

# Unit 20: Human Resources in Hospitality

<b>Unit code:</b>	<b>R/601/0495</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of current issues, responsibilities, policies, procedures and legislation applicable to human resource in hospitality businesses.

## ● Unit introduction

The hospitality industry is frequently referred to as a 'people business'. The customer expects to be served by people who are bright and confident with good personal skills. The employer wants people who can quickly acquire the skills and knowledge to do the job. Matching these needs is the role of human resources. Supervisors in the industry require human resources knowledge and skills and the confidence to apply them to the area in which they are working.

One of the most challenging aspects of the hospitality industry is the need to recruit, select and retain employees, as the staff turnover in the industry tends to be rather high. In addition, like all other employment sectors, a supervisor in the industry needs to be aware of current employment legislation and how it should be applied to human resources policies and procedures.

Learners will investigate and compare human resources policies and techniques, which may be used in any hospitality business. They will look at procedures that are used throughout an employee's working life. These include recruiting, selecting and inducting staff, as well as the procedures for appraisal, discipline, grievance and termination. Learners will have the opportunity to investigate and examine the procedures, which will enable them to develop skills and knowledge. This will build their confidence before they need to practise the skills in the workplace. Learners will also look at legislation relevant to human resources and how it should be applied at all stages of employment.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know human resource issues, responsibilities and policies in hospitality businesses
- 2 Understand recruitment, selection and induction procedures in hospitality businesses
- 3 Understand appraisal, grievance, disciplinary and termination procedures in hospitality businesses
- 4 Know relevant legislation applicable to human resource policies and procedures in hospitality businesses.

# Unit content

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## 1 Know human resource issues, responsibilities and policies in hospitality businesses

*Issues and responsibilities:* ensuring organisational effectiveness; design and implementation of policies and procedures; staff resource planning (staffing and training requirements, job roles and responsibilities); labour turnover and absenteeism (understanding causes and cost implications, finding solutions); ensuring motivation eg staff empowerment, job rotation/enrichment, personal and professional development, teamwork

*Policies:* aims and objectives of policies in general; types eg leave, sickness, dress code, disciplinary, pay, parental leave, redundancy

*Hospitality industry businesses:* hotels; restaurants; pubs, bars and nightclubs; contract food service providers; hospitality services; membership clubs; events

## 2 Understand recruitment, selection and induction procedures in hospitality businesses

*Recruitment:* job evaluation; job analysis and specification; job description; person specification; advertising; sourcing of staff, including using agencies

*Selection:* applications; shortlisting; methods of selection eg interviews, group methods, presentations, personality assessment; references; appointment; contract of employment

*Induction:* practices and procedures; benefits to employer and employee; use of mentors; documentation

## 3 Understand appraisal, grievance, disciplinary and termination procedures in hospitality businesses

*Appraisal:* planning; aims and objectives; criteria; outcomes; recording documentation; continuing professional development

*Disciplinary and grievance:* guidelines and procedures eg verbal/written warnings, appeals; codes of practice; employment tribunal; sources of advice eg Advisory, Conciliation and Arbitration Service (ACAS), Institute of Hospitality (formerly HCIMA), Citizens Advice Bureau

*Termination:* redundancy; dismissal; job restructuring; resignation; procedures; records

## 4 Know relevant legislation applicable to human resource policies and procedures in hospitality businesses

*Relevant legislation:* disability; employment protection; equal pay; working time; minimum wages; race relations; employee relations; age discrimination; sex discrimination; record keeping; statutory sick pay; maternity; paternity; youth employment; employer's liability insurance

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P1</b> describe human resource issues, responsibilities and policies in hospitality businesses, giving appropriate examples [IE 1, 2, 3]</p>	<p><b>M1</b> compare human resource issues and policies in different hospitality businesses</p>	<p><b>D1</b> analyse a selection of human resource policies, commenting on their relevance to the businesses</p>
<p><b>P2</b> explain procedures to recruit, select and induct a new employee in a hospitality business</p> <p><b>P3</b> explain appraisal, discipline and grievance procedures used in hospitality businesses</p> <p><b>P4</b> describe current relevant legislation to human resource policies and procedures in hospitality businesses. [IE 1, 2]</p>	<p><b>M2</b> assess the effectiveness of human resource procedures together with relevant legislation in a hospitality business.</p>	<p><b>D2</b> analyse how human resource procedures could be improved in order to increase the effectiveness of a hospitality business.</p>

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

It is essential that the theory of human resource management, its application across businesses, and the many different types of business making up the hospitality industry are researched and understood. Learners will benefit from having access to copies of policies, procedures and documentation from businesses. Speakers who are members of human resource teams and department managers or supervisors from hospitality businesses will be able to help learners understand how policies, techniques and procedures are applied. Learners may also work in the hospitality industry and will be able to share their experiences with the group.

Copies of policies and documentation, for example templates and proformas, from businesses will help learners get to know policies and procedures used in the industry. A visit from a speaker could be used to identify the different parts of staff-resource planning, as well as their use and application in the industry. Contacting businesses or carrying out research using a library or the internet could form the basis of research into quality systems. Pamphlets and other material could be built up into a research source.

Once the theory behind recruitment, selection and induction has been explored, learners can apply it to case studies. A significant source of staff in hospitality is employment agencies, and a speaker from one of these could show how they operate. Parts of their procedures, such as selection interviews or short induction training programmes, could be put into practice to build learners' confidence.

The theory behind the development of appraisal, disciplinary, grievance and termination procedures could be taught using actual examples from hospitality businesses. How they have been applied to different situations could then be examined and case studies again used to demonstrate their application.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

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

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning.
Group discussion about current human resource issues, responsibilities and policies in hospitality. Tutor explanation of key terms.
Visits to hospitality businesses and observation of human resource issues, responsibilities and policies – follow-up poster showing different types of issues, responsibilities and policies in the businesses.
Learners interview a member of staff from their own institution on human resources issues.
Visits to hospitality businesses to find out about policies.
<b>Assignment 1 – Current Human Resource Issues, Responsibilities and Policies in Hospitality (P1, M1, D1)</b>
Learners produce a booklet to raise awareness about human resources in hospitality, based on visits.
Learners interview a business to find out about their recruitment, selection and induction procedures.
Industry speaker from a different business to give input about its recruitment, selection and induction procedures.
Learners investigate a different business to find out about its recruitment, selection and induction procedures.
Pair work based on a simulated business taking on its first employees – learners research recruitment, selection and induction procedures and propose the methods of selection to be adopted for specified situations.
<b>Assignment 2 – Recruitment, Selection and Induction Procedures in Hospitality (P2, M2, D2)</b>
Learners produce a booklet to raise awareness about the recruitment, selection and induction procedures based on visit, interviews and investigations.
Learners visit a business and find out about its appraisal, grievance, disciplinary and termination procedures, plus follow-up discussion.
Learners interview a hospitality employer to find out about their appraisal, grievance, disciplinary and termination procedures.
<b>Assignment 3 – Appraisal, Grievance, Disciplinary and Termination Procedures in Hospitality (P3, M2, D2)</b>
Based on visits, learners report on the appraisal, grievance, disciplinary and termination procedures of different hospitality businesses.
Learners investigate legislation applicable to human resources policies and procedures.
<b>Assignment 4 – Legislation Applicable to Human Resources Policies and Procedures in Hospitality (P4, M2, D2)</b>
Learners investigate legislation applicable to human resources policies and procedures.
Tutorial support and feedback.
Self-initiated learning time.

## Assessment

While this unit has a large theoretical and knowledge base, it seeks to equip learners not only with this knowledge, but also the skills with which to apply it. Assessment of this unit should therefore involve the use of actual human resources policies and procedures, exercises, case studies and role play. Information could also be researched whilst carrying out work placements and/or part-time jobs in the hospitality industry.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

### **P1 – M1 – D1**

To achieve P1, learners have to describe the issues, responsibilities and policies used in hospitality businesses. The description should be in general terms, and should include examples from several hospitality businesses from different parts of the industry. There should be reference to at least five different types of policy, although it is not necessary to refer to more than one business for each type of policy. Policies can be sourced through work placements, part-time employment, or through visits to both large and small businesses. It should also be noted that this criterion deals with policy, ie the guiding principles or rules (what is to be carried out), whereas P2 and P3 deal with procedures, ie the steps taken to implement the policy (how it is carried out).

To achieve M1, policies and issues should be compared for two different businesses. While many of the issues will be common to different businesses, they are likely to be addressed in different ways and given different priorities. The explanation should include similarities and differences in the procedures adopted in the businesses.

For D1, learners need to analyse the success of a business's policies in addressing relevant issues. This should include at least three policies and learners' own commentary on any further issues these generate. For instance, learners could comment on a large restaurant chain that has started to source workers from other EU countries as they find it hard to attract staff from the UK. One issue that has arisen out of this is the need to develop induction programmes including Tourist Board courses such as 'Welcome Host' and to ensure that employees understand the company's policies.

### **P2 – P3 – P4 – M2 – D2**

The whole area of recruitment, selection and induction is covered for P2, in which learners have to research procedures to be used for a new employee in a hospitality business. A case study could be used if it is not possible to access this information from a real business. The case study used should outline a situation where new supervisors in the industry might find themselves looking for a member of staff at an operative level. Procedures used should be appropriate, for instance advertising the job and using a method of selection. This assessment could include a practical element, such as carrying out a structured interview or part of the induction programme.

P3 asks learners to explain the main parts of appraisal, disciplinary and grievance procedures. A case study could be used if it is not possible to access this information from a real business.

P4 asks learners to describe relevant legislation for the policies and procedures covered in P1, P2 and P3. Learners should provide a summary of how each of the given areas of legislation is applied in the human resources process. The summary should be in learners' own words, highlighting relevant aspects of the legislation, and not simply reproducing parts of the laws in their entirety. The most up-to-date versions of legislation should be used.

For M2, learners need to bring together the work carried out for P2, P3 and P4, and are asked to assess how effective the application of procedures and relevant legislation is in a business. For example, they could investigate how effective the recruitment and selection procedure is, how effective the induction programme is, or whether the Working Time Directive is being followed. This could be done in a real situation or by using a case study if an appropriate business cannot be accessed.

D2 requires learners to comment on how human resources policies and procedures in a business could be improved. For instance, learners could suggest ways of improving the appraisal process so that employees have clearer targets that are linked to performance related pay, that motivate and encourage retention of talented staff, increase productivity, improve customer satisfaction, and ultimately improve the success of the business. However, at this level, learners should also show an awareness of the possible negative consequences of changes in procedures, eg changes can bring uncertainty and insecurity for staff, pay-linked appraisal is potentially divisive and burdensome for management.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Current Human Resource Issues, Responsibilities and Policies in Hospitality	Learners take the role of a personnel assistant and are asked to produce a booklet to raise awareness about human resource issues, responsibilities and policies in the hospitality industry.	Learners produce a booklet or other material for use with new supervisory staff.
P2, M2, D2	Recruitment, Selection and Induction Procedures in Hospitality	Learners take the role of a hospitality supervisor and are asked to make a presentation to fellow supervisors recommending procedures for recruitment, selection and induction.	Learners produce a presentation to be made to fellow supervisors.
P3, M2, D2	Appraisal, Grievance, Disciplinary and Termination Procedures in Hospitality	Learners take the role of a hospitality supervisor to produce a report to raise awareness about appraisal, grievance, disciplinary and termination procedures.	Learners produce a report for the use of supervisory staff.
P4, M2, D2	Legislation Applicable to Human Resource Policies and Procedures in Hospitality	Learners take the role of a hospitality supervisor and produce a booklet to raise awareness about legislation applicable to human resource policies and procedures.	Learners to produce a booklet or other material to be given to new supervisory staff.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
Applying Workplace Skills	Supervisory Skills in the Hospitality Industry

### Essential resources

Learners need access to hospitality businesses to find examples of human resource policies and procedures. Ideally these will be real examples, but if these are not available then case studies could be used. Learners also need access to up-to-date and relevant human resource legislation, industry templates and proformas.

### Employer engagement and vocational contexts

Wherever possible a relationship should be developed between the centre and local hospitality businesses to enable learners to research realistic situations. This will give learners an understanding of how human resources are managed within the hospitality industry and allow assessments to have a true vocational context. If speakers from the industry are coming into the centre to carry out a presentation, they should be fully briefed as to the nature of what it should contain. The speaker may want to recruit staff and may need discouraging from doing this. Any literature regarding policies and procedures would be useful for the vocational context.

### Indicative reading for learners

#### Textbook

Boella M and Goss-Turner S – *Human Resource Management in the Hospitality Industry, 8th Edition* (Butterworth-Heinemann, 2005) ISBN 9780750666367

#### Journal

*Caterer and Hotelkeeper* – Reed Business Information

#### Websites

<a href="http://www.acas.org.uk">www.acas.org.uk</a>	Advisory, Conciliation and Arbitration Service
<a href="http://www.bha.org.uk">www.bha.org.uk</a>	British Hospitality Association
<a href="http://www.caterersearch.com">www.caterersearch.com</a>	Caterersearch – Hospitality news
<a href="http://www.croner.co.uk">www.croner.co.uk</a>	Croner – business compliance information and services
<a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a>	Institute of Hospitality – Professional body for hospitality, leisure and tourism industries
<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism



## Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	P1 describing human resource issues, responsibilities and policies in hospitality businesses, giving appropriate examples [IE 1, 2, 3]
	P2 explaining procedures to recruit, select and induct a new employee in a hospitality business
	P3 explaining appraisal, discipline and grievance procedures used in hospitality businesses
	P4 describing current relevant legislation to human resource policies and procedures in hospitality businesses [IE 1, 2].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Effective participators</b>	taking part in group discussions [EP 1].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching businesses' human resources procedures
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching relevant legislation
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching companies' human resources procedures
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	explaining human resources procedures explaining relevant legislation to human resources policies and procedures.