



Pearson BTEC Level 4 Diploma in Principles of Hospitality Management Specification

BTEC Professional qualification

First teaching October 2012

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel BTEC Level 4 Diploma in Principles of Hospitality Management (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of BTEC Level 4 Diploma in Principles of Hospitality Management specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	17-136
Guided learning definition updated	12

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

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

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 4 Diploma in Principles of Hospitality Management

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

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

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 4 Diploma in Principles of Hospitality Management	600/6754/8
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This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of the Level 4 Higher Apprenticeship in Hospitality Management. It is also available as a stand-alone qualification.

Welcome to the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management

Focusing on the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management

This qualification forms the knowledge component of the Higher Apprenticeship in Hospitality Management and is designed to provide a valued career route within the industry by upskilling the existing workforce and giving new entrants, including high-achieving learners, an accessible way into the industry. This qualification provides a clear progression route for those who have completed level 3 qualifications in hospitality, and offers both the existing workforce and new entrants the opportunity to progress into higher education. The Higher Apprenticeship in Hospitality Management addresses a broad range of generic and hospitality-specific management skills and knowledge through a competency-based model that can be delivered in the workplace.

For the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management, learners take mandatory units covering the market a hospitality organisation operates in, leadership and management in hospitality organisations, and how to comply with regulatory and legislative requirements. Learners choose optional units covering different areas relating to the principles of hospitality management, such as financial performance management and the development of successful teams. Learners then choose a further optional unit from a range that enables them to specialise in the operational area most relevant to their career plans which, for example, could include roles such as head of department, executive housekeeper or head chef.

The competence component of the Higher Apprenticeship in Hospitality Management is provided by the Pearson BTEC Level 4 Diploma in Hospitality Management. Both qualifications are also available as stand-alone qualifications.

Straightforward to implement, teach and assess

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

Engaging for everyone

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

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – in this case the SSC, People 1st. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

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What are BTEC Professional qualifications?

Pearson Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres. On successful completion of a Pearson Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Sizes of Professional qualifications

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

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

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

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

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

Pearson Professional qualifications are generally available in the following sizes:

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

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

Key features of the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management

The Pearson BTEC Level 4 Diploma in Principles of Hospitality Management has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, level 4 vocationally-related qualification
- progress to employment in a management role within the hospitality industry, to a Level 5 Higher Apprenticeship in Leadership and Management, or to an appropriate Foundation Degree.

National Occupational Standards

Where relevant, Pearson BTEC Level 4 Professional qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 4 Professional qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

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

The Pearson BTEC Level 4 Diploma in Principles of Hospitality Management relates to the NOS for Management and Leadership.

Rules of combination

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

Rules of combination for the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management

When combining units for the Pearson BTEC Level 4 in Principles of Hospitality Management, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 37 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 4 Diploma in Principles of Hospitality Management

The Pearson BTEC Level 4 Diploma in Principles of Hospitality Management is a 37-credit and 231 guided learning hour (GLH) qualification that consists of three mandatory units **plus** optional units that provide for a combined total of 37 credits.

The Total Qualification Time (TQT) for this qualification is 370.

Pearson BTEC Level 4 Diploma in Principles of Hospitality Management			
Unit	Mandatory units – learners to complete all 16 credits	Credit	Level
1	Understand the Market in which an Organisation Operates	5	4
2	Understanding Leadership and Management in Hospitality Organisations	6	4
3	Understanding How to Comply with Legal and Regulatory Requirements within Hospitality Organisations	5	4
Unit	Optional units – Section A – learners to complete a minimum of 16 credits		
4	Understand How to Develop Hospitality Teams	5	4
5	Principles of Financial Performance Management in Hospitality Operations	7	4
6	Understand How to Manage the Provision of Customer Service in Hospitality Organisations	6	4
7	Understanding How to Effectively Manage the Sales of Hospitality Services	9	4
8	Understand How to Maximise the Efficient Use of Physical Resources	5	4
Unit	Optional units – Section B – learners to complete a minimum of 5 credits		
9	The Principles of Food Safety Management for Catering	6	4
10	Understand How to Plan and Manage Kitchen Operations	7	4
11	Principles of Food and Beverage Operations Management	9	4
12	Principles of Bar and Cellar Management	6	4
13	Principles of Rooms Division Operations Management	5	4
14	Principles of Hospitality Accommodation Management	7	4

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

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

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

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

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

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

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

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

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

In Pearson BTEC Level 4 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson's quality assurance system for all Pearson BTEC higher level programmes at levels 4–7 will ensure that centres have effective quality assurance processes in place 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 level programmes at levels 4–7 comprises three key components.

Approval process

Approval to offer the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management will vary depending on the status of the centre.

Centres that have a recent history of delivering Pearson BTEC qualifications at levels 4–7, and have an acceptable quality profile in relation to their delivery and assessment, will be able to gain fast-track qualification approval to offer the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management through Edexcel Online.

Centres that do not have a recent history of delivering Pearson BTEC qualifications at levels 4–7 (ie in the last four years) will be required to seek approval to offer the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management through the existing Pearson qualification and centre approval process. 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 have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Pearson appointed external examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner 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 Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

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

Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC higher level programmes at levels 4–7 are subject to an independent assessment review by a Pearson-appointed external examiner.

The outcomes of this process will be to:

confirm that internal assessment is to national standards and allow certification
or

make recommendations to improve the quality of assessment outcomes before certification is released

or

make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for all centres

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.

Quality assurance model for delivery of the qualification within and outside of the Higher Apprenticeship

For the qualification in this specification, the Pearson quality assurance model will be an annual visit from a Pearson-appointed external examiner to sample internal verification and assessor decisions for principles-based units and to review centre-wide quality assurance systems.

For further details, go to qualifications.pearson.com.

Quality assurance guidance

Details of quality assurance for Pearson BTEC level 4–7 qualifications are available on our website (qualification.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC level 4 to level 7 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

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

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

Resources

Pearson BTEC level 4 Professional qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC level 4 Professional qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

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

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

Restrictions on learner entry

The Pearson BTEC Level 4 Diploma in Principles of Hospitality Management is accredited for learners aged 18 and above.

Access arrangements and special considerations

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

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

Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition 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 sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

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

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plans* – these have been produced to support centres. Outline learning plans are for guidance only and are not mandatory.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

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Unit 1: Understand the Market in which an Organisation Operates

Unit reference number: H/504/2230

Level: 4

Credit value: 5

Guided learning hours: 29

Unit aim

This unit has been devised to assess learners' ability to examine their own organisation and the market within which it operates. They should understand how to evaluate the strengths and weaknesses of the operation in the context of emerging trends and consumer demands in hospitality services. They are also required to demonstrate that they know how to present coherent and well-structured reports on analysis to colleagues.

Unit introduction

The hospitality industry is a dynamic industry in which organisations sell products and services to increasingly informed customers. By reviewing an organisation and the market it operates in, there is an opportunity to benchmark activities and outcomes against those of other organisations. An understanding of customer needs and the characteristics of the hospitality market can inform the decision-making process in relation to future planning. Organisations within the hospitality industry need to analyse their market sector regularly to remain up to date and competitive within emergent and challenging markets.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how customer needs can be identified	1.1 Describe the economic environment in which own organisation operates 1.2 Describe the needs of customers who use own organisation's products and services 1.3 Explain how to analyse customer perception of own organisation's products and services in comparison to competitors
2 Understand the characteristics of hospitality markets	2.1 Describe potential trends and developments in the hospitality market 2.2 Identify characteristics of service styles used within the hospitality industry 2.3 Explain the benefits and limitations of service styles to the organisation 2.4 Describe how own organisation responds to hospitality market characteristics
3 Understand how to implement a market analysis	3.1 Identify current and future macro- and micro-environment trends in own sector 3.2 Describe current market trends and opportunities for growth relevant to own organisation 3.3 Identify direct and indirect competitors to own organisation's offer
4 Understand how to report research findings to inform managerial decisions	4.1 Report research findings to key individuals within own organisation 4.2 Evaluate feedback on report findings from key individuals 4.3 Describe methods used to communicate updates to reports to key individuals

Unit content

1 Understand how customer needs can be identified

Economic environment: micro-environment of the company; stakeholders, eg suppliers, intermediaries, owners, financiers, customers, competitors, local residents, pressure groups; macro-environment demographics, eg economy, society, ecology, technology, politics, legal, culture; strengths, weaknesses, opportunities and threats (SWOT) analysis; political, economic, social, technical (PEST) analysis; Porter's competitive forces

Types of customer: different age groups, eg the elderly, children; different cultural backgrounds; special needs, eg physical disabilities, visual impairments, hearing impairments

Customer needs: customer needs, eg products and services, urgent, non-urgent, special requirements, quality of service, value for money, cultural, social; trends, eg fashion, ergonomic, equipment, training, products and services, consumer protection legislation

Analysis of customer perceptions: sources of information, eg customers, staff, management, customer records, past information

Primary research: eg sampling, qualitative, quantitative; interview, eg individual, group, survey, observation; contact methods, eg mail, telephone, face to face

Secondary research: internal, eg sales records, yield data, financial information, client databases; external, eg government publications, trade journals, periodicals, professional associations, national organisations, commercial data

Satisfaction levels: planning; strategy; assessment of options using researched information; role of the business and services manager; staffing levels; motivating staff; improvements

2 Understand the characteristics of hospitality markets

Trends: types, eg food fashion trends, food miles, organic products, local and seasonal produce, eating trends, drinking trends, entrepreneurial opportunities, boutique hotels, public house ownership, work patterns and work-life balance, e-recruitment, market saturation, globalisation, technology and its applications, use of foreign language, the learning culture

Developments: types, eg competitors and competing industries, improving/declining industries, hospitality portfolio management, the learning culture, reversal of existing trends, political stability, responding to external events/influences, public/private partnerships, takeovers and amalgamations, application of forecasting techniques, measuring success, new technology

Benefits and limitations of service styles to organisations: service styles, eg plate service, platter service, family-style service, silver service; service concepts, eg buffets, counter, cafeteria, self-service; benefits and limitations of styles of service on staff requirements, eg quantity of staff, skill levels, staff hours, range of staff positions; preparation and resources needed for different styles of service, eg time, cost, health and safety considerations, equipment; costs, eg initial set-up costs, food and beverage storage, disposal of waste, use of energy

Hospitality market characteristics: fragmentation; diversity, eg food, beverages, accommodation, venues, location, events; considerations, eg preparation, display, packaging, service

3 Understand how to implement a market analysis

Current and future macro- and micro-environment trends: supply of goods and materials, eg raw materials, transportation, energy supplies; disposal of waste; sustainability; labour markets; employment

Current market trends and opportunities: operational developments, eg standard operating procedures, food safety, service requirements/needs, levels of productivity, employee expectations, recruitment and retention, learning and development, flexible working, workforce skills, transferable skills, socio-cultural issues, benchmarking, e-commerce, outsourcing services such as human resources, finance, security; sustainability; managerial developments, eg key players in the hospitality industry, international aspects, the impact of market forces, performance management, quality assurance and control, branding/rebranding, responding to niche markets, effective implementation of food safety management systems, green environmental issues, security, policy development, project management, relationships with education/training providers; influence and impact of national and European legislation and regulations; compliance with legislation, eg food safety and hygiene, tips, minimum wage, Working Time Directive, employment visas, licensing, entertainment, smoking, discrimination, employment protection

Image: popular perception; customer focus and culture; quality improvement; restaurant and hotel guides; kitemarking; media exposure; industry celebrities

Competition: direct, indirect; specific market, eg food, beverage, accommodation, events

Threats: e-commerce; losses, eg customers, revenue, market share; additional costs, eg raw materials, equipment, staff, distribution, promotion; opportunities, eg diversification, niche marketing

4 Understand how to report research findings to inform managerial decisions

Research: primary and secondary research; limitations, eg time, access, confidentiality, data protection; analysis, eg methods; recommendations, eg short, medium, long term; interim and summative results

Reporting research findings: style, eg verbal, written; organisational implications, eg cost, benefit; citation/referencing using standard systems, eg Harvard; bibliography presentation style

Report evaluation: considering feedback sources, eg experience, knowledge, status, peers, management, expectations; considering what is being evaluated; communication method, eg verbal, face to face, written; graphics, eg graphs, pie charts, tables; style, eg formal, informal, data presentation; standard conventions, eg use of vocabulary; grammatical expression; emphasis; structure; sequencing; considerations, eg venue, timing, cost, accessibility, engaging the audience

Feedback: collection method, eg verbal, written; interim, final; formal, informal; outcomes, eg anticipated, unanticipated; acting on feedback, eg how to apply it to future situations

Methods for communicating updates: eg verbal, written; considerations, eg timing, cost, accessibility

Essential guidance for tutors

Delivery

This unit requires learners to develop a range of skills needed to carry out research in a hospitality situation and enable them to present their findings to others. While some time will be spent carrying out secondary research, delivery activities should focus on the development of knowledge, understanding and skills which will inform the assessment activities. Directed input could be delivered through explanation and the development of examples of practice, the exploration of research outcomes and discussion. Learning could be supported by exploring topics with individual hospitality industry representatives, learning support centre staff and internet access.

Primary research could be undertaken using customer satisfaction surveys and mystery shopping exercises. The context for the study could be a hotel, a restaurant, a pub, a hospitality service provider (for example care home, hospital or sports/leisure club) or an event organiser's activity such as a sporting event.

A training restaurant, college halls of residence or a realistic working environment (RWE) could be used to explore hospitality food and beverage preparation and service, reception/front or back office procedures or activities relating to the management of accommodation or venues. A case study can be used as the basis for this work. However, a work placement would place the individual learning outcomes in a practical context.

For learning outcome 1, learners may need support in defining the 'economic environment' relative to their chosen organisation. Access to an organisation's premises, website and published materials may help determine the products and services which are available to customers. However, customer needs could be established through research, observation or mystery shopping. Specific methodologies could be discussed and used to determine customer perceptions of the chosen organisation's own and competitor products and services.

Material relating to learning outcome 1 will help to inform learner understanding of the current hospitality market as a whole. By studying trends and developments within the hospitality industry, learners will note and contrast current service styles. As a result, one organisation's responses to changing markets can be set in context. A PEST or SWOT analysis could provide a framework for discussion. These activities could link to learning outcome 2.

By investigating current activities, then noting future trends within a specific area, learners will be able to explore opportunities for growth or diversification within their own organisation. This research will help them to identify direct and indirect competitors in an informed way. Reading current publications, statistics and market research reports, and discussions with industry representatives, will help to support understanding in this area. A presentation to their peers will help to develop learner presentation skills and support learning outcome 3.

The research findings, which have been developed as part of learning outcome 3, will be synthesised to provide material for the report. The format for the report could be discussed with the organisation’s representative before it is distributed. The reporting method may vary from organisation to organisation. The report may be presented to the tutor before distribution to others such as the learners’ peers. The opportunity to invite feedback should form part of the reporting process. Learners will describe which methods could be used to communicate updates and further findings, based on an individual’s or organisation’s needs. Question and answer sessions or professional discussion could form part of the assessment methodology for learning outcome ASOS CURVE Exclusive Skater Dress With Floral Border4.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Identifying customer needs and assignment task 1.
Characteristics of hospitality markets and assignment task 2.
Implementing market analysis.
Researching markets and assignment task 3.
Reporting findings and assignment task 4.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

At this level, the material which is provided for assessment must be evidence based, clearly reasoned and explanatory, not merely descriptive. There must be evidence of citation/referencing of all sources used. The sources need to be shown using an accepted convention, such as a bibliography. The bibliography could be expanded to explain the range of sources that have been used.

Learning outcome 1

For 1.1 and 1.2, learners could submit a written description of the economic environment in which their organisation operates and the needs of customers who use their organisation’s products and services, giving specific examples.

Learners should present material relating to their understanding of how customer needs can be identified. The work should show a depth of reasoning when describing and explaining each topic. For 1.1, learners must include a description of the economic environment the learner's own hospitality organisation operates in and for 1.2, they must describe the needs of the customers who use the organisation's products and services. For 1.3, learners must explain how to analyse customer perceptions of the organisation's products and services and those of its competitors. Centre staff could use any framework for their assessment activity which has been agreed with the internal verifier. Desk-based research will inform the content of the work.

Learning outcome 2

For this learning outcome, learners will show their understanding of the characteristics of hospitality markets. For 2.1, learners must describe potential trends and developments in the market as a whole and for 2.2 and 2.3, identify the characteristics of service styles and explain the benefits and limitations of different service styles for their own organisation. For 2.4, learners must describe how their own organisation responds to general hospitality market characteristics. Learners could use a verbal or written method of communication, or a combination of the two, to present the material for assessment.

Learning outcome 3

For learning outcome 3, learners need to demonstrate their understanding of how to implement a market analysis.

For 3.1, learners need to look at their own hospitality sector and identify current and future macro- and micro-environment trends. The trends could be determined through undertaking primary or secondary research. By describing current market trends and opportunities within a sector or locality for 3.2, learners will be able to establish the opportunities for growth within their own market sector and for their own organisation. The opportunities which are outlined should be relevant for the organisation, ie within budgetary or other resource constraints. Direct and indirect competitors of the organisation must be identified for 3.3, this could be through internet research or interviews with appropriate people.

Learning outcome 4

For this learning outcome learners need to show they understand how to report research findings to inform managerial decisions. The format of the work needs to match a key individual's (such as a manager) expectations in terms of style and content. Key individuals may have different views on the reporting style they consider appropriate for their organisation, which learners and assessors may need to consider.

The material which has formed the basis for the work for learning outcomes 1, 2 and 3 will also provide the basis for learning outcome 4.

For 4.1, learners must report on their research findings to key individuals who will need to assess the research findings, provide feedback and be informed about updates to the initial report. The report could be presented in written or verbal format. Learners must then evaluate the feedback for 4.2, this could be through further questioning of feedback sources, such as peers. The description of the methods which could be used to communicate updates to reports for 4.3 will form part of the material presented for assessment.

Essential resources

Learners will need direct access to a hospitality organisation or to a valid, up-to-date case study, for the purposes of observation, comparison and research. Learners should have access to specialist personnel who can discuss examples of hospitality markets so that they can explore products and services in a variety of settings.

Indicative resource materials

Textbooks

Bell J – *Doing Your Research Project* (Open University Press, 2010)

ISBN 9780335235827

Bowen J T, Kotler P and Makens J C – *Marketing for Hospitality and Tourism*

(Prentice Hall, 2009) ISBN 9780135045596

Bowie D and Buttle F – *Hospitality Marketing: an Introduction* (Butterworth-

Heinemann, 2011) ISBN 9780080967912

Dawson C – *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project* (How to Books Ltd, 2009)

ISBN 9781845283674

Dibb S, Simkin L, Pride W and Ferrell O – *Marketing: Concepts and Strategies*

(Houghton Mifflin, 2005) ISBN 9780618532032

Kotler P, Armstrong G, Hoon A, Leong S, Tan C and Yau O – *Principles of*

Marketing: A Global Perspective (Pearson Education Centre, 2009)

ISBN 9789810679521

Kotler P, Makens J C and Bowen J T – *Outlines and Highlights for Marketing*

Hospitality and Tourism (Prentice Hall, 2009) ISBN 9780135045596

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Institute of Hospitality

Journal of Consumer Marketing – www.emeraldinsight.com

Journal of Hospitality Marketing and Management – Routledge

Journal of Marketing Management – www.tandfonline.com

Websites

www.bha.org.uk

British Hospitality Association
– membership organisation for
the hospitality industry
representing hotels,
restaurants and food service
providers

www.bii.org

British Institute of Innkeeping
– professional body for the
licensed retail trade

www.businesslink.gov.uk/bdotg/action/home

Practical advice for businesses
including IT and e-commerce

www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
www.caterersearch.com	Caterersearch – up-to-date hospitality news and jobs
www.cim.co.uk	The Chartered Institute of Marketing – offers marketing resources, courses, case studies, emerging themes information; Market Interest Groups (MIG) which include Hotel Marketing Association and Social Marketing
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications
www.people1st.co.uk	People 1st – Sector Skills Council for hospitality, passenger transport, travel and tourism
www.statistics.gov.uk	UK government statistics

Unit 2: Understanding Leadership and Management in Hospitality Organisations

Unit reference number: F/504/2235

Level: 4

Credit value: 6

Guided learning hours: 33

Unit aim

This unit has been devised to assess learners' ability to recognise the difference between leadership and management and the impact that these two different concepts have when applied to hospitality contexts. The unit also requires learners to demonstrate knowledge of a range of different managerial and behavioural theories.

Unit introduction

The ability to manage activities and conditions in the workplace, allocate work to others, set targets and implement plans to meet organisational and customer requirements is an essential management function. As a manager, the ability to lead, train and monitor team performance is crucial to the success of business operations.

Learners need to be aware of the range of management styles that can be adopted, how to set measurable targets for different types of team and the methods used to measure team performance. Learners will understand the principles of team building, how teams can be managed effectively and how to look for ways to continuously improve to meet product and service quality objectives in the workplace.

Learners will explore how managerial style can influence managerial behaviour, investigating situations that might require different management styles to maximise effectiveness in hospitality contexts.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the difference between leading and managing teams	1.1 Explain the differences between 'leadership' and 'management' 1.2 Compare the behaviours that are associated with effective leadership 1.3 Explain how leadership and management styles can be adapted to respond to particular work situations
2 Understand commonly applied theoretical concepts which describe human nature and managerial behaviour in the workplace	2.1 Analyse models which make suppositions about human nature and behaviour at work 2.2 Explain how attitudes and assumptions can influence managerial behaviour
3 Understand how management style can influence managerial behaviour	3.1 Analyse models that illustrate different management styles 3.2 Explain measures of managerial effectiveness 3.3 Explain links between management style and managerial effectiveness and efficiency 3.4 Explain how managerial effectiveness can be readily maximised in hospitality contexts
4 Understand how to apply managerial styles in hospitality contexts	4.1 Identify how the customer interface in hospitality businesses can directly impact on management styles and behaviour 4.2 Review situations and circumstances which require application of differing management styles and behaviour 4.3 Compare the relationships between individual managerial performance and expected organisational managerial performance and behaviour

Unit content

1 Understand the difference between leading and managing teams

Management: operational responsibilities; leading and motivating staff; communicating strategic planning targets; decision making; establishing and empowering teams; allocating team responsibilities; control of resources (including people); setting targets and standards of performance; analysis of team performance

Leadership: developing trust; support; communication of clear and realistic targets; consultation; honouring commitments; promoting respect; shared roles and responsibilities; empowerment; effective feedback; encouraging self-assessment; creating an environment that motivates teams to succeed

Behaviours associated with effective leadership: management styles, eg autocratic, persuasive, democratic, laissez-faire, paternalistic, management by walking around (MBWA), action-orientated; motivation theories including Maslow, Herzberg, Taylor, Vroom, Tannenbaum and Schmidt; factors affecting motivation and performance, motivation techniques, effectiveness; conflict resolution; the role of partnerships and stakeholders in the business

Adapting leadership and management styles: identify own leadership style; adopting situational leadership style, eg autocratic command language for evacuation and emergencies, democratic style for consultation with a group, laissez-faire style for a successful, well-established team undertaking a repeat project

2 Understand commonly applied theoretical concepts which describe human nature and managerial behaviour in the workplace

Theoretical concepts: assumptions and drawbacks; classical theories; main contributors; influence of informal groups; hierarchy of needs; systems approach to management; contingency approach; leading authorities including Maslow, Hertzberg, Taylor, Woodrow, G Morgan, Honey and Mumford, Belbin

Attitudes and assumptions: theories about styles of leadership and their impact on teams, eg McGregor – motivation, French and Raven – leadership power and control, Higgs and Dulewicz – emotional intelligence; the influence of the cultural environment within the organisation; individual and team motivation

3 Understand how management style can influence managerial behaviour

Theories, models and management styles: self-assessment; use of management style questionnaires; the application of different management styles in a variety of situations at work, eg controlling, delegating, developing, auditing, providing feedback; communications with subordinates and superiors; the influence of the cultural environment within the organisation

Measures of managerial effectiveness: informal, eg observing, listening, asking questioning, reading; formal, eg review of organisation's objectives, team objectives, performance criteria, targets, performance reviews, appraisal; audit of data (qualitative and quantitative), summative records, risk assessments, schedules, work plans, revised policy

Links between management styles and effectiveness: analysis of performance; review of management styles used in a variety of situations at work; suggestions for improvements to, or adaptations of, management style; assessment of personal work performance; observation of a higher-level manager; delegation techniques, agreeing objectives; achievement audits; identify factors that could limit performance, eg time, resources, specialist equipment, lack of staff skills

Maximising managerial effectiveness: establish a learning organisation – maximising goal achievement and continual regeneration; horizontal management participation and approaches – flat organisational structures; establishing cultures of monitoring and coaching, facilitating and sharing ideas about the management of teams and work groups, empowerment; adapt management styles to suit specific activities and situations

4 Understand how to apply managerial styles in hospitality contexts

Impact of customer interface on management styles: eg autocratic or persuasive management style to establish operational standards with staff; types of customer communication, eg verbal, non-verbal body language, standards of personal appearance; careful auditing of written communications, eg proofreading, accuracy, security, legislative controls; types of response to customer questions, requests, complaints; democratic management style when training staff in customer service; employing a range of managerial skills, eg analysis, identifying customer requirements; influencing the development of service provision policy; paternalistic management style, eg benefits to staff of improved service, customer satisfaction, repeat business, improved reputation, increased profit

Application of differing management styles and behaviour: reviewing and selecting appropriate management styles to be used in a variety of situations at work, eg consulting superiors and subordinates, issuing instructions, delegating tasks, setting targets, evaluating performance, leading teams, working with external stakeholders and customers

Individual managerial performance and organisational expectations: focus on organisation's objectives; monitor performance of personal management targets; obtaining feedback from line managers, subordinates and colleagues; appraisal, analysis of data

Essential guidance for tutors

Delivery

This unit will help learners to appreciate the difference between two workplace roles: the role of a manager who directs operations, plans targets and establishes and empowers teams, and the role of a team leader who develops trust, gives support, communicates and consults, promotes respect, and negotiates roles and responsibilities. The unit can be delivered with reference to actual examples in the workplace.

Learners should review their own responsibilities at work as a manager or team leader, identifying their innate management style using a management style questionnaire and researching their organisation's management ethos. It will be beneficial for learners, if they work with an experienced manager, to observe the predominant management style used and how any changes are adopted in a variety of situations.

Learners should use their own experiences as a team member and a team leader to analyse the effective operation of teams, what helps and hinders team performance and how teams are evaluated. Learners will need to undertake personal research and reading to familiarise themselves with management and motivational theories. Case study materials and discussions can be used to help demonstrate how different organisations, managers and team leaders use a range of tools and techniques to manage individuals and teams.

Learners will need to be familiar with operational standards and how to set targets and performance criteria, establish plans and schedules and use different feedback methods. Data analysis records and evaluation techniques used in the workplace should be used to evaluate management and team performance. Learners will also need to develop an understanding of appraisal systems. If these are not formalised in their workplace then examples should be provided for learners.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Leadership characteristics, characteristics of effective teams, team development. Exercise: learners define the differences between leadership and management.
Human behaviours and management styles and theory. Group discussion on how people's attitudes and assumptions can impact on a manager's style of behaviour, and the different management styles you see in the workplace.
Situational management, performance indicators and targets. Group discussion on situations at work where leadership styles might differ.
Performance measurement, management effectiveness. Group discussion on situations and examples at work where managers helped or hindered team performance.
Learning organisations, self-assessment and appraisal. Exercise: learners produce a set of targets needed to achieve at work and evaluate performance in achieving these so far.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1, learners could submit a written explanation of the differences between a leadership and a management role, providing an example for each from their place of work.

For 1.2, learners could produce a text table to compare the qualities of an effective team leader.

For 1.3, learners could use examples from the workplace, or a case study, to explain how leadership and management styles can be adapted to respond to specific situations.

Learning outcome 2

For 2.1, learners could produce an analysis of the different aspects of human nature and behaviour they see in the workplace (for example team players, lone performers, people with low self-esteem or poor motivation, autonomous workers) and relate these to management theories using a text table.

For 2.2, learners could explain how people's attitudes and assumptions within an organisation could impact on individual and team motivation and performance.

Learning outcome 3

For 3.1, learners could reflect on the different managers they work with and analyse models that illustrate their management style in a variety of situations.

For 3.2, learners could explain how to measure managerial effectiveness using formal and informal methods and examples from their place of work.

For 3.3, learners could explain how particular managerial styles have been effective and have improved efficiency at work.

For 3.4, learners could produce a presentation explaining how managerial effectiveness can be readily maximised in hospitality contexts.

Learning outcome 4

For 4.1 and 4.2, learners could identify how different managerial styles are used to ensure that staff performance and customer interface at work meet published organisational operating objectives and customer service policy statements. This should include body language, verbal and written communications, safety and security of information and property.

For 4.3, learners could prepare a set of appraisal questions or targets to establish their own managerial performance against organisational objectives and to compare their performance with personal management targets. This should include feedback from line managers, subordinates and colleagues and, if required, an analysis of data.

Essential resources

The use of real examples from the workplace will make the unit relevant for learners and group discussions will show how different organisations have developed different approaches to management and team leadership. The use of case studies can also help to develop learner understanding of the different approaches required to manage systems and people and to develop and manage teams. Learners' own work environments will provide the most valuable source of information for this unit.

Indicative resource materials**Textbooks**

Brounstein M – *Managing Teams for Dummies* (John Wiley and Sons, 2002)
ISBN 9780764554087

Browning G – *Grass Roots Management* (Red Audio Professional, 2002)
ISBN 9780273663805

Kay F, Guinness H and Stevens N – *Making Management Simple, 2nd edition* (How To Books, 2005) ISBN 9781845280147

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

Margerison C – *Team Leadership: A Guide to Success with Team Management Systems* (Cengage Learning, 2002) ISBN 9781861528636

Journals

Caterer and Hotelkeeper – Reed Business Information

Management Today – Haymarket Business Media

Websites

www.bha.org.uk	British Hospitality Association – membership organisation for the hospitality industry representing hotels, restaurants and food service providers
www.caterersearch.com	Caterersearch – up-to-date hospitality news and jobs
www.catersource.com	Catersource – education, products and news for caterers
www.hse.gov.uk	Health and Safety Executive – information about health and safety at work
www.people1st.co.uk	People 1st – Sector Skills Council for hospitality, passenger transport, travel and tourism

Unit 3: Understanding How to Comply with Legal and Regulatory Requirements within Hospitality Organisations

Unit reference number: K/504/2231

Level: 4

Credit value: 5

Guided learning hours: 26

Unit aim

This unit has been devised to assess learners' ability to recognise the regulatory and social parameters within which hospitality organisations operate. It also examines the courses of action that need to be put into place to ensure compliance is maintained.

Unit introduction

An understanding of the legal framework is essential in hospitality operations. This unit outlines the principal areas of legislation that affect hospitality providers and focuses on the practices that management, supervisory and operative staff need to implement to comply with both legal and regulatory requirements, and to set appropriate standards of corporate responsibility.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand requirements placed on hospitality organisations by legal, regulatory, ethical and social responsibilities</p>	<p>1.1 Identify key legal requirements placed on hospitality organisations including those relating to:</p> <ul style="list-style-type: none"> - food safety - public safety - employment - financial management - data protection - trade descriptions - licensing - discrimination <p>1.2 Describe the impact of ethical guidelines upon hospitality organisations</p> <p>1.3 Explain the obligations placed on hospitality organisations by local communities</p> <p>1.4 Describe the impact that non-compliance with legal, regulatory, ethical and social responsibilities can have on hospitality organisations</p> <p>1.5 State the impact that non-compliance with legal and regulatory requirements has upon the individual manager working within a hospitality organisation</p>
<p>2 Understand how to monitor the operational compliance of a hospitality organisation in meeting legal, regulatory, ethical and social requirements</p>	<p>2.1 Describe systems used to monitor compliance against food and safety regulation</p> <p>2.2 Analyse how hospitality organisations monitor programmes of work to identify compliance with ethical and social requirements</p>

Learning outcomes	Assessment criteria
3 Understand how to make recommendations on areas of non-compliance with legal, regulatory, ethical and social requirements	3.1 Identify common courses of action to resolve non-compliance 3.2 Analyse the responsibilities of the individual managers when identifying areas of non-compliance with legal, regulatory, ethical and social procedures 3.3 Describe how recommendations for corrections to enable compliance with procedures can be made

Unit content

1 Understand requirements placed on hospitality organisations by legal, regulatory, ethical and social responsibilities

Food safety: main duties under the Food Safety Act 1990 and Food Hygiene Regulations; civil liability under sale of goods and supply of services legislation including Consumer Protection from Unfair Trading (CPUT) Regulations; good practice under legal framework in contexts of kitchen practice, menus, customer information and service; how a Hazard Analysis and Critical Control Points (HACCP) approach is applied in these areas

Public safety: main duties under Health and Safety at Work Act (HSAWA) 1974 and regulations, eg risk assessment, fire and emergency planning; civil liability in common law, negligence, Occupiers' Liability Acts 1957 and 1984

Employment: restrictions on employment relating to non-EU nationals, maximum work hours and minimum wage regulations; requirements for written particulars of employment and key procedures, eg grievance and disciplinary procedures; rights in relation to discipline and termination; implications for employer and employee of breach of contract; possible outcomes under employment legislation

Financial management: main requirements under company and tax law; restrictions on activities under Financial Services Act 1986

Data protection: main duties in respect of employee and customer information

Trade descriptions: main provisions of Trade Descriptions Act (TDA) as amended by Consumer Protection from Unfair Trading (CPUT) Regulations; civil liability under sale of goods legislation; application in accommodation and other services besides food safety and licensing; weights and measures legislation

Licensing: impact of Licensing Act 2003, licensable activities requiring a premises licence and the importance of the licence's operating schedule, role of designated premises supervisor and status of Personal Licence Holders; other licences for specific purposes, eg gaming

Discrimination: impact of the Equality Act 2010; implications for employers in particular activities, eg recruitment, inappropriate behaviour of work colleagues

Impact of ethical guidelines on hospitality organisations: adhering to ethical principles during decision-making process for the benefit of all parties involved, eg honesty, integrity, trustworthiness, loyalty, fairness, respect, commitment to excellence, leadership, reputation, morale, accountability

Local communities: considering restrictions under planning law and conditions of licence

Impact of non-compliance with legal, regulatory, ethical and social responsibilities on organisations: fines; damage to reputation; internal and external customer dissatisfaction

Impact of non-compliance with legal, regulatory, ethical and social responsibilities on managers: criminal and civil liability; potential dismissal and damage to employment prospects

2 Understand how to monitor the operational compliance of a hospitality organisation in meeting legal, regulatory, ethical and social requirements

Food safety: implementation of HACCP principles, eg supplier, delivery and other record keeping, plans, audits, logs, incident recording, monitoring and review; roles of environmental health officer (EHO) and trading standards officer (TSO)

Operational compliance of hospitality organisations: effects of regulations on provision, eg filing of company returns, use of risk assessment and risk management, staff training and supervision, good practice in context, provision for customers with special needs, accuracy of information and reference to corporate social responsibility

Compliance in context of employment and equalities: following human resources (HR) best practice guidelines; equalities policies; fair termination procedures

Ethical and social requirements: flexible working; provision for multicultural workforce

3 Understand how to make recommendations on areas of non-compliance with legal, regulatory, ethical and social requirements

Courses of action to resolve non-compliance: food safety review of target limits and associated corrective action, role of responsible staff in maintenance and review of compliance; system of internal audit/inspection; disciplinary appeals and grievance procedures

Recommending corrections to enable compliance: responsibilities of managers within the law and within terms of contract of employment; role in maintaining positive organisation image

Social responsibility: links with community interests, eg Community Safety Partnerships; consideration of environmental initiatives in relation to sourcing, use and disposal of materials and food products

Essential guidance for tutors

Delivery

This unit draws learners attention to the broad range of legislative and regulatory controls a manager operates within. It is intended to give learners an insight into the methods of good practice used to ensure compliance is maintained, with reference, as appropriate, to the requirement for evidence through effective record keeping. As part of good practice, learners will understand the importance of taking a proactive approach to corrective action in the event of non-compliance, and see this as part of their managerial responsibility.

The unit can be delivered with reference to examples of workplace practice, documents and procedure to highlight potential areas of non-compliance, and actual or devised case studies. The use of visiting speakers from industry, or from enforcement or other bodies, will help in presenting the topics as a relevant and important aspect of management practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Key legal requirements placed on hospitality organisations. Group discussion on requirements relating to food safety, public safety, employment, financial management, data protection, trade descriptions, licensing, discrimination.
Legal, regulatory, ethical and social responsibilities of hospitality organisations. Group discussion on the impact of ethical guidelines, the obligations placed on hospitality organisations by local communities.
Requirements placed on hospitality organisations. Group discussion on the impact that non-compliance with legal, regulatory, ethical and social responsibilities can have on hospitality organisations and managers.
Monitoring the operational compliance of a hospitality organisation. Group discussion on systems used to monitor compliance against food and safety regulation and programmes of work to identify compliance with ethical and social requirements.
Areas of non-compliance with legal, regulatory, ethical and social requirements. Exercise: learners produce a set of recommendations for corrections to enable compliance with procedures.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1, 1.2, 1.3, 1.4 and 1.5, learners could produce a report outlining the legal, regulatory, ethical and social requirements considerations placed on hospitality organisations. The main part of this would be identifying legal requirements to satisfy assessment criterion 1.1. It would however be feasible to incorporate elements (perhaps a scenario identifying local community factors and/or a preface) that will enable learners to consider and address the topics in 1.2 to 1.5.

Learning outcome 2

For 2.1, learners could produce operations-based action plans, or an employee guide, describing the systems to be used to ensure and monitor compliance with regulations and other requirements in food safety and health and safety. Within this, learners could incorporate information that will meet criterion 2.2.

Learning outcome 3

For 3.1, learners could be presented with a case study or in-tray assignment describing incidents demanding corrective action. (Tutors do not need to present learners with incidents of non-compliance for every area identified in 1.1, but responses to cases of non-compliance with food safety, notifiable accidents, customer complaints and discriminatory practice will involve different courses of action.)

3.2 may be evidenced through the effectiveness of the action taken, or made explicit by learners in the role of operations manager stating their responsibilities when identifying areas of non-compliance with legal, regulatory, ethical and social practices.

Evidence for 3.3 could take the form of an internal communication, perhaps in connection with the incidents identified in 3.1. Alternatively, learners could describe examples of corrective actions used within the hospitality industry.

Essential resources

Documents such as internal policy documents, food hygiene action plans, staff contracts and handbooks, premises licence operating schedules will show how organisations aim for compliance and delegate responsibility for this to individuals.

Besides drawing on their own industrial experience, learners will benefit from visiting speakers and from information gained during industrial visits. Decided cases, media coverage and case studies will also develop understanding.

Indicative resource materials

Textbooks

Davies A – *Workplace Law Handbook 2011: Employment Law and Human Resources* (Workplace Law Group, 2010) ISBN 9781905766888

Emir A – *Selwyn's Law of Employment, 17th edition* (Oxford University Press, 2012) ISBN 9780199640263

Knowles T – *Food Safety in the Hospitality Industry* (Butterworth-Heinemann, 2002) ISBN 9780750653497

Pannett A, Boella M – *The Principles of Hospitality Law* (Cengage, 2000) ISBN 9780826452733

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.acas.gov.uk	Advisory, Conciliation and Arbitration Service – gives advice and guidance on employer/employee relations
www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
www.food.gov.uk	Food Standards Agency – an independent government department responsible for food safety and hygiene across the UK
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications
www.legislation.gov.uk	Publishes all UK legislation
www.lexisnexis.co.uk	Provides information on employment law
www.morningadvertiser.co.uk	News and information about the pub industry
www.westlaw.co.uk	Provides information on law and legislation

Unit 4: Understand How to Develop Hospitality Teams

Unit reference number: H/504/2227

Level: 4

Credit value: 5

Guided learning hours: 31

Unit aim

This unit has been devised to assess learners' ability to recognise the impact that team development can have on organisational performance and how training interventions can be identified and implemented.

Unit introduction

The ability to develop teams and improve their performance is crucial to the success of hospitality operations. This unit will introduce learners to the different type of training and development methods used in the workplace, and will develop their understanding of how to devise development plans for individuals and teams to improve performance.

Learners will also investigate how to implement training interventions to improve an individual's or team's performance.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role of training in the development of effective teams	1.1 Explain approaches that hospitality organisations use to increase the capability and performance of teams 1.2 Explain how training can increase the effectiveness of teams working in hospitality organisations 1.3 Identify the existing development mechanisms available within an organisation
2 Understand how to analyse the training needs of people in the workplace	2.1 Explain how training needs analysis can be implemented within the workplace 2.2 Describe how data derived from a training needs analysis can be analysed to produce reliable information 2.3 Explain how organisational priorities can be compared and contrasted with the results of training needs analysis data
3 Understand how to devise plans for the development of teams in the workplace to improve performance	3.1 Explain how to balance the development needs of teams and individual team members 3.2 Evaluate development methods and tools available within an organisation to accommodate the development needs of individuals in the workplace 3.3 Explain how to produce a development plan to progress identified development needs 3.4 Explain how to implement individual training interventions identified within a training plan

Unit content

1 Understand the role of training in the development of effective teams

Effective teams: different types of teams, eg formal and informal, temporary, short term, project based, permanent, operational; team dynamics, team building; individual and group needs; motivational theories, Maslow, Herzberg, Vroom's Taxonomy, Belbin's team roles; group goals, long term, short term; benefits of effective teams for members (improved communications, skills acquisition, effective use of resources); team ethos, values and support, conflict resolution; benefits for organisations (improved performance, improved customer satisfaction, increased revenue, increased potential to meet operational targets)

Training: effects, eg link between induction programmes and training, the role of and need for training, training versus development debate, type of training and development activities, training needs analysis, use of appraisals and target setting, benefits of training and development, barriers and attitudes to training, competency-based training, evaluation of training against overall organisational objectives

Existing development mechanisms: induction training, eg interviews, skills scan audits, mentoring; skills development on the job, off the job (day release), group training sessions; training manuals; use of technology, visual aids, CD ROMs, online training, PC packages, written and verbal question and answer comprehension tests; professional discussions; role play; work shadowing; outward bound team development activities

2 Understand how to analyse the training needs of people in the workplace

Training needs analysis: eg manual paper-based formats, digital and online formats and analysis; knowledge-based analysis, skills-based analysis; strengths, weaknesses, opportunities, threats (SWOT) analysis; training needs questions or discussion topics, eg length of employment, main job role, current qualifications, list of essential skills for current job role, individual or team perception of development needs

Organisational priorities and training needs data: training priorities; number of available skilled staff; current skills of staff; number of skilled staff required to meet current or new operational demand; number of staff requiring training; type of training and targets required; potential costs of replacement for off-the-job training

3 Understand how to devise plans for the development of teams in the workplace to improve performance

Balancing individual and team training: individual training needs analysis results; SWOT analysis of team members; establishing specific, measurable, achievable, realistic, time-related (SMART) targets; potential for individuals to be coached and mentored by team members; differentiated training materials and methods

Evaluate development methods and tools available within organisations: impact survey – improved performance data for each method used; cost implication; requirements for replacement cover for individuals and groups; resources required (room, equipment, materials, accessibility)

Development plans: number of staff; aims and measurable objectives established; resources identified; timescales identified for each activity; training method and activity identified; trainee activity identified; assessment methods identified; trainee evaluation feedback method identified

Implementing individual training interventions: question and answer sessions; demonstrations; team and individual practical tasks, role play, mini case studies; video clips; presentations; peer training

Essential guidance for tutors

Delivery

This unit will help learners to appreciate the importance of developing individuals and teams in the hospitality industry. It focuses on an understanding of the role of training in the development of effective teams, an analysis of training needs and devising training plans. The unit can be delivered with reference to actual examples of workplace training in different types of hospitality operations.

Learners can use their own experience of individual and team training as a useful way of approaching the subject; for example induction or health and safety training when starting work, or their experience from previous employment or work experience. Learners will find it beneficial to visit other hospitality organisations to investigate the use of different training methods, for example fast food outlets, franchise operations, hotels, inns and public houses, and branded restaurants.

Case study activities and scenario-based tasks can be used to help learners demonstrate an understanding of different aspects of team training. Impact surveys or research can be a useful way of understanding how effective training has been in improving team performance against specific, measurable, achievable, realistic, time-related (SMART) objectives within the organisation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Discussion about the effects of training and existing development mechanisms; learners describe the different reasons for training. Exercise: learners complete a personal skill scan and produce a training summary of the training they have received to date, reflecting on what was successful and why.
Discussion on different types of team and the benefits of effective teams. The role of individuals within teams; discussion about individual and team motivation and motivation theories. Exercise: learners identify the skills they could bring to a team and describe motivational methods used by their current employer.
Discuss how to analyse the training needs of people at work; the contents of a training needs analysis document, the data to be obtained and the formats that can be used; description of how training needs data can be used to inform human resources development to meet organisational targets. Exercise: learners evaluate current training methods used at work, cost implications, replacement cover, effectiveness of the training – improved performance; resources required.

Topic and suggested assignments/activities and assessment
Discussion about how to balance individual and team training needs using a scenario-based activity – undertake SWOT (strengths, weaknesses, opportunities, threats) analysis for learners’ personal training needs and then compare this to a team development plan for a given project; discussion of the results and the potential to facilitate individual development within teams.
Discussion about the contents of training development plans and formats; setting clear aims and objectives, planning details, evaluation methods. Descriptions of individual training interventions, methods to use, validity and benefits of each and potential assessment tools. Exercise: learners prepare a draft training plan for a scenario activity.
Review of unit and programme of assignments.

Assessment

This unit has been devised to assess learners’ ability to recognise the impact that team development can have on organisational performance and how training interventions can be identified and implemented.

The centre will devise and mark the assessment for this unit. Learners must meet all the assessment criteria to pass the unit. A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1, learners could submit a written management report summary that identifies the types of training delivered to increase capability and performance in their current workplace, or other organisations that they know, explaining why these approaches are used.

For 1.2 and 1.3, learners could use a text table to evaluate the effectiveness of current training methods, explaining how team performance benefited from this training and suggesting further developments within an organisation.

Learning outcome 2

For 2.1, learners could produce a training needs analysis form and test this with a pilot group of colleagues at work to identify future training needs. The questions on the form could include individual development needs and team operations, as well as skills development. Learners should explain, either verbally in a recorded format or by annotating the form, how the analysis should be implemented.

For 2.2 and 2.3, learners could analyse the data on the training needs analysis forms and produce a summary of the information, describing how they ensured they extracted reliable information. Learners could discuss the results with a line manager to compare and contrast organisational priorities with the data results, and to see how organisational targets might be affected, producing a draft action plan for individual and team development targets that explains how these priorities were balanced.

Learning outcome 3

For 3.1, learners could produce a time-bound tabulated development plan to monitor the development needs of individuals and teams in the workplace. They should explain, either verbally in a recorded format or by annotating the plan, how individual and team development needs were balanced.

For 3.2, learners could identify development tools to be used and explain why they chose specific training methods or interventions, evaluating each of these methods or interventions.

For 3.3 and 3.4, learners could produce a training delivery plan, identifying individual and team objectives to be met, justifying the methods used and explaining how they developed the plan and how the training could be implemented (for example in terms of location, time, delivery methods, materials, replacement costs, and number of trainees).

Essential resources

The use of real examples will make this unit relevant for learners and show how organisations develop individual and team skills. Role-play exercises and case studies will support learner understanding.

Working in industry will provide a valuable source of information for the unit.

Indicative resource materials

Textbooks

Hunter G, Tinton T, Mannall C – *Hospitality Supervision* (Cengage, 2009) ISBN 9781408009253

Jolles R – *How to Run Seminars and Workshops, 3rd edition* (John Wiley and Sons, 2005) ISBN 9780471715870

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Institute of Hospitality

Websites

www.belbin.com	Belbin team roles website – advice and resources
www.businessballs.com/herzberg.htm	Information on Herzberg’s motivation and hygiene factors
www.businessballs.com/maslow.htm	Information on Maslow’s hierarchy of needs
www.businessballs.com/bloomstaxonomyoflearningdomains.htm	Information on Vroom’s Taxonomy
www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications

Unit 5: Principles of Financial Performance Management in Hospitality Operations

Unit reference number: F/504/2221

Level: 4

Credit value: 7

Guided learning hours: 48

Unit aim

This unit has been devised to assess learners' understanding of how financial documents can be developed and applied in hospitality industry contexts.

Unit introduction

Being able to evaluate the financial performance of a business is crucial to the role of the hospitality manager. This unit introduces learners to the financial accounting systems used to measure economic activity and the basic forms in which financial statistics are conventionally presented, as well as techniques for their analysis and interpretation. Learners will develop the skills needed to monitor costs, make predictions, evaluate the process of effective control of resource allocation, including shortfalls, and prepare financial cases for development projects.

Learners will explore how accounting is used within organisations to plan, control and evaluate activity, with a focus on the use of forecasting in setting realistic financial targets. The unit will introduce learners to the role of accounting in making management decisions, demonstrating that financial management goes beyond traditional bookkeeping and accounting.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand financial reporting systems and processes	1.1 Identify systems for the management of budgets and finances 1.2 Explain how financial targets can be set 1.3 Analyse the use of financial information contained in management reports 1.4 Explain the purpose of cost centres and devolved budgets 1.5 Describe how financial forecasts can be developed based on historical financial data
2 Understand the use of capital and revenue budgets in a hospitality operation	2.1 Explain the differences between capital and revenue budgets 2.2 Analyse the budget approval cycle and processes 2.3 Describe the techniques used by hospitality operations to manage capital and revenue budgets 2.4 Explain the methods used to identify variances in budgets 2.5 Describe possible courses of action to rectify variances in budgets
3 Understand how to manage cash flow	3.1 Analyse the basic techniques and processes for using cash-flow projections to manage the flow of cash within a hospitality operation 3.2 Explain how a profit and loss account should be interpreted 3.3 Explain how hospitality businesses manage cash flow

Learning outcomes	Assessment criteria
<p>4 Understand how to prepare financial cases for development projects</p>	<p>4.1 Analyse the principles and techniques associated with preparing financial cases for development projects</p> <p>4.2 Explain how to prepare a financial case for a project within own place of work</p>

Unit content

1 Understand financial reporting systems and processes

Systems for the management of budgets and finance: structure and elements (assets, liabilities, ownership interest, gains and losses, contributions and distributions); capitalisation; setting budgets, eg master, subsidiary and functional budgets, cash budgets, sales budget, debtors' budgets, creditors' budgets, production cost; budgeting methods, eg incremental, zero-based, fixed, flexible; target setting; use of main financial statements, eg profit and loss, balance sheet, statement of cash flow; forecasting revenues and costs; the elements of cost, setting selling prices and managing margins; cost accounting; control systems; tax accounting; break even; use of financial reports; making comparisons to explain performance, eg actual results to budgets, this year to last year; financial analysis; using financial information to plan, control and make decisions; evaluating and improving operating performance; internal auditing; bookkeeping; posting charges; pricing; regulatory requirements: legislation and codes of practice, audit, accountability, policies

How financial targets can be set: short term; long term; produce accurate forecasts for particular accounting periods and present them in an appropriate way; ensure that financial information for forecasting is based on valid and reliable information; set key performance indicators (KPI), eg gross profit margin, operating margin, net profit margin, return on capital employed; use key accounting ratios, eg liquidity, efficiency, financial leverage or gearing; make realistic estimate of the financial state of the business; monitoring business income and spending and the effect on profit targets

Use of financial information contained in management reports: financial measures; assessment of condition of a business, eg expanding, contracting; interpreting accounts; establishing realistic objectives; strategic management of business; strengths, weaknesses, opportunities, threats (SWOT) analysis; giving details of a business's assets, liabilities and liquidity; providing details of whether the business is making efficient use of financial resources; assisting decision making, eg how to reduce costs, how to increase sales, how to raise profitability, when to purchase new capital asset, the best sources of finance, duration; providing information about past performance; monitoring budgets to spot variances and make ongoing adjustments to plans; ratio analysis and working capital management

Purpose of cost centres and devolved budgets: definition; give responsibility to each revenue earning area; motivational for managers; basis for awarding financial incentives; assist analysis and financial decision making; determine where costs are incurred within the business; check cost efficiency at the point where costs are incurred; greater accuracy in assigning costs; calculation of contribution margins

How financial forecasts can be developed based on historical financial data: cost forecasts; production forecasts; sales forecasts; qualitative and quantitative methods for forecasting; making assumptions, eg whether sales will increase or decrease and by what percentage, whether costs will increase or decrease and by what percentage, whether interest rates and the availability of capital will fluctuate; use of forecasting software; formulation of financial plans

2 Understand the use of capital and revenue budgets in a hospitality operation

Differences between capital and revenue budgets: revenue budget is the day-to-day budget that tracks all revenues and expenses; capital budget manages all the expenses and potential revenues of a capital project, eg constructing a new building, buying an expensive piece of equipment, performing renovations; timeframe, eg revenue budgets typically prepared annually and updated monthly or quarterly, capital budgets longer-term in nature and created for the life of a project

Budget approval cycle and processes: preparation and submission; approval; implementation and execution; audit and review; review and discussion; consolidation, decision making

Techniques used by hospitality operations to manage capital and revenue budgets: use in planning, monitoring and controlling expenditure and revenue, eg sales, materials, labour, overheads; links with organisational objectives/strategy, budget preparation; limiting or key factors, master, subsidiary and functional budgets, cash; recognising behavioural consequences of budgets (padding the budget, spending to budget, creative budgets)

Methods used to identify variances in budgets: variances, eg types, analysis, calculation, possible causes, corrective action; monthly reports and regular meetings to discuss discrepancies with management and department heads; flexing the budget to take account of volume changes; analysing the variances, eg cost of goods, usage, volumes sold, variation in sales mix; identifying the causes; reporting, eg operating statement, reconciliation of budgeted and actual results; responsibility centres, eg relevance to budgeting, identification of responsibility for variances

Courses of action to rectify variances in budgets: identifying financial opportunities and financial risks; re-evaluation of budgeting techniques; stronger supervision of the implementation of budgetary guidelines; seeking explanations for the variance; reviewing financial reports, eg cash flow statement, operating statement; ensuring borrowings are offering best rates; reviewing profitability of each cost centre; tightening reporting procedures; reviewing efficiency of working practices, eg human resources, pricing, costing, control of resources, purchasing, marketing and sales promotions; reviewing forecasting; setting an action plan for improvement; monitoring success of action plan

3 Understand how to manage cash flow

Basic techniques and processes for using cash flow projections: purpose of cash flow projections; elements of cash flow projections; using cash flow software; forecasting and planning sales; the role of the cash budget; identifying problems and opportunities; identify sales cycle; updating projections to take account of market trends and actual performance; management of inflow, outflows, eg sales, payments to suppliers; overheads; expenses; loan repayments; VAT; purchase of fixed assets; opening balance; closing balance; money cycle; credit control and debtor management

How a profit and loss account should be interpreted: identifying whether the business has made a profit or a loss; establishing how profit and loss arose, eg categorising costs between 'cost of sales' and operating costs, reviewing actual results against targets; carrying out business analysis, eg year-on-year comparisons, profitability ratios, liquidity, stock; identifying trends; assessing how the business raises its capital and evaluates how it is being used; assessing whether capital can be used more effectively; assisting in placing a value on the company; assessing whether the business can afford to take on extra debt; highlighting problems within the business

How hospitality businesses manage cash flow: projecting the inflow and outflow of cash, determining the amount of cash that will be available during a designated period of time; preparing a profit and loss statement; developing a cash flow statement; managing credit, eg carrying out credit ratings, setting credit limits, setting payment terms, chasing payment, accurate and timely invoicing; managing expenditures and cash payments to vendors, employees, and other creditors; creating contingency plans; taking corrective measures, eg overdraft, negotiating terms; leasing instead of purchasing fixed assets

4 Understand how to prepare financial cases for development projects

Principles and techniques associated with preparing financial cases for development projects: purpose; preparation, eg sources of finance, start-up budget and working capital requirements, forecasts for cash flow and breakeven, projected profit and loss accounts, start-up balance sheets; tools, eg strengths, weaknesses, opportunities, threats (SWOT) analysis, critical question analysis, gap analysis, industry analysis, product-market matrix, product life cycles, analytical frameworks

How to prepare a financial case for a project within own place of work: identifying how the finance for the business is going to be raised; identifying the costs associated with the project, eg labour, equipment, utilities; creating a budget for the first year of operation of the business; estimating cash flows; setting out a break-even chart to show the break-even point and when this will be achieved; calculating how long the project will be able to generate cash flows without another investment or injection of capital; calculating the payback period; creating a projected profit and loss account for the first year of trading; creating a balance sheet to show the starting position of the business; constructing a future project for the business

Essential guidance for tutors

Delivery

This unit will help learners to appreciate the importance of financial performance management in the hospitality industry. The unit focuses on developing an understanding of its role in making business decisions, managing cash flow and formulating and monitoring budgets with a view to preparing financial cases for development projects. The unit can be delivered with reference to actual examples of workplace financial accounts in different types of hospitality operations.

Learners will find it beneficial to visit other hospitality organisations to investigate how they use financial information to make business decisions and to minimise the risks of financial activities, for example fast food outlets, franchise operations, hotels, inns and public houses, and branded restaurants.

Case study activities and scenario-based tasks can be used to help learners to demonstrate an understanding of different aspects of financial management and its role in identifying how to use resources efficiently and monitoring the efficiency of their use.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
<p>The importance of financial reporting to a hospitality organisation.</p> <p>Learners will identify the range of financial information used by hospitality organisations and the systems in place to record, prepare and monitor account information. They will discuss how the information can be used to assist decision making.</p> <p>Exercise: learners create a profit and loss account and balance sheet and draw conclusions about the financial stability of the business.</p>
<p>Interpretation of financial information.</p> <p>Learners will examine the means used to measure business performance, focusing on the calculation and interpretation of Accounting Ratios Performance indicators and their role in achieving objectives.</p> <p>Exercise: learners analyse financial reports to provide a general assessment of business/organisational performance using appropriate financial measures.</p>
<p>The process and purpose of budget setting.</p> <p>Learners will identify the differences between capital and revenue budgets and analyse the budget approval cycle and processes. They will discuss how to use budgetary techniques to contribute to controlling cost in the operation of a business. Learners will examine budgetary techniques used to control operations and how variances are calculated and used to analyse extent, source and cause of budgetary deviation.</p>

Topic and suggested assignments/activities and assessment
Exercise: learners review a budget against actual performance and comment on and analyse the variances.
Cash flow statements and forecasts. Learners will discuss the role of financial management as a means of managing cash flow more effectively and examine the importance of cash flow forecasting and cash flow management to a business. Exercise: learners make recommendations for a business, based on the preparation and analysis of a cash flow forecast, and analyse ways of increasing cash inflows and reducing cash outflows.
Investment decisions. Learners will identify the principles and techniques associated with preparing financial cases for development projects. They will research how to prepare a financial case for a real project within the workplace. Exercise: learners calculate the break-even point for a series of given business scenarios and prepare a cash flow project.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1 and 1.4, learners could submit a guidance document that identifies systems for the management of budgets and finances and explains the purpose of cost centres and devolved budgets.

For 1.2, 1.3 and 1.5, learners could produce a guidance document explaining how financial targets should be set, financial forecasts developed (based on historical financial data) and financial information analysed in order to make business decisions. The document could be for new staff at their place of work.

Learning outcome 2

For 2.1 and 2.2, learners could produce a written management report that explains the differences between capital and revenue budgets and analyses the budget approval cycle.

For 2.3 and 2.4, learners could comment on a given capital and revenue budget, describing the means by which it should be managed and methods used to identify variances. Learners could discuss the budgeting process with a line manager to see how their budgets are managed and the processes in place for managing variances.

For 2.5, learners could describe possible courses of action in relation to variances in an actual budget.

Learning outcome 3

For 3.1 and 3.3, learners could produce an analysis of how cash flow projections have been formulated and used to manage the flow of cash within their place of work.

For 3.2, learners could interpret a profit and loss account, giving a written explanation of the process they have followed to do so.

Learning outcome 4

For 4.1, learners could produce a report which analyses the principles and techniques used to prepare a financial case for a given project within their workplace.

For 4.2, learners could produce a guide explaining how to prepare a financial case for a project within their place of work.

Essential resources

The use of real examples will make this unit relevant for learners. Case studies will support learner understanding.

Working in industry will provide a valuable source of information for the unit.

Indicative resource materials

Textbooks

Atrill P and McLaney E – *Accounting: An Introduction, 5th edition* (Financial Times/Prentice Hall, 2010) ISBN 9780273733201

Atrill P and McLaney E – *Accounting and Finance for Non-Specialists, 8th edition* (Financial Times/Prentice Hall, 2012) ISBN 9780273778035

Dyson J – *Accounting for Non-Accounting Students, 8th edition* (Financial Times/Prentice Hall, 2010) ISBN 9780273722977

Weetman P – *Management Accounting, 2nd edition* (Financial Times/Prentice Hall, 2010) ISBN 9780273718451

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Institute of Hospitality

Websites

www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
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www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications
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Unit 6: Understand How to Manage the Provision of Customer Service in Hospitality Organisations

Unit reference number: K/504/2228

Level: 4

Credit value: 6

Guided learning hours: 36

Unit aim

This unit has been devised to assess learners' ability to recognise how customer service can be improved to meet customer needs in the hospitality industry.

Unit introduction

This unit introduces learners to the principles and objectives of customer service, with a focus on hospitality. Learners will be able to develop an understanding of the nature of a customer service culture and the principles of quality service in the business and services management environment. They will appreciate how information gathered from customers is a major tool used to improve the delivery of services. Evidence from working in the hospitality industry will provide a focus for this unit.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand customer service policies within business and service contexts	1.1 Explain reasons for using customer service policies 1.2 Explain the purpose of evaluating a customer service policy 1.3 Explain how the review of customer service policies can assist future staff training and development
2 Understand how communication impacts on the promotion of a customer-focused culture	2.1 Identify benefits and limitations of communication methods 2.2 Analyse how communication methods can be used effectively 2.3 Analyse how customer perception is influenced by customer service provision
3 Understand how hospitality services to meet customer requirements and expectations can be identified	3.1 Identify sources of data that can be used to identify customer trends for hospitality services 3.2 Explain how hospitality services offered can be evaluated for their effectiveness in responding to customer requirements
4 Understand how improvements to customer services can be implemented	4.1 Identify the resources available within hospitality organisations that require use when implementing new customer services 4.2 Explain the significance of staff training for the implementation of new customer services

Learning outcomes	Assessment criteria
	<p>4.3 Explain why new customer services need to be implemented to take account of fluctuations in service demands</p> <p>4.4 Explain how new services can be reviewed to check that they are providing the level of customer service intended</p>

Unit content

1 Understand customer service policies within business and service contexts

Customer service: consultation; advice; personal selling; complaints procedure; reception skills; confidentiality; provision of products and services

Customer service policies: structure; use; focus; customer requirements/expectations; product and service knowledge; consultation; confidentiality; customer perceptions and satisfaction; monitoring customer service and satisfaction; influences affecting implementation; effective communication

Quality of service: methods of assessment; customer expectations; standardised procedures; codes of practice; staff (staffing levels, staff competency, flexibility, reliability and responsiveness)

Evaluation: purpose; sources of feedback; accuracy; relevance; reliability; validity; methods of data collection; improvements; staff training and development

Hospitality industry: industries within the hospitality industry, eg hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events

2 Understand how communication impacts on the promotion of a customer-focused culture

Communication: types, eg verbal, non-verbal, body language, written; types of response; use; effect; benefits and limitations; using communication methods effectively

Customer: central role; customer service culture; identifying and analysing customer requirements and expectations; influences of service provision on customer perceptions

Benefits of improved service: benefits, eg customer satisfaction, repeat business, improved reputation, increased profit

3 Understand how hospitality services to meet customer requirements and expectations can be identified

Types of customer: different age groups, eg the elderly, children; different cultural backgrounds; special needs, eg physical disabilities; satisfied; dissatisfied; under influence, eg drugs, alcohol, medication

Customer needs: customer needs, eg products and services, urgent, non-urgent, special requirements, quality of service, value for money, cultural, social; trends, eg fashion, ergonomic, equipment, training, products and services, consumer protection legislation

Sources of data used to identify customer trends for hospitality services: sources, eg customers, staff, management, customer records, past information

Primary research: qualitative, quantitative; interviewing, eg individual, group, survey, questionnaires, observation; contact methods, eg mail, telephone, face to face

Secondary research: internal, eg sales records, yield data, financial information, client databases; external, eg government publications, trade journals, periodicals, professional associations, national organisations, commercial data

Evaluation of effectiveness of hospitality services in responding to customer requirements: planning; strategy; assessment of options using researched information; role of the business and services manager; staffing levels; motivating staff; improvements

4 Understand how improvements to customer services can be implemented

Availability of resources in hospitality organisations to implement new customer services: resources, eg human, financial, physical

Significance of staff training for the implementation of new customer services: enhancing the skills, capabilities and knowledge of staff to do a particular job; shaping the thinking of staff, leading to quality performance, efficiency, productivity; ongoing process, eg on-the-job training, off-the-job training; contribution to organisational development and success; beneficial to staff and organisations; improving staff morale; less supervision required; fewer accidents; increased chances of promotion

Accounting for fluctuations in service demands: providing cross training to enable staff to move into positions with excess demand when necessary; handling several different jobs with good quality; ability to quickly shift resources

Reviewing new services to ensure provision of intended level of customer service: setting and recording aims and objectives; setting targets; sources of information, eg customers, colleagues, staff; methods of data collection; types of written and verbal feedback; responding to feedback; re-setting aims and targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

Essential guidance for tutors

Delivery

This unit will help learners to appreciate the importance of staff developing effective customer service skills in the hospitality industry. Delivery should focus on analysing different customer requirements, effective communications and measuring staff performance against operational requirements. The unit can be delivered with reference to actual examples of customer service policies and operational practice derived from different types of hospitality operations.

Learners can use their own experiences of being a customer and of dealing with customers at their workplace. Learners will find it beneficial to research other hospitality organisations to investigate different types of customer service provision and developing trends that could extend the service offer at their own workplace.

Case study activities and scenario-based activities can be used to help learners demonstrate an understanding of different aspects of customer service provision. Customer and staff surveys or research can be a useful way for learners to understand how effective the customer service offer is at their workplace and to identify potential improvements and training required within their organisation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Customer service policies. Discussion on how the review of customer service policies can assist future staff training and development. Exercise: learners review policies.
Impact of communication on the promotion of a customer-focused culture. Discussion on benefits and limitations of communication methods, and how communication methods can be used effectively. Exercise: learners analyse how customer perception is influenced by customer service provision.
Hospitality services to meet customer requirements and expectations. Discussion about sources of data that can be used to identify customer trends for hospitality services. Exercise: learners review how hospitality services offered can be evaluated for their effectiveness in responding to customer requirements.
Implementation of improvements to customer services. Discussion about the significance of staff training for the implementation of new customer services.

Topic and suggested assignments/activities and assessment
Exercise: learners review why new customer services need to be implemented to take account of fluctuations in service demands.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1 and 1.2, learners could provide an example of a customer service policy from their workplace and/or another organisation, explaining the reasons for using customer service policies in the workplace, how they improve the quality of service and why they need to be reviewed.

For 1.3, learners could review their organisations' customer service policies and carry out some research, such as records of any customer complaints, and talk to staff to identify future training and development requirements. Learners could then suggest improvements to the existing customer service policies and explain how their review informed these suggestions.

Learning outcome 2

For 2.1, learners could produce a table identifying benefits and limitations of communication methods.

For 2.2 and 2.3, learners could analyse the current staff and customer communication methods used in their workplace, producing a text table that analyses the effectiveness of these methods and potential improvements in each instance. Learners could then summarise how these communication methods impact on customer perceptions of the organisation. Learners could then describe how the organisation could improve its overall customer service culture, to ensure customer satisfaction, repeat business and a positive reputation.

Learning outcome 3

For 3.1 and 3.2, learners could undertake active research in their workplace to identify the level of customer satisfaction with current service provision.

Questionnaires, observation, interviews and organisational data could be used. Learners could then produce a customer needs analysis and undertake internet research to identify data that illustrates customer trends in the hospitality industry. They could produce a presentation for managers at their workplace that identifies existing customer needs, explains how the effectiveness of existing services was evaluated, and identifies the potential for new business and any staff training required.

Learning outcome 4

For 4.1, learners must identify the resources available within hospitality organisations that need to be used when implementing new customer services. Evidence could be in the form of a report or presentation to other learners.

For 4.2, learners could set out new customer services standards, explaining the importance of staff training in implementing these. Learners could suggest possible criteria to be used to review the success of the proposed new standards.

For 4.3 and 4.4, learners could produce a newsletter for new staff explaining why new customer services need to be implemented to take account of fluctuations in service demands, advising staff members that their performance will be reviewed after training. In addition, learners could prepare a set of evaluation criteria to check that the new services are providing the intended level of customer service.

Essential resources

The use of industry examples and information about customers can be enhanced by appropriate case studies. Learners should have access to trade journals to find out what other hospitality organisations do to identify how to improve their customer service.

Indicative resource materials

Textbooks

Harris E – *Customer Service, 6th edition* (Pearson, 2012)
ISBN 9780132974349

Newby T and McManus S – *The Customer Service Pocketbook, 2nd edition*
(Management Pocketbooks, 2002) ISBN 9781903776001

Journals

Caterer and Hotelkeeper – Reed Business Information

Restaurant – www.restaurantmagazine.com

Hospitality Today – www.hospitalitytoday.com

Websites

www.bha.org.uk	British Hospitality Association – membership organisation for the hospitality industry representing hotels, restaurants and food service providers
www.bii.org	British Institute of Innkeeping – professional body for the licensed retail trade
www.caterersearch.com	Caterersearch – up-to-date hospitality news and jobs
www.catersource.com	Catersource – education, products and news for caterers
www.people1st.co.uk	People 1st – Sector Skills Council for hospitality, passenger transport, travel and tourism

Unit 7: Understanding How to Effectively Manage the Sales of Hospitality Services

Unit reference number: T/504/2233

Level: 4

Credit value: 9

Guided learning hours: 58

Unit aim

This unit has been devised to assess learners' ability to understand how sales processes in hospitality contexts can be monitored and the performance of sales focused staff increased.

Unit introduction

By effectively managing sales within an organisation in the hospitality industry, the success and sustainability of the organisation will be increased. By analysing the current market position, it is possible to develop and improve the selling skills of the workforce, thus increasing sales overall. Workforce skill development will help to support the changing needs of customers and inform future practice in other areas of the business. Personal selling forms a significant part of the marketing function where clearly defined customer interactions take place within hospitality services and settings. A confident salesperson helps to improve the customer experience and support repeat sales.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand methods of monitoring sales team performance	1.1 Explain the importance of monitoring the sales performance of staff 1.2 Explain the importance of providing feedback on sales performance 1.3 Describe the use of key performance indicators in monitoring sales performance 1.4 Explain the importance of encouraging staff to ask questions, make suggestions and seek clarification regarding hospitality products and services 1.5 Explain the use of sales-related information in managing the sales performance of staff team members in formal performance appraisals
2 Understand how to improve the selling skills of employees in the hospitality sector	2.1 Identify techniques used to recognise selling situations and opportunities 2.2 Evaluate the use of different sales and communication techniques 2.3 Evaluate the use of negotiation skills used by staff when selling hospitality services 2.4 Explain how to select sales techniques for the situation 2.5 Explain how staff product knowledge can be developed 2.6 Identify techniques and strategies used to improve sales skills and performance

Learning outcomes	Assessment criteria
<p>3 Understand how to improve sales within hospitality businesses</p>	<p>3.1 Explain ways in which consumer behaviour impacts on the buying decisions of customers</p> <p>3.2 Explain how a competitor analysis can be implemented</p> <p>3.3 Explain how sales forecasts can be produced</p> <p>3.4 Explain how to produce sales targets based on sales forecasts</p> <p>3.5 Analyse the importance of knowing the target clients and their typical consumer behaviour</p> <p>3.6 Explain how 'up selling' can be maximised within businesses</p>

Unit content

1 Understand methods of monitoring sales team performance

Sales performance: sales cycle; timeframes; primary and secondary data, sources of information, eg expected versus actual sales, customer feedback, 360 degree appraisal; validity and reliability of data; performance indicators, eg sales, value, volume; rationales, targets, eg proactive and reactive selling; techniques, eg questioning, face-to-face transactions, telephone sales; staff, customer behaviours

Monitoring techniques: considerations, eg frequency, suitability, relevance, validity, bias, cost benefit analysis, sample size, duration of monitoring; methods, eg observation, customer surveys, appraisal, self-evaluation; qualitative and quantitative methods; recording activities; storage of data; analysis of data; presentation of results, eg personnel involved, methodology, format; skills, eg consulting, communicating effectively

Feedback techniques: methods, eg verbal, written, format, value, cost, usefulness; proximity, eg face to face, quality circles, reports

Key performance indicators: qualitative and quantitative techniques, eg averages, Likert scales, charts, graphs, diagrams; benchmarking against industry norms; planned amounts versus actual amounts

Staff behaviours: effective communication, eg two-way, open, discussion based, providing and giving information and advice; assertion, negotiation; encourage review, eg feedback style, supporting colleagues; balancing risks and benefits; supporting and informing sales

Sales-related information: sales forecasting, eg budgets for organisation, division/department, team, individual; planned versus actual volume and cost of sales; planned versus actual price of sales; planned versus actual team/individual targets; period of review, review method; time taken to achieve a sale for each item/batch within the organisation as a whole in each section; currency used; discounts, promotions, incentives; periods of time compared

2 Understand how to improve the selling skills of employees in the hospitality sector

Selling situations and opportunities: consumer and commercial markets; customer type, eg first sale, repeat purchase, regular customer, seasonal buyer; selling opportunities, eg up-selling, cross-selling, sale of add-ons; initiating sales, developing sales, closing sales; as an individual, as a team member; communication techniques used, eg face to face, telesales, remote selling

Sales and communication techniques: effective communication, eg verbal, non-verbal, active listening, questioning techniques; customer needs and wants explored; product knowledge breadth and depth, eg link between selling and service, encouraging repeat business, differences between benefits and features; initiating sales, developing sales, closing sales; constraints, eg legal, regulatory, ethical considerations, codes of practice

Evaluating negotiation skills: definition; stages of negotiation, eg pre-negotiation, planning, preparation, distributive stage gathering information, integrative stage resolving the main issues, decision and action, post-negotiation, records; defining and agreeing objectives, defining and agreeing outcomes; alternatives; responsibilities, costs and risks to those involved; agenda, timetable, location of event/s; traits, eg seeking understanding/compromise, honesty, integrity; misunderstandings explored; contract, eg style, content, timeframes, resource implications, ethical issues; activities, eg focus reviewed, reports reviewed, skills review including verbal, written, verbal, non-verbal communication, keeping calm, questioning, summarising skills

Sales techniques: standard setting, eg targets, policies, procedures; incentives and rewards, eg staff, discounts, remuneration packages, bonuses, benefits; mystery shopper events; self-assessment; industry norms; training incorporating sales role, positive sales attitude, promotional training; face to face, telesales, remote selling; product and service promotion; dealing with objections and complaints; communication, eg negotiation, assertion, proactive and reactive selling

Staff product knowledge: product/service awareness, knowledge, experience; strategies to improve knowledge, eg work shadowing, online training, courses, acquisition of qualifications; benchmarking

Techniques to improve sales skills and performance: training programme; induction/preparation for role; development of standards of delivery style, methodology; work shadowing, online packages, workbooks, courses, evaluation of other's practice; cost benefit analysis of sales skills

Strategies to improve performance: business planning, eg use of forecasts, targets, annual plan, quarterly plan; membership of professional and trade associations; inspection regimes, eg quality standards, kitemarks, qualification achievement targets; incentives, bonuses, remuneration packages

3 Understand how to improve sales within hospitality businesses

Consumer behaviour: motivation theory, eg Maslow, Herzberg; sales cycle, eg attention, interest, desire, action (AIDA); purchase decision process; objections; complaints; anger, confusion, misinterpretation; consumer power

Personal selling: definition; benefits to the organisation, eg increased sales/occupancy/usage, repeat business, brand loyalty, customer loyalty, increased market share; resource and supply implications; staff training implications; staff benefits

Competitor analysis: research other organisations, eg prices, offers, promotions, staffing, location, quality of material; methodology applied, eg primary, secondary research; mystery shopper strategies; benchmarking

Forecasting techniques: setting targets, eg using own data, using industry data; selecting resources, eg software packages, use of consultants, use of web-based material; keeping within budget; validity and reliability of material used; unforeseen factors; risk assessments

Markets: differentiation, eg consumers, commercial; first purchase, single purchase, repeat buy, seasonal customer; type of market, eg business, leisure, events, gifts; access to target clients, eg actual and perceived

Sales techniques: awareness raising; offers, eg buy one get one free (BOGOF), seasonal offers, discounting; displays; information provision; media usage and coverage; considerations, eg budget, legislation, regulation, ethics; appropriate communication style, eg clarity of information, unambiguous message, non-judgemental language; recognition of buying signals; applying sales closing techniques; supporting colleagues, eg overcoming buyer's objections or complaint, informing the decision-making process to close a sale; cross-selling, up-selling and the sale of add-ons; recording sales; social marketing, eg Facebook, Twitter

'Up selling' maximisation: definition; sales motive, eg higher sales, more profit, sale of item with short 'sell-by' date; 'up selling' techniques, eg sale of an item of low price to attract further sales, sales promotion, more expensive/branded item, linked item; use of upgrades, eg room with a sea view, bridal suite; 'add-ons', eg grilled meat with a sauce, green salad; incentives, eg bonus beverage for a specific number of purchases; product placement, eg display; cross-selling, eg selling another menu item or service, increased size of portion; maximisation of sales, eg equalling or exceeding expected target

Essential guidance for tutors

Delivery

In delivering the unit content, tutors will need to adopt strategies that enable learners to develop the knowledge needed to monitor and improve sales team performance in hospitality settings and enable them to present their findings to others. As part of the unit, learners should devote time to carrying out secondary research. Tutor delivery activities should focus on the development of a knowledge and understanding of research and review skills, which will provide a basis for various assessment activities.

Directed input could be delivered through explanation and the development of examples of practice, the exploration of sales monitoring methodologies and a review of training strategies. Learning could be supported by exploring topics with individual hospitality industry representatives, learning support centre staff and internet access.

Secondary research could be carried out using published material such as textbooks, journals and industry-based reports. Primary research could be undertaken using customer satisfaction surveys and mystery shopping exercises, which may raise awareness of sales practice in a local area or context.

The context for study could be hotels, restaurants, pubs, hospitality service provider provision (for example a refectory, care home, hospital or sports/leisure club) or an event organiser's activity such as a sporting event. A training restaurant, college halls of residence or a realistic working environment (RWE) could be used to explore food service and selling, beverage preparation and service, reception/front office procedures or activities relating to the selling and management of accommodation or venues.

The centre may use case studies as the basis for some of the work. However, a short work placement would place the individual learning outcomes in a practical context.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Introduction to sales monitoring and monitoring sales team performance.
Monitoring sales team performance and assignment task 1.
Selling skills.
Improving selling skills and assignment task 2.
Improving sales within hospitality businesses and assignment task 3.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1, 1.2 and 1.3, learners could present material explaining the importance of monitoring sales performance, the provision of feedback and describing the use of key performance indicators for monitoring sales performance.

For 1.4 and 1.5, learners could explain the importance of two-way communication, and the use of sales-related information, when managing the sales performance of a team. There should be references to appraisal in the hospitality industry.

Learning outcome 2

For 2.1, 2.2 and 2.4, learners could produce guidance materials identifying techniques used to recognise selling situations and opportunities, explaining how to select sales techniques appropriate for particular situations and evaluate examples of the use of different sales and communication techniques.

For 2.3, 2.5 and 2.6, learners could write a report evaluating the use of negotiation skills by staff in a selected hospitality organisation when selling hospitality services. This could include an explanation of how staff product knowledge can be developed based on observing staff in the selected hospitality organisation, identifying techniques and strategies to improve sales skills and performance.

Learning outcome 3

For 3.1 and 3.5, learners could carry out research in a hospitality organisation to enable them to explain ways in which consumer behaviour impacts on the buying decisions of customers and to analyse the importance of knowing the target clients and their typical consumer behaviour.

For 3.2, 3.3 and 3.4, learners could compile a guidance document explaining how a competitor analysis can be implemented and how sales forecasts and sales targets based on sales forecasts can be produced.

For 3.6, learners could produce a report explaining how 'up selling' can be maximised within businesses. Learners should provide details and give reasons and/or evidence to clearly support their explanation.

Essential resources

Learners should have access to specialist personnel, who can discuss examples of hospitality sales, in order to explore effective and ineffective strategies, promotions and techniques.

Indicative resource materials

Textbooks

- Bowen J T, Kotler P and Makens J C – *Marketing for Hospitality and Tourism* (Prentice Hall, 2009) ISBN 9780135045596
- Cave S – *Consumer Behaviour in a Week* (Hodder Arnold, 2002) ISBN 9780340849712
- Dibb S, Simkin L, Pride W and Farrell O – *Marketing: Concepts and Strategies* (Houghton Mifflin, 2005) ISBN 9780618532032
- Fisher R and Ury W – *Getting to Yes: Negotiating An Agreement Without Giving In* (Random House Business Books, 2012) ISBN 9781847940933
- Girard J – *How to Sell Anything to Anybody* (Simon and Schuster, 2006) ISBN 9780743273961
- Harvey C – *Teach Yourself Successful Selling in a Week* (Teach Yourself Books, 2012) ISBN 9781444159431
- Kotler P, Armstrong G, Hoon A, Leong S, Tan C and Yau O – *Principles of Marketing: A Global Perspective* (Pearson Education Centre, 2009) ISBN 9789810679521
- Kotler P, Makens J and Bowen J – *Outlines and Highlights for Marketing Hospitality and Tourism* (Academic internet Publishers Incorporated, 2009) ISBN 9780135045596
- Menachery A and Venkatapathy R – *Sales Excellence Through Self Monitoring* (LAP Lambert Academic, 2011) ISBN 9783843377188
- Raza I – *Heads in Beds: Hospitality and Tourism Marketing* (Prentice Hall, 2004) ISBN 9780131101005
- Rogers B – *Rethinking Sales Management: A strategic guide for practitioners* (John Wiley and Sons, 2007) ISBN 9780470513057
- Van Heerden C M and Cant M C – *Personal Selling* (Juta Legal Academic, 2007) ISBN 9780702166365
- Walker O, Mullins J and Boyd H – *Marketing Strategy: A Decision-Focused Approach* (McGraw Hill Higher Education, 2010) ISBN 9780070171466

Journals

- Caterer and Hotelkeeper* – Reed Business Information
- Hospitality Matters* – www.hospitality-matters.co.uk
- Journal of Consumer Marketing* – www.emeraldinsight.com
- Journal of Hospitality Marketing and Management* – Routledge
- Journal of Marketing Management* – www.tandfonline.com

Websites

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| www.adassoc.org.uk | The Advertising Association – membership organisation for the advertising industry |
| www.bha.org.uk | British Hospitality Association – membership organisation for the hospitality industry representing hotels, restaurants and food service providers |

www.bii.org	British Institute of Innkeeping – professional body for the licensed retail trade
www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
www.caterersearch.com	Caterersearch – up-to-date hospitality news and jobs
www.cim.co.uk	The Chartered Institute of Marketing – offers marketing resources, courses, case studies, emerging themes information; Market Interest Groups (MIG) which include Hotel Marketing Association and Social Marketing
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers qualifications information, careers advice and publications
www.people1st.co.uk	People 1st – Sector Skills Council for hospitality, passenger transport, leisure, travel and tourism

Unit 8: Understand How to Maximise the Efficient Use of Physical Resources

Unit reference number: A/504/2234

Level: 4

Credit value: 5

Guided learning hours: 30

Unit aim

This unit has been devised to assess learners' ability to understand how physical resources can be managed and their use evaluated. This includes the evaluation of new suppliers.

Unit introduction

This unit is about managing the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in the workplace. It includes identifying the resources required, methods of obtaining these resources, planning how they will be used effectively and efficiently, and monitoring resource use so that corrective action can be taken if required.

The unit aims to develop learner understanding of the importance that organisations place on the use and management of their physical resources, in order to control costs and minimise the impact on the environment. Learners will examine how organisations ensure that their physical resources provide a safe and secure working environment for employees and meet legal requirements.

Learners will explore the need for organisations to carry out regular audits and reviews of the effectiveness and efficiency of their use of physical resources. They will develop an understanding of how to plan and implement improvements in relation to managing physical resources within their own area of responsibility.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how to manage physical resources within own area of responsibility</p>	<p>1.1 Explain how to evaluate the effective and efficient use of physical resources within own area of responsibility, in line with organisational policies and procedures</p> <p>1.2 Explain the procedures for the maintenance and safe use of physical resources, in line with organisational policies and procedures</p> <p>1.3 Describe the procedures for the security of resources in line with organisational policies and procedures</p> <p>1.4 Identify opportunities for improvement in own organisation's policies and procedures for the management of physical resources</p>
<p>2 Understand how to plan and implement improvements for managing physical resources within own area of responsibility</p>	<p>2.1 Describe techniques for evaluating the efficient use of physical resources</p> <p>2.2 Identify sources of information which can be used to gain up to date information regarding costs of physical resources</p> <p>2.3 Describe how to compare and contrast the selection of new physical resources</p> <p>2.4 Evaluate different methods for implementing the use of new suppliers of physical resources to an organisation</p>

Unit content

1 Understand how to manage physical resources within own area of responsibility

Physical resources: equipment; materials; premises; services and energy supplies

Effective and efficient use of physical resources: planning; procurement strategy, eg centralised, contract, lease; selection, eg use of standard specification, supplier identification, use of selection criteria, working with specialist suppliers, terms and conditions; acquisition, eg tendering, estimating/quoting; monitoring; replacement strategy, eg 'just in time' (JIT), use of Pareto analysis; redeveloping strategy; considering contemporary developments; evaluation of cost models, eg return on investment (ROI), productivity gain, human resource benefits; stock control; services management, maintenance and refurbishment schedules and records; equipment and resources controls; monitoring use of resources; taking corrective action; considering impact on the environment; compliance with legal requirements

Procedures for the maintenance and safe use of physical resources: maintenance programme, eg routine, preventative, planned; training and development; compliance with legislation; risk assessment; monitoring and control of the maintenance programme; following manufacturers' guidelines; problem solving; record keeping; budgeting

Procedures for the security of resources: security policy and plan; risk assessment; training and development; controlling access; reporting and liaison arrangements; problem solving; record keeping; emergency procedures and response; budgeting

Opportunities for improvement in own organisation's policies and procedures: regular monitoring of performance, eg financial, against budgets, customer satisfaction, health and safety; identification of aims, eg meeting customer needs and expectations, setting, achieving and continuously improving standards, improving productivity; techniques to achieve quality, eg product design, standardisation of practice, simplification of processes, consultation with staff embracing advances in technology, monitoring and quality controls, feedback mechanisms; ensuring plans take account of relevant past experience, trends and developments and factors likely to affect future resource use; ensuring plans are consistent with organisation's objectives, policies and legal requirements

2 Understand how to plan and implement improvements for managing physical resources within own area of responsibility

Techniques for evaluating the efficient use of physical resources: use of performance measures to analyse efficiency and effectiveness in meeting objectives and targets; monitoring the actual use of physical resources against an agreed plan at appropriate intervals; identifying differences between actual and planned use of resources; Supplier Relationship Management (SRM)

Sources of information to gain information on physical resources costs: sources, eg customers, colleagues, staff; management; trade organisations; trade shows and conferences; websites; networking with other suppliers

Comparing and contrasting the selection of new physical resources: method of supply, eg buying products/services, tendering, sub-contracting/outsourcing; value for money; hygiene factors; range; choice; service guarantee; legal and contractual compliance; trace origin data; yield; methods of payment; credit and price; timely service; negotiating skills; flexibility and special services; knowledge of market conditions and mastery of contemporary issues; financial stability; ability to offer technical support; cost benefit analysis

Methods for implementing the use of new suppliers of physical resources: involving stakeholders; agreeing support; identifying risks, eg financial, physical, effects on internal and external customers, quality issues, legal implications; effects on process and outcome activities of organisations; identifying direct and indirect cost-saving opportunities; use of approved supplier lists; evaluating the 'best deal'; use of performance indicators and benchmarking; change management

Essential guidance for tutors

Delivery

This unit will help learners to appreciate the importance of managing physical resources in the hospitality industry and focuses on how to maximise efficiency. The unit can be delivered with reference to actual examples of how physical resources are managed in different types of hospitality operations.

Learners can draw on their own experiences of managing resources effectively and efficiently and providing a safe working environment for staff. Learners will find it beneficial to visit other hospitality organisations to investigate how they manage their resources and to compare and contrast best practice. Learners should be given access to suppliers, enabling them to understand the selection process for new physical resources so that they are able to plan and implement improvements for managing physical resources within their own area of responsibility.

Case study activities and scenario-based tasks can be used to help learners demonstrate an understanding of different aspects of maximising the efficient use of physical resources.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
<p>Planning for effective and efficient use of physical resources.</p> <p>Learners will examine the planning of resources, obtaining resources, ensuring availability of resources and monitoring resources. They will discuss aligning business processes and resource usage to organisational goals and organisational policies and procedures.</p> <p>Exercise: learners look at case studies examining the role of managing physical resources in different organisations and design a system for monitoring their usage.</p>
<p>Safety and security aspects of managing physical resources.</p> <p>Learners will examine the key features of safety and environmental legislation related to physical resources. Learners will be introduced to risk assessments, identifying their purpose and discussing how they should be used in their workplace. They will discuss measures used to ensure the safe operation of equipment, including training and routine scheduled maintenance programmes.</p> <p>Exercise: learners carry out an in-tray exercise on the role of a safety and security manager. The exercise could involve the completion of a risk assessment.</p>

Topic and suggested assignments/activities and assessment
<p>Evaluating the efficient use of physical resources.</p> <p>Learners will examine performance measures used to analyse efficiency and effectiveness in meeting objectives and targets, and discuss the techniques used to monitor the use of physical resources. They should have access to data which shows differences between actual and planned use of physical resources.</p> <p>Exercise: learners monitor the efficiency of a particular resource and identify reasons for deviations from targets.</p>
<p>The selection of physical resources.</p> <p>Learners will discuss the process and procedures for selecting new resources, where possible drawing on their own experience. A visit to a trade show would be useful in enabling learners to speak to a number of suppliers and to compare and contrast the goods and services on offer. They should discuss methods for determining material requirements.</p> <p>Exercise: learners select a new resource for a given purpose, researching existing suppliers and giving reasons for their final choice.</p>
<p>Implementing the use of new suppliers.</p> <p>Learners will identify the processes and procedures that should be followed to implement a new supplier. They should discuss the risks involved in changing suppliers and the means by which these risks can be minimised. A visit to a newly refurbished/opened hospitality organisation would be helpful in enabling learners to investigate how new suppliers have been implemented.</p> <p>Exercise: learners write a proposal for the implementation of a piece of equipment.</p>
<p>Review of unit and programme of assignments.</p>

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1, learners could produce a report outlining the process used to ensure the efficient and effective use of physical resources in a specified area of work. The report should evaluate planning usage, obtaining resources, ensuring availability and monitoring the use of physical resources to measure efficiency and to meet legal and environmental requirements.

For 1.2 and 1.3, learners could produce a report explaining the procedures to be followed relating to maintenance and the safe and secure use of physical resources in a given area of work. The report could be accompanied by a risk assessment.

For 1.4, learners could produce a report assessing the effectiveness of the management of physical resources in an organisation, recommending and justifying any improvements that could be made.

Learning outcome 2

For 2.1, learners could produce a guidance document describing techniques that can be used to evaluate the efficient use of physical resources within a specified work area. The guide should identify the actual performance measures used and a plan for monitoring the efficiency of use of the resources.

For 2.2, learners could produce a guidance document identifying the sources of information which can be used to gain up-to-date information regarding costs of physical resources. The guide should be for specified physical resources and sources of information should be up to date and accurate.

For 2.3, learners could produce a guide to assist in the selection of new resources. The guide should describe how to compare and contrast the new physical resources.

For 2.4, learners could produce an evaluation of different methods for implementing a new supplier for a given workplace.

Essential resources

The use of real examples of physical resources in a hospitality organisation will make this unit relevant for learners. Case studies will support learner understanding.

Working in the hospitality industry will provide a valuable source of information for the unit.

Indicative resource materials

Textbooks

Institute of Leadership and Management – *Controlling Physical Resources (ILM Super Series), 4th edition* (Pergamon, 2002) ISBN 9780750658867

Stipanuk D S – *Hospitality Facilities Management and Design* (Educational Institute, American Hotel & Lodging Association, 2002) ISBN 9780866121910

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Institute of Hospitality

Websites

www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
www.hse.gov.uk	Health and Safety Executive – information about health and safety at work
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications

Unit 9: The Principles of Food Safety Management for Catering

Unit reference number: H/502/0390

Level: 4

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of the unit is to enable learners to gain understanding of how food business operators can ensure compliance with food safety legislation, the operational requirements and controls needed to ensure food safety, and how to establish and maintain food safety management procedures.

Unit introduction

This unit introduces learners to the principles of food safety management for the catering industry. Hospitality businesses need to have food safety management procedures in place and comply with food hygiene regulations.

In this unit learners will look at how food business operators can ensure compliance with food safety legislation including staff responsibilities in relation to food safety legislation. Learners will also look at the requirements of food safety legislation and procedures for compliance and enforcement.

Learners will develop an understanding of the operational requirements needed to ensure food safety. They will explore how the design, layout, construction and maintenance of premises and equipment can affect food safety. Learners will consider the implementation, management and application of good hygiene practices. Tutors will introduce learners to the procedures for supplier and stock control, operational methods and safe working practices.

Learners will explore how to establish food safety management procedures. They will be required to determine processes for designing and implementing food safety management procedures. Learners will also analyse the risks to food safety from microbial, physical, chemical and allergenic hazards and the need for, and benefits of, staff training and the maintenance of training records.

Tutors will introduce learners to the controls required for food safety.

Learners will investigate methods for verifying the effectiveness of food safety management procedures and the circumstances that necessitate the adjustment of food safety management procedures. They will learn how to implement adjustments to food safety management procedures and the strategies for developing and maintaining a food safety culture.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how food business operators can ensure compliance with food safety legislation	1.1 Explain food business operator and staff responsibilities with regard to food safety legislation 1.2 Analyse the requirements of food safety legislation and procedures for compliance and enforcement
2 Understand the operational requirements needed to ensure food safety	2.1 Explain how the design, layout, construction and maintenance of premises and equipment can affect food safety 2.2 Discuss the implementation, management and application of good hygiene practices, to include cleaning, disinfection and pest control 2.3 Explain procedures for supplier and stock control 2.4 Describe operational methods and safe working practices
3 Understand how to establish food safety management procedures	3.1 Outline processes for designing and implementing food safety management procedures, including allocating resources, roles and responsibilities 3.2 Analyse the risks to food safety from microbial, physical, chemical and allergenic hazards in a specified food business 3.3 Communicate food safety management information to staff, visitors and suppliers 3.4 State the need for, and benefits of, staff training and the maintenance of training records

Learning outcomes	Assessment criteria
4 Understand the controls required for food safety	4.1 Review controls for microbial, physical, chemical and allergenic hazards in a specified food business 4.2 Discuss methods for monitoring and recording food safety hazards 4.3 Determine the corrective actions required if food safety hazards are not controlled
5 Understand how to maintain food safety management procedures	5.1 Explain methods for verifying the effectiveness of food safety management procedures 5.2 Describe circumstances that require adjustment of food safety management procedures 5.3 Describe how to implement adjustments to food safety management procedures 5.4 Outline strategies for developing and maintaining a food safety culture within an organisation

Unit content

1 Understand how food business operators can ensure compliance with food safety legislation

Food safety legislation responsibilities: Food Safety Act 1990 (as amended); Food Safety Regulations 2006; Food Hygiene Regulations 2006; food business operator, eg ensuring staff have the relevant skills, knowledge and resources required to carry out their work, implementing procedures to meet control points following relevant legislation and organisational policy; staff, eg allocating and supervising food safety responsibilities, protecting own and others' work against negative impacts, being vigilant for possible hazards, agreeing what is expected of others and hold them to account, knowing relevant legislation and other industry-specific regulations and codes of practice; size of business (number of staff and customers)

Requirements of food safety legislation: ensuring nothing is included or removed from food or food is treated in any way that makes it damaging to the health of people eating it; ensuring that food served or sold is of the nature, substance or quality expected by customers; ensuring that food is labelled, advertised and presented in a way that is not false or misleading

Procedures for compliance with food safety legislation: ensuring adequate systems are in place to comply with legislation; ensuring staff are trained and supervised to operate systems effectively

Procedures for enforcement of food safety legislation: legislation as current at time of delivery, eg Food Labelling Regulations 1996, food standards legislation, Hazard Analysis Critical Control Point (HACCP) procedures, risk assessment legislation, Food Premises (Registration) Regulations 1991; enforcing legislation, eg supervising and checking compliance of food hygiene regulations including temperature control, providing the correct work equipment, personal protective equipment (PPE), food storage, actions and responsibilities of environmental health officers, local authorities and trading standards officers in enforcement of legislation

2 Understand the operational requirements needed to ensure food safety

The effect of design, layout, construction and maintenance of premises and equipment on food safety: building design and construction to allow linear work flow; use of safe coverings for the internal building fabric and work surfaces; provision of suitable and sufficient equipment; allowing adequate cleaning and disinfection of equipment and surfaces; services, eg hand wash basins suitably located, adequate number of lavatories, suitable and sufficient natural or mechanical ventilation, adequate natural and/or artificial lighting, suitable drainage facilities, adequate staff changing facilities, adequate food waste and refuse disposal systems, adequate supply of drinkable water, suitable and sufficient storage for food and non-food substances

Implementation, management and application of good hygiene practices: cleaning; disinfection; pest control measures; carrying out own responsibilities for the implementation of food safety procedures; reporting to management; effective surface cleaning methods and wash-up; temperature control during delivery, storage, preparation, cooking, cooling, reheating, holding and service of food; waste disposal; prevention of cross-contamination; personal hygiene practices that staff should follow according to operational requirements, eg hand-washing, use of protective clothing, footwear and headgear, wearing jewellery and accessories, treatment and covering of cuts, boils, grazes and wounds, reporting illnesses and infections to the appropriate person; protection of food; avoidance of gastric illness; equipment and facilities

Procedures for supplier and stock control: procedures, eg validating proposed suppliers (checking out their premises), ensuring food is only purchased from approved suppliers, maintaining an up-to-date list of approved suppliers, excluding suppliers who fail to meet the required standards, minimising the cost of holding stocks while ensuring sufficient materials for production levels

Operational methods and safe working practices: preparation, eg good hygiene practices, using appropriate surfaces, using suitable knives and equipment; cooking, eg minimising bacterial activity, applying correct cooking temperatures and cooking times for different dishes; chilling, eg to minimise bacterial activity, holding at appropriate temperatures, monitoring duration of chilling process; reheating, eg applying appropriate temperatures; holding, eg applying appropriate temperatures, holding hot food above 63°C, holding chilled food below 5°C; serving, eg using clean dishes and serving equipment, avoiding cross-contamination, using gloves; transporting, eg minimising transportation times, applying correct holding temperatures, keeping different types of food separate; working practices, eg safe buying practices, use by-dates, content labels, checking for insect/pest damage, blown cans, broken bottle seals, frozen and chilled food delivery temperatures, fresh foods, handling food and commodities, cleaning and washing of vegetables and fruit

3 Understand how to establish food safety management procedures

Processes for designing and implementing food safety management procedures: dividing the many food flows into broad categories based on activities or stages in the flow of food through the business, analysing the hazards, placing managerial controls on each grouping; writing and implementing a food safety management system based on Hazard Analysis and Critical Control Point (HACCP) principles; certified food protection managers who have shown proficiency by passing a test that is part of an accredited programme; standard operating procedures (SOPs) for performing critical operational steps in a food preparation process, eg cooling; recipe cards that contain the specific steps for preparing a food item and the food safety critical limits, eg final cooking temperatures that need to be monitored and verified; purchase specifications; equipment and facility design and maintenance; monitoring procedures; record keeping; allocating resources, roles and responsibilities; employee health policy for restricting or excluding ill employees; manager and employee training; ongoing quality control and assurance; specific goal-oriented plans, eg Risk Control Plans (RCPs)

Risks to food safety from microbial, physical, chemical and allergenic hazards: microbial – food-borne illness also commonly called 'food poisoning' caused by contaminated food containing harmful microorganisms or toxins; physical – foreign matter in a food item which may cause illness or injury to a person consuming the product, eg bone, shotgun pellets, glass or packaging; chemical – contamination may occur through environmental pollution of the air, water and soil, eg with toxic metals, Polychlorinated biphenyls (PCBs) and dioxins, or through intentional use of various chemicals, eg pesticides, animal drugs and other agrochemicals; allergenic, eg eggs, milk, peanuts, usually affecting the skin and the respiratory, gastrointestinal and cardiovascular systems

Communicating food safety management information to staff, visitors and suppliers: effectively communicating food safety procedures to staff and ensuring they understand them; situations when it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams; keeping confidential information secure; identifying people's information needs; presenting information clearly, concisely, accurately and in ways that promote understanding; giving people opportunities to provide feedback and responding appropriately

Need for staff training and the maintenance of training records: legal requirements for training in food safety and maintenance of training records; identifying and meeting staff training needs; ensuring appropriate training to meet individual food safety needs and responsibilities; sharing information and knowledge efficiently within the constraints of confidentiality; confronting performance issues and resolving them

Benefits of staff training and the maintenance of training records: benefits of training, eg training staff with the necessary skills and techniques for the business to keep up with changes happening in the market, improving the business by getting staff to identify their weaknesses and work to overcome them, better equipped staff to deal with work challenges, staff motivation and loyalty, processes becoming more effective and streamlined; benefits of maintaining training records, eg matching staff resources with production or service requirements

4 Understand the controls required for food safety

Controls for microbial, physical, chemical and allergenic hazards: management, supervision and operation of food production and support systems including their inspection, audit and validation to demonstrate the effectiveness of controls employed, eg cleaning and disinfection, supplier and stock control, control of pests, safe working and food handling practices, temperature controls; identification and adherence to critical control points; effectiveness of control measures for different hazards

Methods for monitoring and recording food safety hazards: following recording procedures; monitoring the level of pest activity; monitoring staff hygiene and working practices; monitoring temperature and cooking/processing time; use of feedback, eg from staff, supervisors, suppliers, customers, auditors and environmental health practitioners; importance of calibrating thermometers and other measuring devices; sampling procedures; maintaining accurate records; responsibilities of staff, supervisors and managers for monitoring and recording activities

Corrective actions required if food safety hazards are not controlled: ensuring corrective action is taken when control measures fail; ensuring the food chain is traceable, identification of critical limits and failure responses, reviewing target levels and tolerance; situations that may require corrective actions, eg freezers, refrigerators, chillers and ovens at incorrect temperatures, contaminated raw material, thawing or cooking/processing food for too short a time, presence of pests; appropriate corrective action(s); recording procedures for corrective actions; need for staff training in use of corrective action; effect of corrective action on food safety management procedures

5 Understand how to maintain food safety management procedures

Methods for verifying the effectiveness of food safety management procedures: inspection, auditing for the verification of critical control points, critical limits and corrective actions; measures for improvement; ensuring accurate monitoring and recording; observations of staff and processes; microbiological testing; regular and planned reviews of procedures

Circumstances that require adjustment of food safety management procedures: preventing, eliminating or reducing a food safety hazard to acceptable (critical) levels; production, systems and menu changes prompting a systems review

Implementing adjustments to food safety management procedures: adjustments implementation, eg need for adjustment to food safety management procedures when a review indicates that control methods are ineffective, or if enforcement officers recommend or require changes, factors or events that may require an immediate review and evaluation of the food safety procedures; importance, eg of communicating any changes to relevant staff, of monitoring and verifying new procedures

Strategies for developing and maintaining a food safety culture: communication methods, eg training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices; importance, eg avoiding mistakes, gaining clarification, maintaining standards, value of a food safety culture to a business, promotion of a 'supportive team' staff culture

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of food safety management for catering. While the unit will cover the theory of food safety management, it should, wherever possible, be related to practical industrial working environments.

Guest speakers would help provide the industrial overview that learners need. Organised visits to different hospitality businesses are essential in enabling learners to identify key food safety and business issues.

Visits should be varied to ensure that learners can compare requirements for various types of businesses. Learners can use work-based experiences to evidence particular business systems and food safety practices. Case studies would complement work experience and help learners to understand the importance of food safety management for catering.

Learners must be supported in their research and investigations and they should be given the opportunity to discuss their findings with peers and tutors. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to observe a range of workflow situations through industrial visits, to ensure they understand the influences that can affect good practice.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and overview of assessment.
Group discussion about the importance of food safety management procedures.
Guest speaker to talk about food business operator and staff responsibilities in relation to food safety legislation, the requirements of food safety legislation and procedures for compliance and enforcement.
Group discussion on how the design, layout, construction and maintenance of premises and equipment can affect food safety.
Visit to see a large-scale production system to find out about the implementation, management and application of good hygiene practices, to see the procedures for supplier and stock control, and to view operational methods and safe working practices.
Group discussion on how to establish food safety management procedures.
Group discussion about processes for designing and implementing food safety management procedures.

Topic and suggested assignments/activities and assessment
Group discussion about the risks to food safety from microbial, physical, chemical and allergenic hazards and how to communicate food safety management information to staff, visitors and suppliers.
Group discussion about the need for and benefits of staff training and the maintenance of training records.
Group discussion about the controls required for food safety.
Group discussion on how to maintain food safety management procedures.
Tutorial support and feedback.
Learner self-initiated learning time.
Unit review and evaluation.

Assessment

Learning outcome 1

Assessment criteria 1.1 and 1.2 could be covered by learners having access to a hospitality business' health and safety policies and procedures to understand the principles and legislation behind food safety regulations in the workplace. A visit to a workplace where learners could produce risk assessments and be given scenarios would enhance the understanding of the legislation and procedures and how to implement them. A report explaining food business operator and staff responsibilities with regard to food safety legislation, and analysing the requirements of food safety legislation and procedures for compliance and enforcement would demonstrate a full understanding of this learning outcome.

Learning outcome 2

Assessment criteria 2.1, 2.2, 2.3 and 2.4 could be covered by the risk assessments and scenarios produced for learning outcome 1 or in the workplace. Briefing notes for this learning outcome could also be provided for 2.1. Learners must use real examples to demonstrate they understand how the design, layout, construction and maintenance of premises and equipment can affect food safety and how to report and deal with it when it does. For 2.2, 2.3 and 2.4, a report covering the implementation, management and application of good hygiene practices, to include cleaning, disinfection and pest control, procedures for supplier and stock control, and operational methods and safe working practices should be included.

Learning outcome 3

Learning outcome 3 could be covered by producing briefing notes that enable learners to understand how to establish food safety management procedures. For 3.1, learners should carry out tasks that provide evidence outlining processes for designing and implementing food safety management procedures, including allocating resources, roles and responsibilities. For 3.2, a personal statement analysing the risks to food safety from microbial, physical, chemical and allergenic hazards in a specified food business, as appropriate, improving the organisation's procedures, should accompany the analysis. For 3.3 and 3.4, a report covering how to communicate food safety management information to staff, visitors and suppliers, and the need for, and benefits of, staff training and the maintenance of training records should be included.

Learning outcome 4

Evidence for 4.1, 4.2 and 4.3 could take the form of a report reviewing controls for microbial, physical, chemical and allergenic hazards in a specified food business, discussing methods for monitoring and recording food safety hazards, and establishing the corrective actions required if food safety hazards are not controlled. Learners could give examples of control employed and its effectiveness, monitoring and recording methods, and situations that may require corrective actions and what the actions are.

Learning outcome 5

Evidence for 5.1, 5.2, 5.3 and 5.4 could take the form of a training exercise, a simulated activity or be undertaken in the workplace, showing that learners fully understand how to maintain food safety management procedures. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation. Learners must use real time examples to demonstrate they understand methods for verifying the effectiveness of food safety management procedures, circumstances that require adjustment of food safety management procedures, how to implement adjustments to food safety management procedures, strategies for developing and maintaining a food safety culture within an organisation.

Essential resources

Although this is a knowledge-based unit, learners should have access to food production and service environments.

Organised visits to different hospitality businesses are essential in enabling learners to identify key food safety and business issues.

A talk from the local Environmental Health Officer would benefit learners.

Indicative resource materials

Textbooks

Foskett D, Paskins P – *The Theory of Hospitality and Catering, 12th edition* (Hodder Education, 2011) ISBN 9781444123760

Sprenger R – *Hygiene for Management, 15th edition* (Highfield, 2009) ISBN 9781906404710

Journals

Caterer and Hotelkeeper – Reed Business Information

Croner's Catering Magazine – Croner Publications

Voice of the BHA – British Hospitality Association

Other publications

Food hygiene: A guide for businesses, Revised June 2011 (The Food Standards Agency, 2006)

Safe Food Better Business – The Food Standards Agency – downloadable PDF pack

Starting up: Your first steps to running a catering business 2007 (The Food Standards Agency) – downloadable PDF pack

Websites

www.catersource.com	Catersource – education, products and news for caterers
www.food.gov.uk	The Food Standards Agency
www.hospitalityassured.co.uk	Hospitality Assured – the quality standard created by the Institute of Hospitality specifically for customer facing businesses
www.hpa.org.uk	Health Protection Agency
www.hse.gov.uk/catering	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications
www.people1st.co.uk	People 1st – Sector Skills Council for hospitality, passenger transport, travel and tourism
www.tradingstandards.gov.uk	Trading Standards Institute

Unit 10: Understand How to Plan and Manage Kitchen Operations

Unit reference number: M/504/2229

Level: 4

Credit value: 7

Guided learning hours: 47

Unit aim

This unit has been devised to assess learners' ability to understand how kitchen operations and systems should be effectively managed to ensure a consistent delivery of food.

Unit introduction

This unit introduces learners to kitchen operations, their planning and management. Learners will develop their understanding of the systems and equipment used to produce food in large quantities in different contexts.

Learners will investigate how the purchase of materials and commodities can be managed, include the factors associated with supplier selection. They will also look at how decision-making strategies for selecting materials and commodities can be set up.

Learners will develop their understanding of processes and policies relating to the quality and control of volume food. They will compare food quality control policies currently used by hospitality organisations.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand systems and equipment used for volume food production in different contexts</p>	<p>1.1 Compare systems of volume food production in different contexts</p> <p>1.2 Evaluate specifications for types of volume food production equipment</p>
<p>2 Understand how the purchase of materials and commodities can be managed</p>	<p>2.1 Explain how changing food requirements of an organisation can be identified</p> <p>2.2 Analyse how the provision of food stuffs can impact on the suppliers used</p> <p>2.3 Analyse the factors associated with supplier selection</p> <p>2.4 Explain how decision-making strategies for selecting materials and commodities can be established</p>
<p>3 Understand food quality control processes and policies for volume food production</p>	<p>3.1 Explain the processes required to maintain a quality assured food production process</p> <p>3.2 Describe how food preparation plans can be critically assessed</p> <p>3.3 Contrast food quality control policies currently used by commercial organisations</p>

Unit content

1 Understand systems and equipment used for volume food production in different contexts

Systems for volume food production: manufacturing; traditional; sous-vide; cook-chill/freeze; cook-to-order; batch; centralised; pre-prepared; individual; multi-portion; communications; technology; applications; operational/management requirements; reporting procedures

Volume food production contexts: types, eg contract catering, events catering, conference

Equipment: specialist; volume; equipment specifications; economics; ergonomics; integration; repair agreements, maintenance and 'down time'

2 Understand how the purchase of materials and commodities can be managed

Food requirements changes: influences, eg customer preferences, vegetarian and healthy eating concepts

Impact of provision of food stuffs on suppliers used: contract; leasing agreements; purchasing specification; monitoring; vendor ratings; implications for organisation

Factors associated with supplier selection: factors, eg capacity, production issues, reliability, transportation and delivery, discounts, technology applications, contingency arrangements

Decision-making strategies for selecting materials and commodities: food requirements, materials, commodities and equipment branded/non-labelled; customised; quality; availability; delivery

3 Understand food quality control processes and policies for volume food production

Processes for maintaining quality assured food production: receipt; storage; preparation; production; distribution/transport; quality assurance; technology applications; establishing quality criteria, eg checklists, equipment lists, standard recipes, production methods and controls, portion controls, presentation photographs and diagrams; food preparation plans

Assessing food production plans: for food item or menu in workplace; quality criteria; critical review points; legislative requirements

Food quality control policies: Hazard Analysis and Critical Control Points (HACCP); assured safe catering (ASC); risk assessment, eg Health and Safety at Work Act (HSAWA) 1974; in relation to food safety acts and Food Standards Agency; organisational policy; nutritional; content specification; compliance; monitoring and recording systems and documentation, eg setting production targets, identification of critical production points and deadlines; briefing and debriefing staff

Essential guidance for tutors

Delivery

Learners will need to research a broad range of operational systems in use within the hospitality industry to understand different systems of operation, sharing information about workplace practices and systems they have experienced.

Tutors could arrange for visiting speakers and for learners to visit different workplace providers. Case study materials could be used to support learner knowledge of how systems will vary in different contexts and to highlight key issues that may not occur naturally in commercial hospitality environments.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Volume food production systems and equipment. Exercise: learners analyse systems and equipment at work.
Suppliers, materials, equipment, commodities, purchase specifications, contracts, leasing. Exercise: learners compile a database or list of current suppliers used at work, identifying potential additional sources of supply.
Factors affecting materials selection, liability, financial aspects, technological applications, transport, contingency arrangements, ultimate responsibilities. Exercise: learners review the major factors that impact on the purchasing of materials and commodities at work.
Quality assurance and the control processes and systems of operation, quality policies, legislation, contrasting policies in different hospitality organisations.
Food preparation plans and critical assessment methods. Exercise: learners prepare a workflow chart for a food production activity, identify critical review points and include success criteria.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1, learners could produce a written summary, in table format, of the food production systems and associated equipment used in a workplace and compare these with a volume food production operation of their choice.

For 1.2, learners could carry out internet and active research to identify the specifications for an item of specialist bulk food production equipment, for the system identified for 1.1. They should evaluate economic factors, ergonomic considerations, how the equipment could be integrated as part of a production system and any breakdown, maintenance and downtime considerations. Learners could produce a fact sheet summary of their research findings.

Learning outcome 2

For 2.1 and 2.2, learners could be asked to identify the changing food requirements of an organisation, identify the suppliers used in a workplace, explain the type of contracts in place, any purchasing specifications, any vendor ratings that exist, and describe the services provided by the suppliers and instances where there were quality issues and how these were resolved. In addition, learners should analyse how changes to a menu or running a special event could impact on current suppliers, identifying alternative sources for food and equipment procurement.

For 2.3 and 2.4, learners could produce a presentation in which they analyse the factors associated with supplier selection in a workplace and explain the strategies used when selecting materials and equipment.

Learning outcome 3

For 3.1, learners could produce a text table to explain the processes used in a workplace to maintain a quality assured food production process, comparing these with the processes that would be needed in a volume food production system.

For 3.2, learners could produce a work plan that includes quality criteria for the production of a food/menu item in the workplace, including critical points and legislative requirements. They will need to describe how this plan would be critically assessed.

For 3.3, learners could carry out research into the different food quality control policies used by hospitality organisations, using text tables, graphic models or flow charts to compare and contrast their findings.

Essential resources

Tutors must be technically qualified with up-to-date knowledge of modern food production and beverage delivery systems. Specialist resources could include case study materials, videos and documented examples of current practice, such as reports from the hospitality industry. A bank of current developments, which may be drawn from trade press, is also a useful resource. In addition, learners must be encouraged to read professional journals and relevant texts and websites to support the development of their knowledge.

Indicative resource materials

Textbooks

Hayes D, Miller A, Ninemeier J – *The Professional Kitchen Manager* (Prentice Hall, 2011) ISBN 9780131391741

Hunter G, Tinton T, Mannall C – *Hospitality Supervision* (Cengage Learning, 2009) ISBN 9781408009253

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Institute of Hospitality

Websites

www.caterer.com

Information source for hospitality including email newsletters – jobs, products and beverages

www.instituteofhospitality.org

Institute of Hospitality – professional body which offers industry information, careers advice and publications

Unit 11: Principles of Food and Beverage Operations Management

Unit reference number: J/504/2222

Level: 4

Credit value: 9

Guided learning hours: 58

Unit aim

This unit has been devised to assess learners' ability to understand how food and beverage service operations can be effectively implemented. This includes knowing how menus for events can be developed.

Unit introduction

This unit introduces learners to different food and beverage production and service systems. They will develop an understanding of the financial controls required in food and beverage operations. Learners will look at how to develop menus for hospitality organisations and how to provide food and beverage services for these.

Learners will explore the characteristics of food production and food and beverage service systems. They will analyse the factors affecting recipes and menus that are suitable for particular service systems, and justify which systems would be suitable for particular hospitality organisations.

Learners will investigate the use of financial statements and cost and pricing processes in food and beverage operations. They will look at ways of analysing purchasing processes.

Learners will explore menu development, beginning by identifying menu requirements for their customers. They will look at how food trends may impact on menu items and how the balance of a menu can take account of flavours, colours, costs and styles.

Learners will look at how budgets can be developed for hospitality operations and how to coordinate and deliver food and beverages efficiently to customers through staffing. They will investigate how the quality of food and beverages can be monitored during service and the factors that determine the success of the service. Learners will also investigate how recommendations for improvements to service can be communicated to colleagues.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand different food and beverage production and service styles	1.1 Explain the characteristics of menus and food and beverage service systems 1.2 Analyse factors affecting recipes and menus suitable for particular service systems 1.3 Compare the costs and staffing implications for different service systems 1.4 Justify the suitability of styles for particular food and beverage outlets
2 Understand the financial controls used in food and beverage operations	2.1 Explain the use of financial statements in food and beverage operations 2.2 Illustrate the use of cost and pricing processes 2.3 Explain how purchasing processes can be analysed
3 Know how to develop menus suitable for hospitality	3.1 Explain how the menu requirements of customers can be identified 3.2 Analyse how food trends may impact on menu items included on menus 3.3 Analyse how the balance of a menu can take account of flavours, colours, costs and styles
4 Know how to provide food and beverage services for hospitality	4.1 Explain how budgets for food and beverage operations should be developed 4.2 Explain how staff may be coordinated to deliver an efficient delivery of food and beverages to customers 4.3 Review how the quality of food and beverages can be monitored during service

Learning outcomes	Assessment criteria
	<p>4.4 Evaluate the factors that determine the success of the service</p> <p>4.5 Explain how recommendations for improvements in service can be communicated to colleagues</p>

Unit content

1 Understand different food and beverage production and service styles

Characteristics of menus and food and beverage service systems: systems, eg traditional, batch cooking, call-order, centralised, assembly kitchens, sous-vide, cook-chill, cook-freeze

Service: systems, eg table service, counter service, à la carte, table d'hôte, silver service, family service, plate service, guéridon service, specialist food service systems

Factors affecting recipes and menus for particular service systems: equipment; premises; skills of staff; training; availability of ingredients; cost; budgetary requirements; shelf life of ingredients; temperature control; customer requirements/needs

Cost implications: system costs; equipment; staff; products

Staffing implications: system skills and deskilling; job specifications; training; levels of output

Suitability of systems for particular food and beverage outlets: within the hospitality industry, eg hotels, restaurants, pubs, clubs and nightclubs, contract food services, hospitality services, membership clubs, events and specialist operations, fast food, in-flight operations; size of premises; cost of implementation; turnover

2 Understand the financial controls used in food and beverage operations

Financial statements: dish costing sheets; cost statements; operating statements; variance analysis; sales records

Cost and pricing processes: dishes; menus; beverage lists; sales mix; net and gross profit; fixed, variable, direct, indirect cost; cost elements; value added tax (VAT); price comparisons with competitors; discounting

Purchasing processes: requisition of equipment and supplies; purchasing options; purchase specifications; receipt; invoicing; storage of equipment and supplies

3 Know how to develop menus suitable for hospitality

Menu requirements of customers: cookery styles; types of menu; balance; dietary needs; allergy considerations; ethnic influences; social trends and fashions; nutritional content

Food trends impact on menus: trends, eg healthy eating, local produce, organic and free range food, fair trade, smaller portions, veganism, vegetarianism, street food, fusion food, global meat price issues

Balance of a menu: ingredients used, eg seasonal and local produce; ways of preparation and cooking; taste; texture; temperature; appearance; complementary or contrasting foods; costing of menu items; food and beverage matching

4 **Know how to provide food and beverage services for hospitality**

Budgets for food and beverage operations: staffing; materials; overheads; achieving target profits; budget restrictions

Staff coordination: recruitment, eg through agencies, colleagues; training; teamwork; team building

Monitoring quality of food and beverages during service: observation; supervision; customer feedback; cooking and presentation; temperature control; food and beverage service levels; setting and maintaining standards

Factors that determine success: planning; organisation; management objectives; implementation; quality; customer satisfaction; cost effectiveness

Communicating recommendations for improvements to service to colleagues: team meetings; appraisals; emails; letters; one-to-one discussions; training

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of food and beverage operations management. While the unit will cover the theory of food and beverage operations management, it should, wherever possible, be related to special events and how these are managed in a food and beverage context.

Guest speakers will help provide the industrial overview that learners need. Visits to different hospitality organisations are essential in enabling learners to identify key food and beverage business issues.

Visits should be varied to ensure that learners can compare requirements for various types of hospitality organisation. Learners can use work-based experiences to evidence certain business information, particularly with regard to financial management in their workplace. Case studies will complement work experience and help learners to understand the importance of procedural requirements and how to work out budgets and costings.

Learners must be supported in their research and investigations and they should be given the opportunity to discuss their findings with peers and tutors, particularly when building their confidence in researching menus. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to practise developing menus and receive feedback from different sources to ensure they can justify the decisions they make.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Financial calculations.
Finance assessment.
Visit to event service kitchen.
Menu planning and research.
Marketing discussion.
Visiting speaker on event menu planning.
Menu practice and tasting.
Discussion on staffing requirements.
Tutorial support and introduction to project.
Research and individual work on project.
Tutorial support on project.

Assessment

This unit has been devised to assess learners' ability to understand how food and beverage service operations can be implemented effectively. This includes knowing how menus for events can be developed.

Learning outcome 1

For 1.1 and 1.2, learners could produce a presentation explaining the characteristics of menus and food and beverage service systems. They could then analyse factors affecting recipes and menus suitable for particular service systems used in their workplace and include this in their presentation.

For 1.3 and 1.4, learners could produce a text table comparing the costs and staffing implications for different service systems. This could be accompanied by a report justifying the suitability of styles for particular food and beverage outlets. Learners could examine their own workplace as one of the outlets to include in their report.

Learning outcome 2

For 2.1 and 2.2, learners could submit a guidance document explaining the use of financial statements in food and beverage operations, and an illustration of the use of cost and pricing processes. This could be based on the financial controls used in their workplace, if appropriate. The document could be for new staff at their workplace.

For 2.3, learners could produce a written management report explaining how purchasing processes can be analysed in order to make business decisions.

Learning outcome 3

For 3.1, learners could produce a presentation explaining how the menu requirements of customers can be identified.

For 3.2 and 3.3, learners could produce an analysis of how food trends may impact on items included on menus and how the balance of a menu can take account of flavours, colours, costs and styles. Evidence could be based on the menus developed for their workplace.

Learning outcome 4

For 4.1, learners could produce a written management report that explains how budgets for food and beverage operations should be developed. Evidence could be based on information gathered from interviews with representatives of hospitality organisations to determine best practice in developing budgets for food and beverage operations.

For 4.2 and 4.3, learners could submit a report explaining how staff may be coordinated to deliver an efficient delivery of food and beverages to customers, followed by a review of how the quality of food and beverages can be monitored during service. Evidence could be based on practices used in their workplace.

For 4.4 and 4.5, learners could produce a report evaluating the factors that determine the success of the service and explain how recommendations for improvements to service can be communicated to colleagues.

Essential resources

Although this is a knowledge-based unit, learners should have access to a food and beverage service operation facility. Visits to different organisations, such as restaurants, food suppliers or event caterers, are essential to enable learners to identify key business issues.

Indicative resource materials

Textbooks

Bowdin G, Allen J, McDonnell I, O'Toole W – *Events Management, 3rd edition* (Butterworth-Heinemann, 2010) ISBN 9781856178181

Cousins J, Foskett D, Pennington A – *Food and Beverage Management, 3rd edition* (Goodfellow, 2011) ISBN 9781906884468

Foskett D, Paskins P – *The Theory of Hospitality and Catering, 12th edition* (Hodder Education Publishing, 2011) ISBN 9781444123760

Hunter G, Tinton T, Mannall C – *Hospitality Supervision* (Cengage Learning, 2009) ISBN 9781408009253

Mason M – *Finance for Non-Financial Managers in a Week* (Teach Yourself, 2012) ISBN 9781444158861

Journals

Caterer and Hotelkeeper – Reed Business Information

Croner's Catering Magazine – Croner Publications

Hospitality – Institute of Hospitality

Websites

www.businesslink.gov.uk Practical advice for businesses including IT and e-commerce

www.caterer.com Information source for hospitality including email newsletters – jobs, products and beverages

www.instituteofhospitality.org Institute of Hospitality – professional body which offers industry information, careers advice and publications

Unit 12: Principles of Bar and Cellar Management

Unit reference number: A/504/2220

Level: 4

Credit value: 6

Guided learning hours: 38

Unit aim

This unit has been devised to assess learners' ability to understand how the management of cellar and bar areas impacts on the quality of beverages. It also examines the technological and ethical contexts within which bars are operated.

Unit introduction

This unit will enable learners to gain an understanding of the central aspects of bar and cellar management, including health and safety procedures, equipment, technological developments and ethical issues of bar management techniques.

Learners will investigate bar and cellar health and safety procedures. They will consider the skills people need to work in bars, including current legal and social constraints. Learners will look at the practices and procedures required to implement a system of control. They explore what is required operationally and how cellar conditions should be maintained to ensure consistent quality of products.

Learners will develop their understanding of the relative benefits of different bar equipment. They will investigate how cellar equipment should be operated and maintained to maximise its operational efficiency.

Learners will explore technical developments in bar and cellar equipment and the impacts of these developments on the service of beverages and maintenance of product quality.

Learners will consider the impact of ethical issues on bar management techniques and social responsibilities when selling alcohol. They will also examine key relationships that a licence holder needs to maintain with relevant authorities and other stakeholders.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the procedural requirements that impact on bar and cellar management techniques	1.1 Describe the health and safety procedures used in the cellar and bar for own organisation 1.2 Evaluate the skills required to work in the bar, considering current legal and social constraints 1.3 Analyse the practices and procedures required to implement systems of control 1.4 Evaluate the operational requirements needed to ensure consistent product quality
2 Know how to operate bar and cellar equipment	2.1 Compare the relative benefits of the different bar equipment available within own organisation 2.2 Analyse how cellar equipment should be operated and maintained to maximise its operational efficiency 2.3 Explain how cellar conditions should be maintained to ensure consistent product quality
3 Understand the impact of technological developments	3.1 Evaluate the technological developments in bar and cellar equipment 3.2 Analyse the impacts that technological developments may have upon the service of beverages and maintenance of product quality

Learning outcomes	Assessment criteria
4 Understand the impact of ethical issues on bar management techniques	4.1 Assess the impact of ethical issues on bar management techniques 4.2 Evaluate the key relationships that need to be effectively maintained by a licensee 4.3 Assess the social responsibilities on the sale of alcohol

Unit content

1 Understand the procedural requirements that impact on bar and cellar management techniques

Health and safety procedures: Health and Safety at Work Act (HSAWA) 1974; Control of Substances Hazardous to Health (COSHH) Regulations; Manual Handling Operations Regulations, kinetic handling; risk assessments; personal protective equipment (PPE); best before dates; temperature control; storage conditions; tools required for maintaining cleanliness of cellar; use of gas cylinders; working in a safe and hygienic manner; changing gas cylinders and kegs; cleaning dispense lines; training

Skills required to work in the bar: skills, eg reliability, trustworthiness, confidence, ability to stay calm under pressure, willingness to learn, friendliness, good customer service skills, good product knowledge, being organised, smart and clean appearance; current legal and social constraints; implications of current relevant legislation relating to licensing, weights and measures

Practices and procedures required to implement systems of control: practices and procedures, eg equipment that dispenses beverages accurately, registers dispensed beverages, accounts for losses and spillages; monitoring and reviewing of control systems

Operational requirements needed for consistent product quality: standards; consistency; market needs; storage; stock rotation; temperature controls

2 Know how to operate bar and cellar equipment

Benefits of different bar equipment: equipment, eg glassware, refrigerated units, ice machines, beverage containers, bottle openers, corkscrews, optics, measures, pourers, trays, drip trays, drip mats, ice buckets and tongs, knives, colour-coded chopping boards, coasters, drinks mats, glass washers; benefits, eg enabling quick and efficient work, meeting customer requirements, ensuring customer satisfaction

Operation of cellar equipment: cleaning at least once a week; keeping records; extending life of equipment; risk of equipment breakdown; health, safety and legal obligations

Maintaining cellar conditions: cleaning at least once a week; keeping records; cleaning spillages immediately; controlling rat infestations; special treatments to tackle mouldy and damp areas; keeping drains and sump pumps clean; regular scrubbing and hosing down of floors; ensuring drains are clean and free from blockages; maintaining cellar equipment; recommended temperature (11.5°C-13.5°C); testing temperature; allowing one or two days for beer to reach cellar temperature after delivery; thermostatic controls; adequate ventilation; adequate and sufficient storage; avoiding pest infestations; avoiding contamination of products

3 Understand the impact of technological developments

Technological developments in bar and cellar equipment: developments, eg hardware and software, Electronic Point of Sale (EPOS); Management Information Systems (MIS); cellar management systems; swipe cards; cashless payment system; continuous professional development (CPD); research techniques; journals; observation of competitors; costs; benefits; trade shows

Impacts of technological developments: impacts, eg shelf life, customer satisfaction, stock control, speed of service, improved efficiency, legislation

4 Understand the impact of ethical issues on bar management techniques

Ethical issues: issues, eg drunks, drugs, violence, prostitution, under-age drinking, door security, special offers and promotions, ethical marketing

Key relationships to be maintained by a licence holder: licensing authorities; police licensing officers; environmental health officers (EHO); designated premises supervisors (DPS); fire authorities; HM Revenue and Customs; local businesses; local residents; suppliers; staff; customer satisfaction

Social responsibilities: responsibilities, eg promoting responsible drinking, avoiding encouragement of illegal, irresponsible or immoderate drinking such as drunkenness, drink driving, or drinking in inappropriate circumstances, ensuring people under the legal purchase age cannot buy or obtain alcoholic beverages, avoiding marketing or promotions that appeal to people under the legal purchase age, avoid any association with violent, aggressive, dangerous, illegal or antisocial behaviour, ensuring staff are fully aware of organisational standards and are trained in their application

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of bar and cellar management. While the unit will cover the theory of cellar and bar management, it should, wherever possible, be related to learners' practical working environments.

Guest speakers will help provide the industrial overview that learners need. Visits to different licensed premises, breweries or suppliers are essential in enabling learners to identify key bar and cellar business issues.

Visits to bars and cellars should be varied to ensure that learners can compare requirements for various types of organisation. Learners can use work-based experiences to evidence particular business systems and equipment information. Case studies will complement work experience and help learners to understand the importance of procedural requirements and how to operate bar and cellar equipment.

Learners must be supported in their research and investigations and they should be given the opportunity to discuss their findings with peers and tutors, particularly with regard to ethical issues. This approach will help learners to develop their presentation and evaluation skills.

Learners should have the opportunity to research the impact of new developments in the hospitality industry through industrial visits, to ensure they understand the influences that can affect good business development.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Group discussion on health and safety in the organisation.
Practical risk assessment of own premises and production of health and safety guide.
Guest speaker from a local bar.
Visit to a brewery or vineyard to see the technology and systems in use.
Visit to a trade show (if possible).
Report writing workshop.
Group discussion on ethical issues in the industry.
Visit from licensing officer from the local police area to discuss licensing legislation.
Tutorial support and feedback.

Topic and suggested assignments/activities and assessment
Research and individual work for project.
Presentation of research project.
Review of unit and programme of assignments.

Assessment

This unit focuses on knowledge-based concepts, however its assessment should be structured to encourage learners to draw on work-based examples, systems, data and materials. This might readily be through the setting of an integrated assignment that requires learners to research data and illustrate how the principles can be applied to their place of work.

Learning outcome 1

For 1.1, learners could create a procedural guide describing health and safety for training purposes within their own organisation. Learners will need access to risk assessments and the health and safety policy for their organisation.

For 1.2, 1.3 and 1.4, learners could write a report based on their own workplace, looking at how their bar operates and with what equipment. This should include an evaluation of the skills needed to work in the bar, describing how a control system could be implemented, analysing how this could be put into place and evaluating how consistent product quality could be ensured.

Learning outcome 2

For 2.1, learners could produce a text table comparing the relative benefits of the different bar equipment available within their organisation.

For 2.2 and 2.3, learners could submit a guidance document analysing how cellar equipment should be operated and maintained to maximise its operational efficiency, and explaining how cellar conditions should be maintained to ensure consistent product quality. The document could be for new staff at their workplace.

Learning outcome 3

For 3.1 and 3.2, learners could produce a presentation evaluating the technological developments in bar and cellar equipment. Learners should evaluate a wide variety of new technological developments in bar and cellar equipment and then analyse the impacts such technological developments may have on the service of beverages and maintenance of product quality.

Learning outcome 4

For 4.1, learners could produce a report assessing the impact of ethical issues on bar management techniques.

For 4.2 and 4.3, learners could create a presentation following a talk and discussion with the local licensing officer. Learners will need to evaluate the key relationships that a licensee needs to maintain, and assess the social responsibilities of selling alcohol.

Essential resources

Although this is a knowledge-based unit, learners should have access to cellars and bar facilities. Visits to different licensed organisations or breweries are essential in enabling learners to identify the variety of organisations and the technology available to improve the quality of products.

Indicative resource materials

Textbooks

Cousins J, Foskett D, Pennington A – *Food and Beverage Management*, 3rd edition (Goodfellow, 2011) ISBN 9781906884468

Foskett D, Paskins P – *The Theory of Hospitality and Catering, 12th edition* (Hodder Education, 2011) ISBN 9781444123760

Hunter G, Tinton T, Mannall C – *Hospitality Supervision* (Cengage Learning, 2009) ISBN 9781408009253

Journals

Caterer and Hotelkeeper – Reed Business Information

Croner's Catering Magazine – Croner Publications

BIIBUSINESS – magazine for BII (British Institute of Innkeepers) members

Hospitality – Institute of Hospitality

The Publican's Morning Advertiser – Reed Business Media

Websites

www.beerandpub.com	British Beer and Pub Association
www.bii.org	British Institute of Innkeeping – professional body for the licensed retail sector
www.caterer.com	Information source for hospitality including email newsletters – jobs, products and beverages
www.drinkaware.co.uk	Campaigning body for better awareness of alcohol-related issues
www.hse.gov.uk	Health and Safety Executive – information about health and safety at work
www.instituteofhospitality.org	Institute of Hospitality – professional body which offers industry information, careers advice and publications
www.portmangroup.org.uk	Social responsibility body for alcohol producers
www.wsta.co.uk	Wine and Spirit Trade Association

Unit 13: Principles of Rooms Division Operations Management

Unit reference number: Y/504/2225

Level: 4

Credit value: 5

Guided learning hours: 46

Unit aim

This unit has been devised to assess learners' ability to understand how the rooms division can be effectively managed to maximise profitability. It also requires learners to evaluate different styles of accommodation provision.

Unit introduction

This unit introduces learners to services provided by the rooms division. They will learn about the impact of issues on the management and business performance of front of house areas and factors that contribute to effective management and business performance in accommodation service. This will enable learners to find out how to apply techniques to maximise and measure occupancy and rooms revenue.

Learners will investigate accommodation and front office service styles and the roles of staff within this area. They will examine the importance and key aspects of planning and managing front of house areas.

Learners will explore the impact of the legal and statutory requirements that apply to rooms division operations, and aspects of planning and managing accommodation service functions for their own operation.

Learners will look at revenue and yield values and rooms division performance indicator calculations, sales techniques, forecasting and statistical data.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand services provided by the rooms division in diverse contexts	1.1 Explain different accommodation and front office service styles offered by hospitality organisations 1.2 Analyse the roles and responsibilities of accommodation and reception service staff
2 Understand the impact of contemporary management issues on the effective management and business performance in the front of house area	2.1 State the importance of the front of house area to effective management 2.2 Analyse the key aspects of planning and management of the front of house area for own operation 2.3 Analyse the key operational issues affecting the management and business performance of the front office area for own operation
3 Understand the factors that contribute to effective management and business performance in the accommodation service function	3.1 Analyse the impact of legal and statutory requirements that apply to rooms division operations 3.2 Assess the importance of property interiors and design to the efficient management of the operation 3.3 Explain the critical aspects of planning and management of accommodation service functions for own operation 3.4 Analyse the key operational issues affecting the management and business performance of the accommodation service function for own operation

Learning outcomes	Assessment criteria
<p>4 Understand how to apply techniques to maximise and measure occupancy and rooms revenue</p>	<p>4.1 Describe how to calculate revenue and yield values associated with maximum occupancy and rooms revenue within own organisation</p> <p>4.2 Describe the sales techniques that staff can use to maximise revenue</p> <p>4.3 Explain the purpose and use of forecasting and statistical data within the rooms division</p> <p>4.4 Describe how to calculate rooms division performance indicators to measure the success of accommodation sales within own organisation</p>

Unit content

1 Understand services provided by the rooms division in diverse contexts

Accommodation service styles: residential, eg hotels (1-star to 5-star), bed and breakfasts, guest houses; non-residential, eg conference and events facilities; other, eg halls of residence, youth hostels, care homes, hospitals

Front office service styles: areas, eg reception, bell service, mail and information, concierge, cashier's night audit; services, eg registration, reservation, accounting procedures

Roles of accommodation staff: roles, eg managers, housekeepers, room attendants, linen porters, cleaners, event managers

Responsibilities of accommodation staff: managers, eg maintaining a budget, ensuring standards of staff work, ensuring the health and safety of staff and guests, responsibility for other areas of work; housekeepers, eg supervision of accommodation services, standards of rooms, supported by floor supervisor in large hotels; room attendants, eg cleaning, cleaning routines, cleaning and servicing of bedrooms, toilets and bathrooms, using correct procedures to deal with pest control, using correct cleaning equipment and products, considering associated safety issues, liaising with maintenance staff when problems arise, replenishing supplies, handling linen – sheets, pillowcases, blankets; linen porters, eg provision and maintenance of sheets, pillowcases, blankets; cleaners, eg cleaning communal guest areas – guest lounges, corridors

Roles and responsibilities of reception service staff: roles, eg manager, shift leader, receptionist, reservations, night audit, telephonist, concierge, hall porter; responsibilities, eg reservations, check in, registration, guest accounting, check out, guest services, administration, customer service, answering the telephone, security

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

2 Understand the impact of contemporary management issues on the effective management and business performance in the front of house area

Importance of front of house area to effective management: customer experience, eg creating a good first impression, guest satisfaction, meeting needs, encouraging loyalty; success of the business, eg repeat business, improved profitability, improved staff performance and motivation, reputation

Key aspects of planning and managing front of house areas: business/departmental plans; operations; procedures; property management systems (PMS); security; night audit; use of technology; operational constraints; evaluating; controlling and updating front of house services; standards; statistics; maximising revenue; health and safety; consumer and data protection; pricing

Key operational issues affecting management and business performance of front office areas: financial; marketing; sales; human resources; quality; customer requirements

3 Understand the factors that contribute to effective management and business performance in the accommodation service function

Impact of legal and statutory requirements applying to rooms division operations: health and safety; hazardous substances; protective clothing; consumer legislation; price tariff and display; data protection; immigration (hotel records); implications, eg compliance, non-compliance (fines, imprisonment, loss of reputation, loss of profit)

Importance of property interiors and design to efficient management of the operation: use; function; visual impact; ambience; ratings; cost; durability; access to and mobility within interior; suitability of fabrics/furnishings/fittings; efficient use of space; heating; lighting; airflow; effect of colour; design; smell; flowers; plants

Aspects of planning and managing accommodation service functions: business/departmental plans; operations; procedures

Operational issues affecting the management and business performance of the accommodation service function: financial; marketing; human resources; quality; customer satisfaction

4 Understand how to apply techniques to maximise and measure occupancy and rooms revenue

Calculating revenue and yield values: core concepts of revenue management; forecast methodology; demand; perishability; cyclicalities; distribution channels; price discrimination using differential rates and tariff structures to maximise occupancy; inventory management including the use of booking horizons and booking forecasts to maximise yield; hotel internet marketing, including viral marketing; ethical issues; price fencing and lead-time pricing; advantages and limitations of revenue/yield management systems

Sales techniques to maximise revenue: tariff structures; market-based pricing; negotiated rates (delegate, seasonal corporate packages); the use of overbooking (policy on no shows, cancellations); sales leads; referrals; selling other services; up selling; correspondence research; repeat business; customer loyalty schemes; sources of bookings; central reservations; agents; airlines; referrals

Purpose and use of forecasting and statistical data: comparisons of actual performance against projected performance; formulation of the marketing and pricing policy; compilation of operational and financial reports

Calculating rooms division performance indicators to measure success of accommodation sales: calculation of, eg room occupancy percentage, sleeper occupancy percentage, double/twin occupancy percentage, average room rate, average sleeper rate

Essential guidance for tutors

Delivery

This unit can be delivered through simulated classroom-based work as well as practical activities. Learners should be introduced to a range of accommodation and front office service styles and to the approaches used in a range of contemporary and diverse contexts to ensure optimum business performance.

Tutors should introduce learners to the principles of effective management of these areas and to the issues and factors that impact on the effective and efficient management of these operations. Learners should have the opportunity to apply a range of techniques to measure and maximise occupancy and rooms revenue.

Audiovisual materials and input from hospitality industry representatives working in accommodation and front office areas may be used to help deliver some aspects of this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Services provided by the rooms division in diverse contexts. Group discussion about key features of branded and non-branded accommodation products and services in a wide range of contexts.
Key roles and responsibilities in accommodation services and front office operations. Exercise: learners complete job descriptions for the roles and responsibilities of accommodation and reception service staff.
Factors that contribute to effective management and business performance in the accommodation service function. Workshop and presentation.
Introduction to the principles of interior design and their importance to a range of hospitality property interiors and design, including the effective management of operations, for example the servicing of accommodation areas, quality standards, productivity. Workshop and visits.
How to apply techniques to maximise and measure occupancy and rooms revenue. Practical decision-making activities.
Principles of forecasting and the use of statistical data for rooms division. Workshop to include calculation of performance data against forecasts.
Review of unit and programme of assignments.

Assessment

This unit has been devised to assess learners' ability to understand how the rooms division can be effectively managed to maximise profitability. It also requires learners to evaluate different styles of accommodation provision.

Learning outcome 1

For 1.1 and 1.2, learners could submit a business report explaining different accommodation and front office service styles offered by hospitality organisations and analysing the roles and responsibilities of accommodation and reception service staff. The report could summarise the findings from research undertaken on a defined range of accommodation products.

Learning outcome 2

For 2.1, learners could create a presentation aimed at new employees stating the importance of the front of house area to effective management of the hospitality organisation.

For 2.2 and 2.3, learners could produce a report for colleagues analysing the key aspects of planning and management, and operational issues affecting the management and business performance of the front of house area for their own operation.

Learning outcome 3

For 3.1, learners could carry out research in a hospitality organisation to enable them to analyse the impact of the legal and statutory requirements that apply to rooms division operations.

For 3.2, learners could create a presentation that assesses the importance of property interiors and design to the efficient management of the operation

For 3.3. and 3.4, learners could produce guidance materials explaining the critical aspects of planning and managing accommodation service functions for own operation. This should include an analysis of the key operational issues affecting the management and business performance of the accommodation service function for own operation.

Learning outcome 4

For 4.1 and 4.2, learners could compile a guidance document describing how to calculate revenue and yield values associated with maximum occupancy rooms revenue within own organisation, and rooms division performance indicators to measure the success of accommodation sales within own organisation, as well as the sales techniques that staff can use to maximise revenue. This could include completed yield/revenue calculations set by the tutor.

For 4.3, learners could produce a report explaining the purpose and use of forecasting and statistical data within the rooms division.

Essential resources

Learners will need access to appropriate front office software packages and environments to enable them to appreciate the impact of technology and other factors on the effective management of rooms division operations. Further resources to support delivery of the unit may be accessed via the internet, for example articles on revenue/yield management. Case study materials will also help to highlight specific issues.

Indicative resource materials

Textbooks

Bardi J – *Hotel Front Office Management* (John Wiley and Sons, 2006)
ISBN 9780471687108

Jones T – *Professional Management of Housekeeping Operations, 5th edition*
(John Wiley and Sons, 2007) ISBN 9780471762447

Nitschke A and Frye W – *Managing Housekeeping Operations, 3rd edition*
(American Hotel and Lodging Educational Institute, 2008)
ISBN 9780866123365

Vallen G K and Vallen J J – *Check-in Check-out: Managing Hotel Operations, 9th edition* (Prentice Hall, 2012) ISBN 9780132706711

Yeoman I and McMahon-Beattie U – *Revenue Management: A Practical Pricing Perspective* (Palgrave Macmillan, 2010) ISBN 9780230241411

Journals

Caterer and Hotelkeeper – Reed Business Information

Websites

www.hotelresource.com

Hotel Resource – news service
provider for the hotel industry

Other reading

HSE – *Essentials of Health and Safety at Work, 4th edition* (HSE Books, 2006)
ISBN 9780717661794

Unit 14: Principles of Hospitality Accommodation Management

Unit reference number: L/504/2223

Level: 4

Credit value: 7

Guided learning hours: 48

Unit aim

This unit has been devised to assess learners' ability to understand how accommodation operations can be effectively monitored and managed to ensure sufficient revenue is obtained.

Unit introduction

The unit examines a range of factors that contribute to the effective management of the accommodation services function in a number of diverse contexts. Learners will gain an understanding of contemporary issues that impact on the management and performance of the accommodation services function. They will also gain an insight into the critical factors required for effective management and be able to apply and evaluate a range of techniques successfully in the determination of business performance.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the provision of accommodation services in diverse contexts	1.1 Analyse the styles of accommodation and front office services provided by different organisations 1.2 Analyse the roles and responsibilities of accommodation and front office staff 1.3 Explain the legal and statutory requirements that apply to accommodation services 1.4 Evaluate the services provided by the accommodation operations of hospitality businesses
2 Understand the impact of contemporary management issues on the effective management and business performance of accommodation services	2.1 Explain the importance of the accommodation offer to the performance of the organisation 2.2 Explain the key aspects of planning and management of accommodation services for own hospitality organisation 2.3 Critically discuss the key operational issues affecting the efficient management and business performance of the accommodation services of own hospitality organisation
3 Understand factors that contribute to the effective management and business performance in the accommodation service function	3.1 Describe the importance of property interiors and design to effective performance 3.2 Explain how hygiene and laundry management practices can be evaluated 3.3 Analyse the critical aspects of planning and management of the accommodation service function for own hospitality organisation

Learning outcomes	Assessment criteria
	<p>3.4 Analyse key operational issues affecting the effective management and business performance of the accommodation service function for own operation</p>
<p>4 Understand how to apply techniques to maximise and measure occupancy and rooms revenue</p>	<p>4.1 Describe how revenue and yield management can be evaluated</p> <p>4.2 Analyse the sales techniques that rooms division staff can use to promote and maximise revenue</p> <p>4.3 Explain the purpose and use of forecasting and statistical data in the management of accommodation services</p> <p>4.4 Explain how rooms division performance indicators can be calculated</p>

Unit content

1 Understand the provision of accommodation services in diverse contexts

Styles of accommodation and front office services of different organisations: product/property types, eg economy/budget, mid-market, first class/executive, luxury/deluxe, all suite, boutique, cruise line products, resort, university accommodation offerings; ownership traits, eg corporation, franchise, management contract

Roles and responsibilities of accommodation services staff: housekeeping including supervisory and operative personnel; maintenance including supervisory and operative personnel; guest services and supplies, eg room mini-bars, security, linen services and laundry, cleaning services (direct and contracted); environmental aspects; health and safety; documentation including statutory documentation

Roles and responsibilities of reception staff: advanced reservations; concierge; cashiers and administration; revenue manager/supervisor; working procedures; effective control mechanisms; selling and promotion; billing; point of sale (POS); payment procedures; cash control and shift and daily reconciliation; security; credit and sales ledger control

Legal and statutory requirements: health and safety; hazardous substances; personal protective clothing; consumer legislation; price tariff and display; data protection; immigration (hotel records); diplomatic privileges

Evaluation of services provided: key dimensions of accommodation services products (tangible/intangible); service quality and attributes; managing service quality (strategy and customer expectations, behaviour and satisfaction); measuring performance (staff and product); external agencies, eg the Automobile Association (AA) and benchmarking

2 Understand the impact of contemporary management issues on the effective management and business performance of accommodation services

The accommodation services offer: the nature of the room product, eg physical and intangible aspects; approaches to the construction of the offer/guest services bundle, eg contemporary tariff structures and approaches to pricing; the concept of customers as guests

Planning and managing: key performance objectives, eg productivity, profitability, manager performance and development, staff performance and attitudes and social responsibility

Key accommodation services operational issues: clarification of objectives and policy; planning and organising for efficient use of financial resources; human resources; quality; directing and controlling performance against changing guest/customer expectations

3 Understand factors that contribute to the effective management and business performance in the accommodation service function

Property interiors and design: the role of the interior designer; the role of the accommodation services manager/housekeeper in interior design; walls, ceilings, windows, furniture, fixtures and equipment

Evaluation of hygiene and laundry management practices: managing the on-premises laundry; equipment and staffing factors; determining the laundry process including hygiene management; waste and loss reduction controls; working with contract linen services; quality management; managing stocks and determining needs

Critical aspects of planning and management: preparing and managing budget; calculating expenses for operating budgets; calculating costs for capital budgets; budget goals and monitoring

Key operational issues affecting management and business performance: preparing and managing departmental accommodation budgets; procedures; trends, eg economic; calculating expenses for the operating budgets, eg staffing and other direct/indirect expenses; estimating capital expenditures; goals; making cuts; monitoring

4 Understand how to apply techniques to maximise and measure occupancy and rooms revenue

Evaluation of revenue and yield management approaches: decision making and revenue/yield management; demand analysis; competition analysis; marketing mix and distribution; limitations and constraints, eg seasonality, location, shelf life/perishability, capacity, resources, room product maintenance/life cycle

Room sales techniques: room product analysis, eg quality of product, brand and brand values; pricing analysis, eg managing the pricing mix; packaging analysis, eg adding value; place-analysis of effectiveness of inventory distribution, eg wholesale and retail travel agent brochures; promotion analysis, eg advertising, public relations and publicity, personal selling, direct marketing, digital marketing and events; promotion

Rooms forecasting and statistical data: critical success factors, eg product staling and the use of discount strategies; cost and price alignment; demand factors, eg prevailing and future economic conditions analysis, changes in consumer trends and expectations, exchange rate fluctuations, changes in distribution; comparisons of actual against projected performance; statistical analysis, eg occupancy, achieved average room rate

Calculation of rooms division performance indicators: revenue statistics, eg average room rate achieved; capacity statistics, eg room and sleeper occupancy; yield, eg revenue realised

Essential guidance for tutors

Delivery

This unit introduces learners to the principles of hospitality accommodation management.

This unit can be delivered through simulated classroom-based work as well as practical activities. Learners will need to be introduced to a range of accommodation and front office styles and the approaches used in a range of contemporary and diverse settings to ensure optimum business performance.

Tutors should introduce learners to the principles of effective management appropriate to accommodation services and to the range of issues and factors that impact on the management of such operations. Learners should have the opportunity to apply a range of techniques to measure and maximise occupancy and rooms revenue.

Audiovisual materials and input from experienced practitioners may be used to help deliver some aspects of this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

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

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of assignments.
Provision of accommodation services in diverse contexts. Group discussion on the styles of accommodation and front office services provided by different organisations, the roles and responsibilities of accommodation and front office staff, the legal and statutory requirements that apply to accommodation services, and the services provided by the accommodation operations of hospitality businesses.
Impact of contemporary management issues on the effective management and business performance of accommodation services. Group discussion on the importance of the accommodation offer to the performance of the organisation, key aspects of planning and managing accommodation services for own hospitality organisation, and key operational issues affecting the efficient management and business performance of the accommodation services of own hospitality organisation.
Factors that contribute to the effective management and business performance in the accommodation service function. Group discussion on the importance of property interiors and design to effective performance, how hygiene and laundry management practices can be evaluated, and the critical aspects of planning and managing the accommodation service function for own hospitality organisation. Exercise: learners analyse key operational issues affecting the effective management and business performance of the accommodation service function for own operation

Topic and suggested assignments/activities and assessment
Revenue Management/Yield Management strategies and core concepts used in maximising revenues and occupancy. Lecture/practical decision-making activities.
Principles of forecasting and the use of statistical data for rooms division. Workshop to include calculation of performance data against forecasts.
Review of unit and programme of assignments.

Assessment

This unit has been devised to assess learners' ability to understand how accommodation operations can be effectively monitored and managed to ensure sufficient revenue is obtained.

Learning outcome 1

For 1.1, 1.2 and 1.4, learners could submit a business report. The report could summarise the findings of their research on a defined range of styles of accommodation and front office services. In the report, learners should show analysis of the provision of accommodation services in diverse contexts.

For 1.3, learners could produce an information guide for new staff that explains the legal and statutory requirements that apply to accommodation services.

Learning outcome 2

For 2.1, learners need to explain the importance of the accommodation offer to the effective management and performance of an organisation of their choice. This could take the form of a presentation aimed at new staff.

For 2.2 and 2.3, learners could produce a report which explains the features of effective planning and management. Learners could then contrast these with the accommodation services in their own organisation and draw conclusions regarding the management and business performance of the accommodation services provision.

Learning outcome 3

For 3.1, 3.3 and 3.4, learners could use an appropriate case study to explore the relevance of property interiors and design to efficient management. Learners could identify the critical aspects regarding planning and management for the accommodation services function, and then analyse the key messages/implications for their own accommodation services provision.

For 3.3, learners could explain how hygiene and laundry management practices can be evaluated. This could be carried out using an appropriate case study.

Learning outcome 4

For 4.1, learners could complete a number of yield/revenue calculations set by the tutor. For 4.2, learners should analyse the sales techniques used by rooms division staff to maximise revenue.

For 4.3 and 4.4, learners could calculate a range of rooms division performance indicators and comment on the usefulness and importance of each indicator.

Essential resources

Learners will need access to appropriate front office and accommodation service environments to enable them to experience and appreciate the impact of a range of factors on the effective management of these areas, including appropriate technology.

Further resources to support the delivery of the unit may be accessed via the internet and/or library resources, for example articles on revenue/yield management. Case study materials will also help to highlight specific issues.

Indicative resource materials

Textbooks

Jones T – *Professional Management of Housekeeping Operations, 5th edition* (John Wiley and Sons, 2007) ISBN 9780471762447

Kasavana M and Brooks R – *Managing Front Office Operations, 6th edition* (Educational Institute of American Hotel and Motel Association, 2009) ISBN 9780866123389

Nitschke A and Frye W – *Managing Housekeeping Operations, 3rd edition* (American Hotel and Lodging Educational Institute, 2008) ISBN 9780866123365

O' Shannessy V, Haby S and Richmond P – *Accommodation Services* (Hospitality Press, 2001) ISBN 9781740095587

Vallen G K and Vallen J J – *Check-in Check-out: Managing Hotel Operations, 9th edition* (Prentice Hall, 2012) ISBN 9780132706711

Yeoman I and McMahan-Beattie U – *Revenue Management: A Practical Pricing Perspective* (Palgrave Macmillan, 2010) ISBN 9780230241411

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.aeht.eu/en/higher-education/374-general-terms-of-management	Glossary of management terms
www.caterersearch.com/Articles/26/01/2012/342074/Hotel-laundry-in-house-or-outsourced.htm	Article on laundry management
www.locumconsulting.com/pdf/LDR7HotelDuVin.pdf	Hotel case study
www.tq.com.au/marketing/online-booking/yield-management/yield-management_home.cfm	Video on yield management basics
www.ukha.co.uk	The Professional Association of UK Housekeepers

Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

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

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

Additional resources

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

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

How to obtain National Occupational Standards

Please contact:

People 1st
Second floor
Armstrong House
38 Market Square
Uxbridge
UB8 1LH

Telephone: 01895 817000

Website: www.people1st.co.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for quality and training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LSIS standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Pearson qualification framework for the hospitality industry

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence
7				Pearson BTEC Level 7 Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Pearson BTEC Level 5 HND Diploma in Hospitality Management		
4			Pearson BTEC Level 4 HNC Diploma in Hospitality Management	Pearson BTEC Level 4 Diploma in Principles of Hospitality Management Pearson BTEC Level 4 Award in Managing Food Safety in Catering	Pearson Edexcel Level 4 Diploma in Hospitality Management

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence
3		Pearson Level 3 Principal Learning in Hospitality	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	<p>Pearson BTEC Level 3 Certificate in Food and Beverage Service</p> <p>Pearson BTEC Level 3 Certificate in Front Office Operations</p> <p>Pearson BTEC Level 3 Certificate in Hospitality Customer Relations</p> <p>Pearson BTEC Level 3 Certificate in Hospitality Small Business Operations</p> <p>Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism</p> <p>Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles</p> <p>Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)</p> <p>Pearson BTEC Level 3 Award in Supervising Food Safety in Catering</p> <p>Pearson BTEC Level 3 Award in Craft Cuisine Skills</p> <p>Pearson BTEC Level 3 Certificate/Diploma in Food and Beverage Service Supervision</p>	<p>Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery</p> <p>Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)</p> <p>Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)</p> <p>Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership</p> <p>Pearson Edexcel Level 3 NVQ Diploma in Craft Cuisine</p>
		Pearson Level 2	Pearson BTEC Level 2 Certificate, Extended	Pearson BTEC Level 1/Level 2 First	Pearson Edexcel Level 2 NVQ Diploma in Food and Beverage

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence
2		Principal Learning in Hospitality	Certificate and Diploma in Hospitality	<p>Award in Hospitality</p> <p>Pearson BTEC Level 1/Level 2 First Certificate in Hospitality</p> <p>Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles</p>	<p>Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Beverage Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Food Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Housekeeping</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence
2 <i>continued</i>				(Professional Cookery) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) Pearson BTEC Level 2 Certificate in Front of House Operations Pearson BTEC Level 2 Award in Home Cooking Skills	Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine) Pearson Edexcel Level 2 NVQ Diploma in Craft Cuisine
2				Pearson BTEC Level 2 Award in	

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence
<i>continued</i>				Food Safety in Catering Pearson BTEC Level 2 Award in Craft Cuisine Skills	
1		Pearson Level 1 Principal Learning in Hospitality	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry Pearson BTEC Level 1 Award in General Front Office Operations Pearson BTEC Level 1 Award in General Housekeeping Operations Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry Pearson BTEC Level 1 Certificate in General Food and Beverage Service Pearson BTEC Level 1 Certificate in General Cookery	Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry Pearson BTEC Level 1 Award in General Front Office Operations Pearson BTEC Level 1 Award in General Housekeeping Operations Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry Pearson BTEC Level 1 Certificate in General Food and Beverage Service Pearson BTEC Level 1 Certificate in General Cookery Pearson BTEC Level 1 Award in Basic Cooking Skills Pearson BTEC Level 1 Award in Home Cooking Skills	Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking Pearson Edexcel Level 1 NVQ Certificate in Food and Beverage Service Pearson Edexcel Level 1 NVQ Certificate in Accommodation Services

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence
Entry				Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) Pearson BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)	

Annexe B

Wider curriculum mapping

Pearson BTEC Level 4 Professional qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

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

Citizenship

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

Environmental issues

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

European developments

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

Health and safety considerations

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

Equal opportunities issues

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

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 4 Diploma in Principles of Hospitality Management against the underpinning knowledge of the Level 4 Diploma in Hospitality Management

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Level 4 Diploma in Hospitality Management														
4GEN8		#		#										
4GEN9		#		#										
4GEN17			#											
4GEN4				#										
4GEN5						#								
4GEN6				#										
4GEN7														
4GEN10				#										
4GEN12	#													
4GEN13							#							
4GEN18								#						
4GEN23					#									
4GEN25						#								
4GEN27						#								
4KM31									#					
4KM35											#			
4KM36														
4KM37										#				
4FOH45														#
4HK53													#	#
4FB61											#			
4FB62											#			
4FB65												#		
4FB66											#			

Annexe D

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

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

Annexe E

Progression opportunities

NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), eg EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, eg BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	Pearson BTEC HNDs (Higher National Diplomas) Foundation Degrees, eg FdA, FdSc Diplomas of Higher Education (Dip HE)
4	Pearson BTEC HNCs (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	Pearson BTEC Level 3 Extended Diplomas Pearson BTEC Level 3 Diplomas Pearson BTEC Level 3 Subsidiary Diplomas Pearson BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

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