsible for having a specific input into an organisation's decision-making and planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse the impact and influence which the macro environment has on a hospitality organisation and its business strategies
2. Assess a hospitality organisation's internal environment and capabilities
3. Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector
4. Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to a hospitality organisation.

Essential Content

LO1 Analyse the impact and influence which the macro environment has on a hospitality organisation and its business strategies

The strategic context:

Missions, visions and objectives

The definition and meaning of strategy

The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction

Different strategic planning techniques

Analytical frameworks of the macro environment:

The different types of frameworks and analysis of the macro environment, including:

- Stakeholder analysis: stakeholder matrix, stakeholder mapping
- Environmental analysis: PESTLE and Porter's Five Forces model
- Structure-conduct-performance model
- Strategic positioning: Ansoff's growth vector matrix
- Organisational audit: SWOT analysis, benchmarking indicators

LO2 Assess a hospitality organisation's internal environment and capabilities

Organisational internal environment:

What are strategic capabilities and what are the key components of strategic capabilities?

Resource-based view strategy as a basis for competitive advantage and McKinsey's 7S model as a management tool

Analysis of strategic capabilities using the VRIO/VRIN framework

Benchmarking strategic capabilities and value chain analysis

Cost-benefit analysis

LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector

Analytical tools and models of analysis:

The Balanced Scorecard to align organisation vision and strategy

Competitive analysis using Porter's Five Forces model

Stakeholder analysis

Applying the Ansoff matrix to product/market strategy

LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to a hospitality organisation

Strategic choices and directions:

The application of Porter's generic strategies: cost and price leadership strategy, differentiation strategy, focus strategy and the extended model of Bowman's strategy clock

Hybrid strategy

Diversification

Vertical/horizontal integration

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|--|
| LO1 Analyse the impact and influence which the macro environment has on a hospitality organisation and its business strategies | | LO1 LO2 LO3 LO4 D1 Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions for a hospitality organisation |
| P1 Applying appropriate frameworks, analyse the impact and influence of the macro environment on a given hospitality organisation and its strategies | M1 Critically analyse the hospitality macro environment to determine and inform strategic management decisions | |
| LO2 Assess a hospitality organisation's internal environment and capabilities | | |
| P2 Analyse the internal environment and capabilities of a given hospitality organisation using appropriate frameworks | M2 Critically evaluate the internal environment to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set | |
| LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector | | |
| P3 Applying Porter's Five Forces model, evaluate the competitive forces of a given market sector for a hospitality organisation | M3 Devise appropriate strategies to improve competitive edge and market position based on the outcomes | |
| LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to a hospitality organisation | | |
| P4 Applying a range of theories, concepts and models, interpret and devise strategic planning for a given hospitality organisation | M4 Produce a strategic management plan that has tangible and tactical strategic priorities and objectives | |

Recommended Resources

Textbooks

JOHNSON, G. et al. (2014) *Exploring Strategy Text and Cases*. Harlow: Pearson.

JOHNSON, G. et al. (2011) *Fundamentals of Strategy*. 2nd ed. London: Financial Times/Prentice Hall.

KIM, W.C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy*. Expanded ed. Boston: Harvard Business Review Press.

ROTHAERMEL, F. (2014) *Strategic Management*. 2nd ed. Maidenhead: McGraw-Hill.

Links

This unit links to the following related units:

Unit 1: The Contemporary Hospitality Industry

Unit 29: Managing and Planning an Event

Unit 31: Hospitality Digital Marketing

Unit 46: Managing and Running a Small Business

Unit 42: Customer Value Management

| | |
|---------------------|-------------------|
| Unit code | L/508/0597 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit is designed to enhance students' knowledge and understanding of why it is important for marketers to enhance and manage the value of the customer interactions. Students will learn the underpinning theories and frameworks, and will also be expected to relate these to real-world examples, including their own personal experiences.

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for profit, non profit organisation (NGO) or a charity, seeks ways of retaining customers through enhanced customer experiences.

In order to retain loyal (and profitable) customers, organisations seek to understand them better. By understanding customers through the capture of relevant data, organisations can enhance a customer's lifetime value. They then aim to build a relationship with the customers where they remain loyal and continue to purchase a range of products/services.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up in business independently or being employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it
2. Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation
3. Analyse appropriate techniques and methods in order to increase customer lifetime value.

Essential Content

LO1 **Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it**

Traditional concepts of marketing compared with those of value and retention:

Customer value, satisfaction and retention

Customer Lifetime Values (CLVs)

Merits of CLVs

Value of customer data

Measurement and analysis of CLVs

How to calculate and increase your customer lifetime value:

Determining your customer acquisition costs, repeat transactions and customer retention rate

Calculations applied to calculate customer lifetime value

Creating balance in the business model

Factors influencing CLVs:

CLVs within both Business to Consumer and Business to Business (B2C and B2B) contexts

Customer experience and how it can affect CLVs

LO2 **Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation**

Marketing segmentation:

The role of segmentation, targeting and positioning (STP) to identify lifetime value opportunities

Identification and diagnosis of value creation opportunities:

Customer perceptions: section, nature of stimulus, expectations, motives and selective perception

Consumer imagery: product and service positioning, price/quality relationships, company's image

How consumers store, retain and retrieve information

Involvement theory and consumer relevance

Measures of consumer learning: recognition and recall, responses to media, brand loyalty

Perceived risk: How customers handle risk

Acquisition costs in relation to CLVs

Basic B2C and B2B decision-making models

LO3 Analyse appropriate techniques and methods in order to increase customer lifetime value (e.g. cross-selling, loyalty and upselling)

Strategies for enhancing customer lifetimes values within both B2C and B2B contexts:

Strategies for building long-term customer relationships

Digital strategies, including increased connectivity with customers through mobile device, apps, social media and online chats/forums

Use of advanced technology such as 'Internet of Things' and Cognitive systems to gather real-time data and predict and forecast market trends

Creating brand loyalty

Cross-selling and upselling

Choosing the right rewards and incentives

Developing multiple points and channels of contact

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|--|---|
| <p>L01 Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it</p> | | <p>L01 L02 L03</p> <p>D1 Provide evidence of critical evaluation and synthesis of the key concepts of customer lifetime value management in an organisational context</p> |
| <p>P1 Explain and analyse the various components that enable an organisation to determine and calculate a customer's lifetime value</p> <p>P2 Explain and justify the benefits of customer lifetime value to an organisation</p> <p>P3 Evaluate the factors that influence the customer lifetime value</p> | <p>M1 Apply the concept of customer lifetime value and the use of collating customer data within a specific organisational B2C or B2B context</p> | |
| <p>L02 Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation</p> | | |
| <p>P4 Determine and explain the types of market segmentation strategies that can be applied to a customer base</p> <p>P5 Evaluate B2C and B2B decision-making models and demonstrate how opportunities for customer value creation can be applied</p> | <p>M2 Critically evaluate various segmentation models in a B2C or B2B context to generate key insights and marketing intelligence for customer value creation</p> | |
| <p>L03 Analyse appropriate techniques and methods in order to increase customer lifetime value</p> | | |
| <p>P6 Analyse the different techniques and methods organisations can apply to increase customer relationships and customer loyalty</p> | <p>M3 Evaluate the appropriateness of techniques and methods applied at different stages of the consumer decision-making process and CLV</p> | |

Recommended Resources

Textbooks

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd ed. Harlow: Pearson.

BUTTLE, F. and MAKLANS, S. (2015) *Customer Relationships Management: Concepts and Technologies*. 3rd ed. Oxford: Routledge.

KUMAR, V. (2008) *Customer Lifetime Value: The Path to Profitability*. Hanover (MA): Now Publishers Inc.

SZMIGIN, I. and PLACENTINI, M. (2014) *Consumer Behaviour*. Oxford: Oxford University Press.

Links

This unit links to the following related units:

Unit 2: Managing the Customer Experience

Unit 32: Sales Management

Unit 33: Integrated Hospitality Marketing Communications

Unit 34: Hospitality Brand Management

Unit 43: Organisational Behaviour

| | |
|---------------------|-------------------|
| Unit code | H/508/0525 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse the influence of culture, politics and power on the behaviour of others in an organisational context
2. Evaluate how to motivate individuals and teams to achieve a goal
3. Demonstrate an understanding of how to cooperate effectively with others
4. Apply concepts and philosophies of organisational behaviour to a given business situation.

Essential Content

LO1 **Analyse the influence of culture, politics and power on the behaviour of others in an organisational context**

Influence of culture:

Classifications of culture (power, role, task and person)

The importance of cultural-difference awareness

Hofstede's dimensions of culture theory and application

The rise of globalisation and digital technology and how they have influenced and shaped organisational culture in the 21st century

Principles of Network theory and Systems theory as frameworks to understand organisations

Organisational psychology

Influence of politics:

Organisational politics and differentiation between personal, decisional, structural and organisational change

Influence of power:

Power as a property viewpoint: individual, relationships and embedded in structures

Bases and types of power, power controls and power sources

LO2 **Evaluate how to motivate individuals and teams to achieve a goal**

Motivational theories:

Extrinsic and intrinsic motivation

Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke)

The implications of motivational theory on management and leadership within organisations

Behavioural psychology:

Definition of emotional intelligence and the importance of soft skills for managers and teams

Task versus relationship leadership and psychodynamic approach to behaviour

LO3 **Demonstrate an understanding of how to cooperate effectively with others**

Different types of organisational teams:

Including functional, problem-solving, project teams

The impact of technology on organisational teams: the role of virtual team development and networking

Team dynamics and teamwork:

Definitions of the terms group and team, and the differences

Tuckman's Team Development model and the impact of development stages on individual development

Belbin's typology for managing effective teams and considering roles and skills required for effective teams

Soft and hard communication, co-operation and competition

Benefits and risks of teams

Conflict resolution

LO4 **Apply concepts and philosophies of organisational behaviour to a given business situation**

Concepts and philosophy:

Path-goal theory leadership styles that improve team performance and productivity

Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|--|--|
| LO1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context | | LO1 LO2 D1 Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations |
| P1 Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance | M1 Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance | |
| LO2 Evaluate how to motivate individuals and teams to achieve a goal | | |
| P2 Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context | M2 Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models | |
| LO3 Demonstrate an understanding of how to cooperate effectively with others | | LO3 LO4 D2 Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies that influence behaviour in the work place |
| P3 Explain what makes an effective team as opposed to an ineffective team | M3 Analyse relevant team and group development theories to support the development of dynamic cooperation | |
| LO4 Apply concepts and philosophies of organisational behaviour to a given business situation | | |
| P4 Apply concepts and philosophies of organisational behaviour within an organisational context and a given business situation | M4 Explore and evaluate how concepts and philosophies of OB inform and influence behaviour in both a positive and negative way | |

Recommended Resources

Textbooks

ARCHER, D. and CAMERON, A. (2013) *Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control*. 2nd ed. London: Routledge.

BY, R.T. and BURNES, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability*. London: Routledge.

HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organisational Behaviour*. 8th ed. Harlow: Pearson.

LEVI, D. (2014) *Group Dynamics for Teams*. 4th ed. London: SAGE.

ROLLINSON, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. 4th ed. London: Pearson.

Websites

www.cipd.co.uk

Chartered Institute of Personnel
Development

Leadership Factsheet

(General Reference)

www.i-l-m.com

Institute of Leadership and
Management

(General Reference)

www.lmi-world.com

Leadership Management
International

(General Reference)

Links

This unit links to the following related units:

Unit 3: Professional Identity and Practice

Unit 5: Leadership and Management for Service Industries

Unit 13: Work Experience

Unit 16: Human Resource Management

Unit 44: Strategic Human Resource Management

Unit 44: Strategic Human Resource Management

| | |
|---------------------|-------------------|
| Unit code | F/508/0533 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

The aim of this unit is to explore the contribution strategic Human Resource Management (HRM) makes towards the development and support of sustainable organisational strategies. Students will develop an understanding and appreciation of seminal and contemporary models, theories and concepts which enable Human Resource (HR) managers to make positive contributions to sustainable organisational change and growth from an HR perspective.

On successful completion of this unit students will have the confidence to contribute to strategic decision-making in an HR context. This will be based on strong theoretical and applied foundations which will add value to an organisation's HR function and role.

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse key external and contextual developments which influence HR strategy
2. Apply contemporary theoretical and practical knowledge of HR development
3. Evaluate how appropriate change management models support HR strategy
4. Evaluate the contribution of HR management and development to sustainable business performance and growth.

Essential Content

LO1 Analyse key external and contextual developments which influence HR strategy

Strategic HRM and external influences:

What is strategic HRM and what are the benefits?

What are the main external influences on HR strategy?

What are the generic HR strategies that these external factors influence?

External and contextual developments:

Contemporary trends and developments in HR such as the impact of globalisation, workforce diversity, changing skills requirements, continuous improvement and processes for improving productivity

Changes in HR policy and practice related to current trends and developments

The use of cloud technology for aligning people and processes

The impact of technology on the recruitment and selection process, monitoring employees and supporting performance management

HR issues in the private, public and third sectors

LO2 Apply contemporary theoretical and practical knowledge of HR development

The theory of HR:

The history of HR development from personnel to HRM and the growth of strategic HRM

Links between organisational strategy and HR strategy: the universalist and contingency approaches to HRM

The impact of theory on HR practices:

The relevance of theory to developing organisational HR practice

Contemporary HR theories and practices such as flexible work arrangements, performance management, e-recruitment and the 540 performance appraisal

The concept of applied HR strategy

LO3 Evaluate how appropriate change management models support HR strategy

Change management strategies, models and concepts:

The concept of organisational behaviour and the impact of change on organisational behaviour

The use of different approaches towards change management, including Kotter's 8-Step Change model and Lewin's Three Step Change model

The relevance of the psychological contract in relation to managing change

The use of Nudge theory to support organisational change and behaviour

HR strategy:

How does change management support and influence HR strategy?

HR workforce planning, recruitment processes, managing employee motivation and performance management

LO4 Evaluate the contribution of HR management and development to sustainable business performance and growth

Sustainable performance and business growth:

What is sustainable growth?

How does HRM support sustainable business performance and growth?

The 'best fit' perspective and resource-based view emphasis on achieving competitive advantage

Evaluating the contribution of HR management through benchmarking and Key Performance Indicators (KPIs), 10-C checklist of HRM, the model of capability for skills evaluation and the use of performance management systems

Learning Outcomes and Assessment Criteria

| Pass | | Merit | Distinction |
|--|--|-------|---|
| LO1 Analyse key external and contextual developments which influence HR strategy | | | D1 Critically evaluate the influences of key external and contextual developments applying relevant theories, models and concepts |
| <p>P1 Determine key current trends and developments that influence an organisation's HR strategy</p> <p>P2 Analyse how both external and internal factors influence HR strategy and practice</p> | M1 Critically analyse the influences of the external and contextual developments and discuss how this impacts the HR strategy of an organisation | | |
| LO2 Apply contemporary theoretical and practical knowledge of HR development | | | D2 Evaluate how human resource theory relates to practice in a specific organisational example, comparing and contrasting this with other possible organisational contexts |
| P3 Apply relevant theories and concepts relating to the growth and development of strategic HRM to specific organisational examples | M2 Explain how human resources theory relates to practice in a specific organisational example, identifying areas where this will differ in other organisational situations | | |
| LO3 Evaluate how appropriate change management models support HR strategy | | | D3 Critique how change management strategies, models and concepts could be implemented together with reference to consequential benefits and potential drawbacks for an organisation |
| P4 Evaluate how appropriate change management models support HR strategy in application to relevant organisational examples | M3 Provide valid justifications for the application of chosen change management strategies, models and concepts and demonstrate how they effectively support HR strategy | | |

| Pass | Merit | Distinction |
|---|--|--|
| <p>LO4 Evaluate the contribution of HR management and development to sustainable business performance and growth</p> | | <p>D4 Critically reflect on how HR monitoring and evaluating techniques contribute to sustainable performance and growth, addressing potential consequences of their implementation</p> |
| <p>P5 Explain how HR outcomes can be monitored and measured and apply this to a specific organisational situation</p> <p>P6 Discuss and evaluate how effective HR management and development can support sustainable performance and growth to meet organisational objectives</p> | <p>M4 Make suggestions for HR development techniques applicable in a given organisational situation and provide an account of how they could be applied and how they contribute to sustainable performance and growth</p> | |

Recommended Resources

Textbooks

ARMSTRONG, A. (2011) *Armstrong's Handbook of Strategic Human Resource Management*. 5th ed. London: Kogan Page.

CAMPBELL, D., EDGAR, D. and STONEHOUSE, G. (2011) *Business Strategy: An Introduction*. 3rd ed. Basingstoke: Palgrave Macmillan.

KEW, J. and STREDWICK, J. (2013) *Human Resource Management in a Business Context*. 2nd ed. London: CIPD.

LEWIS, L.K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

Websites

| | |
|--|--|
| www.cipd.co.uk | Chartered Institute for Personnel and Development (General Reference) |
| www.hr-guide.com | HR Guides (General Reference) |
| www.shrm.org | Society for Human Resource Management (General Reference) |

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 16: Human Resource Management

Unit 43: Organisational Behaviour

Unit 46: Managing and Running a Small Business

Unit 45: Launching a New Venture

| | |
|---------------------|-------------------|
| Unit code | F/508/0564 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit provides students with a practical understanding of what is required to launch a new venture successfully. It gives students an opportunity to work within a small team to plan fully the launch of a specific new venture idea. They will learn about and work through the stages of planning to launch the venture culminating in a group presentation of a launch plan. This will include an explanation of the idea, how it will attract customers and have competitive advantage. Students will develop a promotional plan to get it started, preparing a budget for launch and a cash flow forecast for the first 12–18 months of operation for the chosen venture. Students will learn about the need for resourcefulness when starting a new venture, and will be able to identify and tap into personal networks which can offer a valuable source of knowledge, resources, advice and opportunities.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate the range of resources required to launch a new venture
2. Assess the skills and capabilities required and how these might be acquired or developed
3. Explain and justify appropriate promotional activities to support the launch
4. Suggest an appropriate legal form and compile a budget for launch.

Essential Content

LO1 Investigate the range of resources that will be required to launch a new venture

Defining the idea and the target customer:

The venture idea and how it represents a business/social enterprise opportunity

Analysis of the small business environment to support the venture idea

The characteristics of the target or 'typical' customer applying geographic, demographic and behavioural segmentation

Use of competitor and industry analysis techniques such as Porter's Five Forces analysis

Identification of tangible and intangible features and benefits

Achieving competitive advantage

Understanding and planning resources:

The different types of resources that are needed to start a new venture: tangible, intangible and human

The three categories of 'capital': human, social and financial

Identifying and planning resources for a new venture, including tangible (premises, equipment, IT facilities) and intangible (skills and capabilities)

LO2 Assess the skills and capabilities required and how these might be acquired or developed

Understanding and acquiring skills and capabilities:

Identifying the necessary skills and capabilities required

The importance of building credibility in a start-up venture, addressing risk factors and responding to change

The concept of 'Bootstrapping': making use of free or low cost sources of resources and skills, leasing and renting

Low cost/free marketing and promotion

The principles of the 'Lean Start-up' method

The importance of networks:

The importance of networks to new ventures as a source of 'social capital' that can bring access to knowledge, resources, advice and opportunities

Consideration of both formal and informal networks

Assessing and developing personal networks and 'the strength of weak ties'

LO3 Explain and justify appropriate promotional activities to support the launch

The marketing mix:

The marketing mix in the context of a new venture/small business

The importance of pricing strategy for a new venture and the likely response of competitors

Business identity and promotion:

Developing an identity and the key promotional messages for the business

Choosing a name and registering a domain

Visual identity and website creation with e-commerce capabilities (e.g. virtual shopping cart and secure online payments)

Cost-effective promotional techniques, including use of social media and online promotion: blogs, Twitter, podcasts, video clips, virtual tours and image captions

The pros and cons of trademark registration

LO4 Suggest an appropriate legal form and compile a budget for launch

Budgeting:

Compilation of an initial budget for venture launch, including identification of pre-launch costs and then a forecast of income and costs over the first 12–18 months of trading

'What-if'/scenario analysis on the budget

Calculation of break-even point

Legal forms of business:

The different legal forms for a business, including sole-trader, limited company and partnership

Legal form options for a social enterprise, including Community Interest Companies (CiC)

Franchising as a start-up opportunity

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|---|
| LO1 Investigate the range of resources required to launch a new venture | | D1 Develop a detailed proposal that demonstrates critical analysis and reflection of the competitive environment with supporting contingency planning to minimise risk |
| P1 Investigate and explain a new venture identifying specific target markets and undertaking competitive analysis | M1 Apply a range of methods and techniques for competitive analysis to justify how to achieve competitive advantage | |
| P2 Determine specific tangible and intangible resources that would be required for the launch of a new venture | M2 Discuss the strengths and weaknesses of the new venture and determine areas of risk | |
| P3 Produce a credible proposal to launch a new venture | | |
| LO2 Assess the skills and capabilities required and how these might be acquired or developed | | D2 Critically discuss supporting costs and timescales required for acquiring and/or developing the skills and capabilities of a launch team |
| P4 Assess the skills and capabilities required to launch a new venture and how they are acquired or developed | M3 Explore the range of skills and capabilities required for the launch and critically assess how they might be acquired or developed applying appropriate methods | |
| LO3 Explain and justify appropriate promotional activities to support the launch | | D3 Critically evaluate the different promotional activities to support justifications |
| P5 Explain different promotional activities and channels that will support the launch and justify their choice | M4 Evaluate an appropriate promotional activities plan for both launch and pre-launch | |
| P6 Develop an appropriate promotional activities plan for both launch and pre-launch | | |

| Pass | Merit | Distinction |
|--|--|--|
| <p>L04 Suggest an appropriate legal form and compile a budget for launch</p> | | <p>D4 Create a pre- and post-launch monthly itemised cash budget based on financial resources, including key budget categories and sub-categories, with contingency measures for anticipated outcomes</p> |
| <p>P7 Produce an itemised monthly cash budget for the pre-launch phase of the venture and the first 12-18 months preceding launch</p> <p>P8 Suggest an appropriate legal form for the venture stating why it has been chosen</p> | <p>M5 Justify an itemised monthly cash budget showing one off costs, on-going costs and anticipated income post- and pre-launch</p> | |

Recommended Resources

Textbooks

- BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd ed. Basingstoke: Palgrave MacMillan.
- BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.
- RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.
- WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson.
- WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson.

Websites

- | | |
|--|--|
| www.een.ec.europa.eu | European Commission Enterprise Europe Network (General Reference) |
| www.enterprisenation.com | Enterprise Nation (General Reference) |
| www.icsb.org | International Council for Small Business Research (General Reference) |
| www.iesingapore.gov.sg | International Enterprise Singapore (General Reference) |
| www.isbe.org.uk | The Institute for Small Business and Entrepreneurship (General Reference) |

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 17: Entrepreneurship and Small Business Management

Unit 38: Concepts and Innovation in Hospitality

Unit 47: Managing and Running a Small Business

Unit 47: Pitching and Negotiation Skills

Unit 46: Managing and Running a Small Business

| | |
|---------------------|-------------------|
| Unit code | L/508/0566 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit will provide students with a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, leadership and building a team, dealing with legislation and regulation and how to put together a business plan.

Students will be able to apply their learning to a simulated business of their choice that they will work on as part of a group. They will develop an understanding of how all of the different aspects of running a business interrelate to achieve success, and develop an appreciation of the benefits and importance of organisation and planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Discuss how a small business or social enterprise plans and allocates resources to achieve objectives
2. Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation
3. Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements
4. Discuss the implications of regulation and legislation on a small business or social enterprise.

Essential Content

LO1 **Discuss how a small business or social enterprise plans and allocates resources to achieve objectives**

Planning resources – premises and equipment, people and skills:

Planning of activities in a business to include capacity utilisation and management, identifying resources and skills needed to develop appropriate job specifications

Being an employer:

Organisation structures applicable to the business purpose and organisation stage

Establishing an appropriate organisational culture

Consideration of human resource management: recruitment and retention, performance management and team building

Use of outsourcing, networks and external advisers

Understanding key aspects of employment legislation relevant to a small business e.g. equality and diversity

The business plan:

Effective articulation of the vision, goals and objectives

Key components of a business plan

Consideration of when a business plan might be needed, e.g. when securing an overdraft or bank loan

Project management techniques, including use of Gantt charts and critical path analysis

LO2 Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation

Building customer relationships:

Assessment of customer value, acquiring and retaining customers

Developing effective channels for customer communications and customer care programmes

Digital platforms for effective customer relationships to include email marketing for mobile devices, online chat and forums for real time responses and solutions, online testimonials and ratings and use of social media

Transnational sales:

Defining transnational sales and considering why start-up and small firms internationalise

Preparing to sell and source transnationally and the application of the stage model of internationalisation

The process of exporting and key considerations

LO3 Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements

Sources of finance for start-up and small businesses:

The main sources of finance for start-up and small businesses, including own savings, equity finance or loans from family and friends, bank loans and overdrafts, leasing and hire purchase, invoice factoring

Forecasting and budgeting:

Techniques for forecasting and budgeting: using time series data, calculating a moving average, finding a trend, dealing with seasonality

Developing budgets, including 'What-if' sensitivity analysis

Using budgets for performance monitoring and control

Variance analysis

Break-even analysis

Financial statements for a small business:

The key financial statements that are required for a small business and how to interpret them

The difference between profit and cash and the vital importance of cash flow for a small business/social enterprise

The elements of working capital and how to manage cash flow effectively

LO4 Discuss the implications of regulation and legislation on a small business or social enterprise

Legal and regulatory issues:

The legal and regulatory issues applicable to a small business in the country it is registered: record keeping, tax and employment, Health and Safety, insurance, data protection and cybersecurity measures

Examples of regulatory issues that may apply to different business types, different products or services and different localities such as environmental and waste regulations, professional practice guidelines and local planning restrictions

The potential sources of information to determine applicable regulation

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|--|---|--|
| <p>L01 Discuss how a small business or social enterprise plans and allocates resources to achieve objectives</p> | | <p>D1 Critically analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of business objectives</p> |
| <p>P1 Discuss the main considerations a small business or social enterprise needs to address when planning and allocating resources to achieve business objectives</p> | <p>M1 Apply relevant tools and techniques in a structured and analytical way to plan and allocate resources in an organisational context</p> <p>M2 Assess the importance of planning and allocating resources to achieve the business objectives</p> | |
| <p>L02 Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation</p> | | <p>D2 Critically evaluate the customer relationship management process at all stages and provide recommendations for overcoming challenges of developing transnational operations</p> |
| <p>P2 Explain and evaluate different processes of customer relationship management for a small business or social enterprise</p> <p>P3 Explain how a small business can develop transnationally and determine the benefits and drawbacks</p> | <p>M3 Apply and evaluate the elements of the customer relationship management process in relation to achieving business objectives</p> <p>M4 Evaluate the potential to develop transnational operations using the stage model of internationalisation, assessing both benefits and challenges</p> | |

| Pass | Merit | Distinction |
|---|---|--|
| <p>LO3 Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements</p> | | <p>D3 Produce an accurate cash flow forecast and break-even analysis with a critical evaluation of how key financial statements contribute to the successful management of the business</p> |
| <p>P4 Produce an annual itemised monthly cash flow forecast showing fixed and variable costs set against income for a specific organisation</p> <p>P5 Explain how break-even analysis could be applied to an organisational situation</p> <p>P6 Interpret key financial statements for an organisation in relation to how they contribute to the successful management of the organisation</p> | <p>M5 Apply appropriate quantitative and analytical techniques to provide an appropriately detailed cash flow forecast and break-even analysis</p> | |
| <p>LO4 Discuss the implications of regulation and legislation on a small business or social enterprise</p> | | <p>D4 Critically evaluate key legislation and regulations that affect small businesses or social enterprise organisations, taking future developments and changes into account</p> |
| <p>P7 Discuss key legislation and regulations that have implications on small businesses or social enterprises</p> | <p>M6 Evaluate the implications of key legislation and regulations in an organisational context</p> | |

Recommended Resources

Textbooks

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2011) *The One Minute Manager Meets the Monkey*. London: Harper Collins.

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd ed. Basingstoke: Palgrave MacMillan.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson.

Websites

www.een.ec.europa.eu

European Commission Enterprise
Europe Network
(General Reference)

www.enterprisenation.com

Enterprise Nation
(General Reference)

www.icsb.org

International Council for Small
Business
(Research/
General Reference)

www.iesingapore.gov.sg

International Enterprise Singapore
(General Reference)

www.isbe.org.uk

The Institute for Small Business and
Entrepreneurship
(General Reference)

Links

This unit links to the following related units:

Unit 4: The Hospitality Business Toolkit

Unit 17: Entrepreneurship and Small Business Management

Unit 41: Hospitality Business Strategy

Unit 45: Launching a New Venture

Unit 47: Pitching and Negotiation Skills

| | |
|---------------------|-------------------|
| Unit code | L/508/0602 |
| Unit level | 5 |
| Credit value | 15 |

Introduction

This unit gives students a comprehensive overview of the essential pitching and negotiation skills required to win new contracts on agreeable terms. These skills are essential for the managing and running of a small business or being part of a dynamic and innovative workforce. Good pitching skills for a new product or service will generate sales and networking opportunities, while negotiating with different people and in different business transactions will secure more favourable deals. This unit aims to provide students with the knowledge base and tools that will help them to develop these skills.

Learning Outcomes

By the end of this unit a student will be able to:

1. Evaluate the context of a negotiation and identify the information required to prepare for a negotiation
2. Manage documentation relevant to tenders and contracts
3. Develop a pitch to achieve a sustainable competitive edge
4. Assess the outcome of a pitch and negotiation.

Essential Content

LO1 Evaluate the context of a negotiation and identify the information required to prepare for a negotiation

Context for negotiating:

Understanding the rationale for negotiation and the importance of negotiating skills in the workplace

Generating new business and winning new deals

Key negotiation tactics and strategies

Preparing to negotiate: the Request For Proposal (RFP) process

Preparing to negotiate: determining goals, tactics and strategies

Closing a deal: creating and finalising a contract

The value of understanding the context and key individuals in a negotiation, including cultural awareness and differences in international business negotiations

Collapse and recovery when negotiating

LO2 Manage documentation relevant to tenders and contracts

Context for tendering:

What are the key elements of an RFP document?

What is procurement?

What are the different types of procurement processes?

The contractual process for both personal and classified information

The key elements of Master agreements and statements of work

Contract Law

Amending contracts and breaches of terms and conditions

LO3 Develop a pitch to achieve a sustainable competitive edge

Developing a competitive strategy for pitching:

The structure of pitching with emphasis on the value of brand loyalty, innovation, networking and partnerships

Building the bridge of trust during a pitch and the importance of providing realistic solutions to problems, opportunity focus and partnership approaches

Determining key outcomes and the pursuit of value

Dealing with rejection and asking for referrals

Summarising and follow-up

LO4 Assess the outcome of a pitch and negotiation

Outcomes of a pitch and negotiation:

Determining key outcomes and contingency planning for dealing with rejection

Contractual implementation and fulfilling obligations, on-going monitoring/review of contracts

Managing relationships and generating incremental revenue

Terminating contracts

Learning Outcomes and Assessment Criteria

| Pass | Merit | Distinction |
|---|---|--|
| LO1 Evaluate the context of a negotiation and identify the information required to prepare for a negotiation | | D1 Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise |
| <p>P1 Determine what is a negotiation, why it occurs and who the key stakeholders are during a negotiation process</p> <p>P2 Evaluate the key steps and information required for negotiating and generating deals</p> | <p>M1 Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process and the information required in preparation</p> | |
| LO2 Manage documentation relevant to tenders and contracts | | D2 Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk |
| <p>P3 Explain the RFP process and the relevant types of documentation required</p> <p>P4 Explain the contractual process and how relevant documentation is managed and monitored</p> | <p>M2 Apply the RFP process within an organisational context, outlining the key documentation required and consequences of breaching the terms of an agreement</p> | |
| LO3 Develop a pitch to achieve a sustainable competitive edge | | D3 Develop a dynamic and creative pitch that is both concise and persuasive to achieve a sustainable competitive edge |
| <p>P5 Develop an appropriate pitch applying key principles that achieve a sustainable competitive edge</p> | <p>M3 Examine the pitch process in an organisational context, evaluating ways to maximise the chances of a successful pitch</p> | |
| LO4 Assess the outcome of a pitch and negotiation | | D4 Critically evaluate the pitch and post-pitch outcomes to determine potential issues and risk management |
| <p>P6 Assess the potential outcomes of a pitch</p> <p>P7 Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur</p> | <p>M4 Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues</p> | |

Recommended Resources

Textbooks

DeMARR, B. and De JANASZ, S. (2014) *Negotiation and Dispute Resolution*. New International ed. Harlow: Pearson.

FALCAO, H. (2010) *Value Negotiation: How to Finally Get the win-Win Right*. Harlow: Pearson.

FISHER, R. (2012) *Getting to Yes: Negotiating an Agreement Without Giving in*. London: Random House Publishing.

KLAFF, O. (2011) *Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal*. New York: McGraw-Hill.

Links

This unit links to the following related units:

Unit 32: Sales Management

Unit 38: Concepts and Innovation in Hospitality

Unit 45: Launching a New Venture

11 Appendices

Appendix 1: Mapping of HND in Hospitality Management against FHEQ Level 5

| Key | |
|-----|-----------------------------|
| KU | Knowledge and Understanding |
| CS | Cognitive Skills |
| AS | Applied Skills |
| TS | Transferable Skills |

The qualification will be awarded to students who have demonstrated:

| FHEQ Level 5 descriptor | | Hospitality Management HND Programme Outcome |
|--|-----|---|
| Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed | KU1 | Knowledge and understanding of the fundamental principles and practices of the contemporary hospitality business environment and the contribution that it makes to the global economy. |
| | KU2 | Knowledge and understanding of the impacts of the external environment; political, technological, social, and economic factors which affect the supply of and demand for hospitality. |
| | KU3 | Understanding and insight into different hospitality sectors, their diverse nature, purposes, structures and operations and their boundaries. |
| | KU4 | A critical understanding of the ethical, legal, professional, and operational framework within which hospitality businesses operate. |
| | KU5 | A critical understanding of processes, procedures and practices for effective food, beverage and/or accommodation service systems, their implementation and operation. |
| | KU6 | An ability to apply the theories and concepts underpinning consumer behaviour within the hospitality context to make appropriate decisions in response to different hospitality consumers and the quality of the service encounter. |

| FHEQ Level 5 descriptor | | Hospitality Management HND Programme Outcome |
|---|-----|---|
| | KU7 | A critical knowledge, understanding and application of ethical and sustainable measures to meet overall business objectives. |
| | KU8 | An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development. |
| Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. | CS1 | Apply knowledge and understanding of essential concepts, principles and models within the contemporary global hospitality environment. |
| | AS1 | Evidence the ability to develop appropriate policies and strategies to meet stakeholder expectations and provide a quality service encounter. |
| | AS2 | Apply innovative hospitality business ideas to develop and create new products or services that respond to the changing nature of consumer demand. |
| | AS3 | Integrate theory and practice through the investigation and examination of practices in the workplace. |
| | AS4 | Develop strategic outcomes for hospitality business using appropriate business practices to make justified recommendations. |
| | CS2 | Develop different strategies and methods to show how resources are integrated and effectively managed to successfully meet objectives for food/beverage, accommodation services and events providers. |

| FHEQ Level 5 descriptor | | Hospitality Management HND Programme Outcome |
|--|------|---|
| <p>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.</p> | CS3 | Critically reflect on the different cultural business concepts, intercultural and international dimensions of the hospitality industry in application to problem-solving. |
| | CS4 | Recognise and respond to ethical, sustainable, Health and Safety issues pertaining to food production, kitchen management, accommodation and events management. |
| | KU9 | Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and hospitality businesses. |
| | CS5 | Critique a range of business information, CRM systems and operations and their application to maximise and successfully meet strategic hospitality objectives. |
| | KU10 | An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace. |
| <p>An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.</p> | TS1 | Develop a skills-set to creatively take appropriate actions in explaining and solving familiar and unfamiliar problems in a hospitality specific operational context. |
| | TS2 | Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process. |

Typically, holders of the qualification will be able to:

| FHEQ Level 5 descriptor | | Hospitality Management HND Programme Outcomes |
|--|-----|--|
| Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. | TS3 | Competently use digital literacy to access a broad range of research sources, data and information. |
| | CS6 | Interpret, analyse and evaluate a range of business data, sources and information to inform evidence based decision-making. |
| | CS7 | Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world hospitality business scenarios. |
| Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. | TS4 | Communicate confidently and effectively, both orally and in writing, both internally and externally with businesses and other stakeholders. |
| | TS5 | Communicate ideas and arguments in an innovative manner using a range of digital media. |
| | AS5 | Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts. |
| | TS6 | Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate. |
| Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. | TS7 | Identify personal and professional goals for continuing professional development in order to enhance competence to practise within a chosen sector of hospitality. |
| | TS8 | Take advantage of available pathways for continuing professional development through Higher Education and Professional Body Qualifications. |

Appendix 2: HNC/HND Hospitality Management Programme Outcomes for Students

| Unit | Knowledge and Understanding | | | | | | | | | | Cognitive skills | | | | | | | | Applied skills | | | | | Transferable skills | | | | | | | | | | | | | | | | | | | | | | | |
|------|-----------------------------|---|---|---|---|---|---|---|---|----|------------------|---|---|---|---|---|---|---|----------------|---|---|---|---|---------------------|---|---|---|---|---|---|---|---|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | |
| 1 | x | x | x | x | | | x | | | | x | | | | | x | | | | | x | | | | x | | | | | | | | | | x | | | x | | | | | | | | | |
| 2 | | x | | | | x | | | | x | x | x | | | x | x | | | | x | x | x | x | | x | | | | | | | | | | | | | | x | x | | | | | | | |
| 3 | | | x | x | | | | x | x | | | | x | | | | | | | | x | | x | | x | | | | x | x | | | | | x | x | | x | x | | | | | | | | |
| 4 | | | | x | | | x | x | x | | x | | | | x | x | | | | | x | | x | | x | | | | | | | | | | | x | x | | x | x | | | | | | | |
| 5 | x | | x | | | | | x | x | x | x | | x | | | | | | | | x | | | | x | x | | x | x | x | | | | | x | x | x | | x | x | | | | | | | |
| 6 | x | | x | x | x | x | x | x | x | x | x | | | x | | | | | | x | | x | x | | x | | | | | | | | | | x | x | x | | x | x | | | | | | | |
| 7 | x | x | x | x | x | x | x | x | x | x | x | | x | x | | x | | | | x | | x | x | | x | | | | | | | | | | | x | x | x | | x | x | | | | | | |
| 8 | x | x | x | x | x | x | x | | | x | x | x | x | x | | x | x | | | x | | x | x | x | | | x | | x | | | | | | | x | x | | | x | x | | | | | | |
| 9 | | | x | x | x | | x | x | x | x | | x | | | x | | | | | x | x | x | x | | x | | | | | | | | | | | | x | x | | x | x | | | | | | |
| 10 | x | x | | x | | x | x | | | x | x | x | x | x | | | | | | x | x | x | | | | | | | | | | | | | | | | | x | x | x | x | | | | | |
| 11 | x | x | | x | x | x | x | | | x | | x | | x | | x | | | | | x | x | | | x | x | | x | | | | | | | | | | x | x | | x | x | | | | | |
| 12 | x | x | | x | x | x | x | | | x | | x | | x | | x | | | | | | x | x | | | x | x | | x | | | | | | | | | | x | | x | x | | | | | |
| 13 | | | x | x | | x | | x | x | x | x | | | x | | x | | | | | | | | | x | | | x | | | x | x | | | | | | | x | x | x | x | x | | | | |
| 14 | X | | | | X | | X | | | X | | X | | X | | X | X | | | X | | X | X | | X | | X | X | | | | | | | | | X | X | | X | | | | | | | |
| 15 | x | | | | | x | x | | | | x | | x | | x | | x | | | | x | x | x | x | x | | | | | | | | | | | | | | x | | x | | | | | | |
| 16 | x | x | | x | x | x | x | x | x | x | | x | | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | x | x | | x | | | |
| 17 | x | x | x | x | | | | | | x | | | | | | | | | | | x | | | x | | | | | | | | | | | | | | | | | | x | | x | | | |
| 18 | X | | | | | X | | X | | | X | | | | | X | X | X | | | X | | X | | X | X | X | | X | | | | | | | | | | | X | X | | | | | | |
| 19 | x | x | | x | | x | x | | | | x | | x | | | x | x | | | | x | x | x | x | x | | x | | | | | | | | | | | | | | | | x | x | x | x | x |

| Unit | Knowledge and Understanding | | | | | | | | | | Cognitive skills | | | | | | | | Applied skills | | | | | Transferable skills | | | | | | | | | | | | |
|------|-----------------------------|---|---|---|---|---|---|---|---|----|------------------|---|---|---|---|---|---|---|----------------|---|---|---|---|---------------------|---|---|---|---|---|---|---|---|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 40 | X | | X | X | X | X | X | X | X | | X | X | | X | X | | X | | X | | X | X | X | X | | | X | | | X | X | X | | | X | X |
| 41 | x | x | x | x | x | x | x | | | x | x | x | | x | | x | x | x | x | x | x | x | x | x | x | x | | | | x | x | | x | x | X | |
| 42 | x | x | x | x | x | x | x | | | x | x | x | x | x | | x | x | x | x | x | | x | x | x | | | | | | x | x | x | x | x | X | |
| 43 | x | | x | | x | x | | x | x | | | x | | | | x | | | | | x | x | x | | | | x | | | x | | x | x | x | | |
| 44 | X | X | | X | X | X | | X | X | X | X | X | | | X | X | X | | | | X | X | | X | | | | | | X | | | X | | X | |
| 45 | x | x | x | x | x | x | x | | | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | | | | | x | x | x | x | x | | |
| 46 | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | | x | x | | | x | | x | x | x | x | x | x | | | |
| 47 | | | x | x | | | | | | | | | | | x | | | | x | x | | | | x | | | x | x | x | | X | | x | | | |

Appendix 3: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

| Term | Definition |
|----------------------|--|
| Analyse | <p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis can be through activity, practice, written or verbal presentation.</p> |
| Apply | <p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p> |
| Arrange | Organise or make plans. |
| Assess | Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts. |
| Calculate | Generate a numerical answer with workings shown. |
| Compare | <p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p> |
| Compose | Create or make up or form. |
| Communicate | <p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p> |
| Create/ Construct | Skills to make or do something, for example, a display or set of accounts. |
| Critically analyse | Separate information into components and identify characteristics with depth to the justification. |
| Critically evaluate | Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth. |
| Define | State the nature, scope or meaning. |
| Describe | Give an account, including all the relevant characteristics, qualities and events. |

| Term | Definition |
|---------------|--|
| Discuss | Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important. |
| Demonstrate | Show knowledge and understanding. |
| Design | Plan and present ideas to show the layout/function/workings/object/system/process. |
| Develop | Grow or progress a plan, ideas, skills and understanding |
| Differentiate | Recognise or determine what makes something different. |
| Discuss | Give an account that addresses a range of ideas and arguments. |
| Evaluate | <p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p> |
| Explain | To give an account of the purposes or reasons. |
| Explore | Skills and/or knowledge involving practical research or testing. |
| Identify | Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities. |
| Illustrate | Make clear by using examples or provide diagrams. |
| Indicate | Point out, show. |
| Interpret | State the meaning, purpose or qualities of something through the use of images, words or other expression. |
| Investigate | Conduct an inquiry or study into something to discover and examine facts and information. |
| Justify | <p>Students give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable. |
| Outline | Set out the main points/characteristics. |
| Plan | Consider, set out and communicate what is to be done. |
| Produce | To bring into existence. |
| Reconstruct | To assemble again/reorganise/form an impression. |

| Term | Definition |
|-------------------------|---|
| Report | Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way. |
| Review | <p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary. |
| Show how | Demonstrate the application of certain methods/theories/concepts. |
| Stage and manage | Organisation and management skills, for example, running an event or a Sport pitch. |
| State | Express. |
| Suggest | Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration. |
| Undertake/ carry out | Use a range of skills to perform a task, research or activity. |

This is a key summary of the types of evidence used for BTEC Higher Nationals:

| Type of evidence | Definition |
|----------------------------------|--|
| Case study | A specific example to which all students must select and apply knowledge. |
| Project | A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review. |
| Independent research | An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources. |
| Written task or report | Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information. |
| Simulated activity/role play | A multi-faceted activity mimicking realistic work situations. |
| Team task | Students work together to show skills in defining and structuring activity as a team. |
| Presentation | Oral or through demonstration. |
| Production of plan/business plan | Students produce a plan as an outcome related to a given or limited task. |
| Reflective journal | Completion of a journal from work experience, detailing skills acquired for employability. |
| Poster/leaflet | Documents providing well-presented information for a given purpose. |

Appendix 4: Assessment methods and techniques for Higher Nationals

| Assessment technique | Description | Transferable skills development | Formative or Summative |
|--------------------------|--|---|----------------------------|
| Academic graphic display | This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy. | Creativity Written communication Information and communications Technology Literacy | Formative Summative |
| Case study | This technique present students with a specific example to which they must select and apply knowledge. | Reasoning Critical thinking Analysis | Formative Summative |
| Discussion forum | This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs. | Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation | Formative |

| Assessment technique | Description | Transferable skills development | Formative or Summative |
|-----------------------------|---|--|-------------------------------|
| Independent research | This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources. | Information and communications technology Literacy Analysis | Formative |
| Oral/Viva | This technique asks students to display their knowledge of the subject via questioning. | Oral communication Critical thinking Reasoning | Summative |
| Peer review | This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes. | Teamwork Collaboration Negotiation | Formative Summative |
| Presentation | This technique asks students to deliver a project orally or through demonstration. | Oral communication Critical thinking Reasoning Creativity | Formative Summative |

| Assessment technique | Description | Transferable skills development | Formative or Summative |
|---|---|---|------------------------|
| Production of an artefact/ performance or portfolio | This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are [Sector] plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps. | Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and Communications Technology Literacy, etc. | Summative |
| Project | This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review. | Written communication Information Literacy, Creativity, Initiative. | Summative |

| Assessment technique | Description | Transferable skills development | Formative or Summative |
|----------------------|---|---|----------------------------|
| Role playing | This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation. | Written and oral communication Leadership Information literacy Creativity Initiative. | Formative |
| Self-reflection | This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability. | Self-reflection Written communication Initiative Decision-making Critical thinking | Summative |
| Simulated activity | This technique is a multi-faceted activity based on realistic work situations. | Self-reflection Written communication Initiative Decision-making Critical thinking | Formative Summative |

| Assessment technique | Description | Transferable skills development | Formative or Summative |
|-----------------------------|--|---|-----------------------------------|
| Team assessment | <p>This technique asks students to work together to show skills in defining and structuring an activity as a team.</p> <p>All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.</p> | <p>Collaboration</p> <p>Teamwork</p> <p>Leadership</p> <p>Negotiation</p> <p>Written and oral communication</p> | <p>Formative</p> <p>Summative</p> |
| Tiered knowledge | <p>This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.</p> | <p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Decision-making</p> <p>Oral and written communication</p> | <p>Formative</p> |
| Time constrained assessment | <p>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</p> | <p>Reasoning</p> <p>Analysis</p> <p>Written communication</p> <p>Critical thinking</p> <p>Interpretation</p> | <p>Summative</p> |

| Assessment technique | Description | Transferable skills development | Formative or Summative |
|-----------------------------|--|--|-------------------------------|
| Top ten | This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list. | Teamwork Creativity Analysis Collaboration | Formative |
| Written task or report | This technique asks students to complete an assignment in a structured written format, for example, a [Sector] plan, a report, marketing communication, set of instructions, giving information. | Reasoning Analysis Written communication Critical thinking, interpretation. | Summative |

Appendix 5: Transferable skills mapping

Level 4 Higher National Certificate in Hospitality Management: mapping of transferable employability and academic study skills

| Skill Set | Cognitive skills | | | | | | | Intra-personal Skills | | | | Interpersonal Skills | | | |
|-----------|------------------|-----------------|-----------------------------|-----------------|-------------------------|------------------|----------|-----------------------|-----------------|-----------------|----------------------|----------------------|-----------|------------|--------------------|
| | Unit | Problem-solving | Critical Thinking/ Analysis | Decision-making | Effective Communication | Digital Literacy | Numeracy | Creativity | Plan Prioritise | Self Management | Independent learning | Self Reflection | Team Work | Leadership | Cultural Awareness |
| 1 | | X | | X | X | | | X | X | X | | | | X | |
| 2 | | | X | X | X | | X | X | X | X | | | | | |
| 3 | | | | X | | | | X | X | X | X | X | X | X | X |
| 4 | X | X | X | X | | X | | X | X | X | | | | X | |
| 5 | | X | X | X | | | | X | X | X | X | X | X | X | X |
| 6 | | | X | X | X | | | X | X | X | | X | X | X | X |
| 7 | | X | X | X | X | | | X | X | X | | X | X | X | X |
| 8 | X | X | X | | | | | X | X | X | | | | | |
| 9 | X | X | X | X | | X | X | X | X | X | X | X | | X | X |
| 10 | X | X | X | X | | X | X | X | X | X | X | X | | X | X |
| 11 | X | | X | X | | X | X | X | X | X | X | X | | | X |
| 12 | X | | X | X | | X | X | X | X | X | X | X | | | X |
| 13 | X | | X | X | | | X | X | X | X | X | X | X | X | X |
| 14 | X | X | X | X | | X | | X | X | X | | | | | |
| 15 | X | X | X | X | X | | | X | X | X | | | | | |
| 16 | X | | X | X | | | X | X | X | X | X | X | X | X | |
| 17 | X | | X | X | | X | X | X | X | | X | | | X | |

Level 5 Higher National Diploma in Hospitality Management: mapping of transferable employability and academic study skills

| Skill Sets | Cognitive skills | | | | | | | Intra-personal Skills | | | | Interpersonal Skills | | | |
|------------|------------------|-----------------|-----------------------------|-----------------|-------------------------|------------------|----------|-----------------------|-----------------|-----------------|----------------------|----------------------|-----------|------------|--------------------|
| | Unit | Problem-solving | Critical Thinking/ Analysis | Decision-making | Effective Communication | Digital Literacy | Numeracy | Creativity | Plan Prioritise | Self Management | Independent learning | Self Reflection | Team Work | Leadership | Cultural Awareness |
| 18 | x | x | | x | x | x | x | x | x | x | x | | | | |
| 19 | x | x | x | x | x | | | x | x | x | | | | | |
| 20 | x | x | x | x | | | | x | x | x | | | | | |
| 21 | | | x | x | | | x | x | x | x | x | | | | |
| 22 | x | x | x | x | | | x | x | x | x | | | | | |
| 23 | x | | x | x | | x | x | x | x | x | x | x | | | |
| 24 | | x | x | x | x | | x | x | x | x | | x | x | x | x |
| 25 | x | x | x | x | x | | x | x | x | x | | x | x | x | x |

| Skill Sets | Cognitive skills | | | | | | | Intra-personal Skills | | | | Interpersonal Skills | | | |
|------------|------------------|-----------------|----------------------------|-----------------|-------------------------|------------------|----------|-----------------------|-----------------|-----------------|----------------------|----------------------|-----------|------------|--------------------|
| | Unit | Problem-solving | Critical Thinking/Analysis | Decision-making | Effective Communication | Digital Literacy | Numeracy | Creativity | Plan Prioritise | Self Management | Independent learning | Self Reflection | Team Work | Leadership | Cultural Awareness |
| 26 | x | x | x | x | x | x | x | x | x | x | | | | | |
| 27 | x | x | x | x | | x | x | x | x | x | | | | | |
| 28 | x | x | x | x | x | | x | x | x | x | | | | | |
| 29 | x | x | x | x | | x | x | x | x | x | x | x | x | x | x |
| 30 | | x | x | x | | | x | x | x | x | x | | | | |
| 31 | | | x | x | x | | x | x | x | x | | | | | |
| 32 | | x | x | x | | | x | x | x | x | x | | | | |
| 33 | | | | x | x | x | x | | x | x | | x | | | |
| 34 | x | x | x | x | x | x | x | | | | | | | | |
| 35 | | x | x | x | | | x | x | x | x | | | | | |
| 36 | x | x | x | x | | | x | x | x | x | | | | | |
| 37 | x | x | x | x | | | x | x | x | x | | | | | |
| 38 | | | | x | x | | x | x | x | x | x | x | | x | x |
| 39 | | x | x | x | x | | x | x | x | x | x | | | | x |
| 40 | x | x | x | x | x | x | x | x | x | x | x | x | x | | x |
| 41 | | x | x | x | | | | x | x | x | | | | | |
| 42 | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| 43 | x | x | x | x | | | | x | x | x | x | x | x | x | x |
| 44 | x | x | x | x | | | | x | x | x | | | | | |
| 45 | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| 46 | x | x | | x | | x | x | x | x | x | x | x | x | | |
| 47 | x | x | x | x | x | x | x | x | x | | | | | | |

Appendix 6: Recognition of Prior Learning

QCF Pearson BTEC Level 4 Higher National Certificate in Hospitality Management mapped to the RQF Pearson BTEC Level 4 Higher National Certificate in Hospitality Management

Unit Mapping Overview

This mapping document is designed to support centres who wish to recognise student achievement in older QCF Higher Nationals within the new RQF suites. The document demonstrates where content is covered in the new suite, and where there is new content to cover to ensure full coverage of learning outcomes.

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

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

N – New unit

| Unit no. | Unit title New RQF HN programme | Maps to unit number on existing QCF HN programme | Level of similarity between units |
|----------|---------------------------------------|--|-----------------------------------|
| 1 | The Contemporary Hospitality Industry | 1 19 | X P |
| 2 | Managing the Customer Experience | 3 | P |
| 3 | Professional Practice and Identity | 41 7 42 | P P P |
| 4 | The Hospitality Business ToolKit | 4 9 | P P P P |

| Unit no. | Unit title New RQF HN programme | Maps to unit number on existing QCF HN programme | Level of similarity between units |
|----------|--|--|-----------------------------------|
| | | 1 17 | |
| 5 | Leadership and Management | 7 | P |
| 6 | Managing Food and Beverage Operations | 5 26 | P P |
| 7 | Managing Accommodation Services | 6 18 | P P |
| 8 | Managing Conference and Events | 13 14 | P P |
| 9 | Managing Food Production | 26 | X |
| 10 | International Gastronomy | 28 27 | X P |
| 11 | Creative Patisserie and Artisan Bakery | 29 | P |
| 12 | Butchery and Fishmongery | N | N |
| 13 | Work Experience | 10 | P |
| 14 | Management Accounting | 2 12 | P P |
| 15 | Hospitality Marketing Essentials | 8 | X |
| 16 | Human Resource Management | 9 | X |
| 17 | Entrepreneurship and Small Business Management | N | N |

Unit Mapping Depth

The RQF Pearson BTEC Level 4 HNC Certificate in Hospitality Management mapped against the current QCF Pearson BTEC Level 4 HNC Certificate in Hospitality Management units (specification end date 31/12/18).

| RQF HNC Units | | QCF HNC units | | Mapping comments | |
|---------------|---------------------------------------|---------------|--|----------------------|---------|
| No | RQF unit title | No | QCF unit title | QCF LOs | RQF LOs |
| 1 | The Contemporary Hospitality Industry | 1 | The Contemporary Hospitality Industry | 1-4 | 1-4 |
| | | 19 | External Business Check | 1 & 2 | 3 |
| 2 | Managing the Customer Experience | 3 | Customer Service | 2 & 4 | 1 |
| 3 | Professional Identity and Practice | 41 | Personal and Professional Development | 1 2 3 3 & 4 | 3 1 |
| | | 7 | The Developing Manager | 2 | 3 |
| | | 42 | Employability Skills | 1 2 | 2 3 |
| 4 | The Hospitality Business Toolkit | 2 | Finance in the Hospitality Industry | 2-4 | 1 |
| | | 9 | Human Resource Management for the Service Industries | 3 & 4 | 2 |
| | | 1 | The Contemporary Hospitality Industry | 3 | 3 |
| | | 17 | Quality Management in Business | 4 | 4 |

| RQF HNC Units | | QCF HNC units | | Mapping comments | |
|---------------|---------------------------------------|---------------|--|------------------|-------------------------|
| No | RQF unit title | No | QCF unit title | QCF LOs | RQF LOs |
| 5 | Leadership and Management | 7 | The Developing Manager | 1 2 3 4 | 1 3 4 3 |
| 6 | Managing Food and Beverage Operations | 5 | Food and Beverage Operations Management | 1 | 2 |
| | | 26 | Planning and Managing Food Production and Beverage Service | 3 | 2 |
| 7 | Managing Accommodation Services | 6 | Rooms Division Operations Management | 1 2 3 | 2 & 3 2 & 3 3 & 4 |
| | | 18 | Facilities Management | 1 & 3 | 4 |
| 8 | Managing Conference and Events | 13 | Conference and Banqueting Management | 1 4 | 1 2 |
| | | 14 | Hospitality Contract and Event Catering | 2 | 3 |
| 9 | Managing Food Production | 26 | Planning and Managing Food Production and Beverage Service | 1-4 | 1-4 |
| 10 | International Gastronomy | 28 | World Food | 1-4 | 1-4 |
| | | 27 | Contemporary Gastronomy | 1 3 4 | 1 3 4 |

| RQF HNC Units | | QCF HNC units | | Mapping comments | |
|---------------|--|---------------|--|------------------|----------------------|
| No | RQF unit title | No | QCF unit title | QCF LOs | RQF LOs |
| 11 | Creative Patisserie and Artisan Bakery | 29 | Creative Patisserie | 1-4 | 1 & 2 |
| 13 | Work Experience | 10 | Work- based Experience | 3 4 | 3 4 |
| 14 | Management Accounting | 2 | Finance in the Hospitality Industry | 3 5 | 3 & 4 2 |
| | | 12 | Hospitality Operations Management | 4 | 4 |
| 15 | Hospitality Marketing Essentials | 8 | Marketing in Hospitality | 1 2 & 3 3 | 1 & 3 2 3 |
| 16 | Human Resource Management | 9 | Human Resource Management for Service Industries | 1 2 3 4 | 1 3 1 & 4 2 |

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