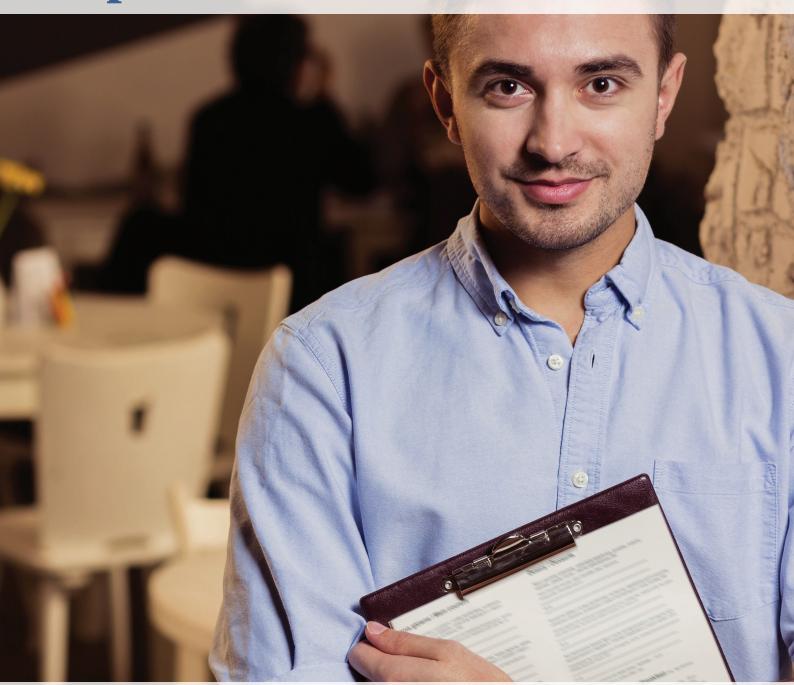BTEC

BTEC Level 3 Technical Level in

Food and beverage service supervision

Specification

First teaching: September 2017
First certification: Summer 2018

ISSUE 2

Pearson

BTEC

Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision
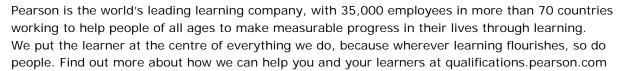
Specification

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P Pearson

Edexcel, BTEC and LCCI qualifications

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About Pearson

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

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

Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 3 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 3 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 3 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that some assessments are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

A word to learners...

BTEC Level 3 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 3 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 3 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from industry, and with the providers who will be delivering the qualifications. We are grateful to all the industry representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Pearson has worked with the *Professional Association of Catering Education (PACE)* in developing this qualification.

In addition, employers have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision specification Issue 2 changes

Summary of changes made between previous issues and this current issue	Page number
Addition of guidance concerning legislation, policies, regulations and organisations outside of England	Page 4
Change to date of first assessment available for externally assessed units	Pages 25, 43, 55 and 122

Contents

Pearson BTEC Level 3 Technicals

Introduction

BTEC Level 3 Technicals are advanced qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to related higher education qualifications.

Developed in close conjunction with leading employers, BTEC Level 3 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 3 Technicals are designed to be used flexibly, depending on their size and scope:

* as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
* as the technical qualification within an Apprenticeship or off-the-job training for those already in work
* as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 3 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Tech Levels for 16–19-year-olds.

This specification contains the information you need to deliver the Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision (QN 603/1206/3). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 3 Technicals suite for the hospitality sector. Other BTEC Level 3 Technicals available for this sector include:

* Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Chef de Partie) (603/1208/7)
* Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder) (603/1207/5)
* Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Patisserie and Confectionery) (603/1209/9).

Learners must not register on any of the other three qualifications listed above at the same time as the Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision, due to the overlap of content and assessment.

1 Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision

Purpose

Who is the qualification for?

This qualification is for learners who want to progress further in a career within the hospitality industry in a front-of-house role. It is designed for post-16 learners as part of a wider study programme. It is an ideal qualification for learners intending to progress directly to employment within hospitality and catering services.

What does the qualification cover?

This qualification has been developed in consultation with employers within the hospitality sector to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the hospitality sector. The areas covered include:

- principles of food and beverage service, including the preparation of hot and cold beverages (including the use of alcohol)
- how to plan and run a successful event
- supervising the front-of-house area including food service staff
- complying with current and relevant legislation and following appropriate procedures.

Learners will also enhance their broader skills in literacy and numeracy, which will be invaluable in supporting progression in other areas. In addition, learners will develop transferable technical and practical skills in communication (working with colleagues, customers and clients), and research and project work (providing an opportunity to demonstrate reflective practice by suggesting alternative approaches to a problem).

What could this qualification lead to?

Achieving this qualification will assist learners when applying for a job in hospitality. The types of role they will be ready for are:

- head waiter
- maître d or host/hostess
- restaurant supervisor
- bar supervisor.

When studied as part of a full study programme, alongside other qualifications including maths or English, this qualification also gives a sound basis to progress to higher education.

About the hospitality sector

The hospitality sector is the fourth largest industry in the UK, employing more than 2.9 million people, which makes it larger than other major industries such as financial services, manufacturing, construction, defence and public administration. The sector has created one-third of all new jobs for 16–24-year-olds. The hospitality sector continues to be a large employer and is experiencing significant growth, contributing £46.5 billion to the UK economy.

In 2013, the sector contributed £43.2 billion in Gross Value Added (GVA) to the UK economy, an increase of almost 7 per cent from 2012, representing 4.6 per cent of the country's total GVA. This increase was largely driven by the growth in the restaurant industry.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies 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). Within 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.

The Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision is a qualification that has:

• Total Qualification Time: 685 hours

• Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision				
Unit number	Unit title	GLH	Type	How assessed
1	Exploring Gastronomy	30	Mandatory	Internal
2	Supervision of Safety in Hospitality	60	Mandatory	External
3	Leadership and Supervision in Hospitality	60	Mandatory	External
4	Principles of Food and Beverage Service Supervision	60	Mandatory	External
5	Food and Beverage Business Operations	60	Mandatory	Internal
6	Supervising Restaurant Reception	30	Mandatory	Internal
7	Planning and Delivering Hospitality Events	60	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 50% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with representatives from industry and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and planning, and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

External assessment

In this qualification, there are three external assessments, which assess units that contribute to 50% of the total qualification GLH. The external assessments for this qualification take the form of an onscreen test that includes a variety of onscreen question types and allows learners to apply their knowledge to several work-related contexts. The external assessments are linked to *Unit 2: Supervision of Safety in Hospitality*, *Unit 3: Leadership and Supervision in Hospitality* and *Unit 4: Principles of Food and Beverage Service Supervision*, as indicated in the qualification structure on the previous page.

This method has been used to externally assess the units because it is best suited to draw out the evidence to exemplify the expectations of the units. The use of this method of assessment allows learners to demonstrate the range of abilities represented in the assessment outcomes of the units to provide sufficient evidence that they have achieved the unit purpose. As the assessments are designed to measure the full range of thinking skills in the assessment outcomes, they will differentiate learners' performance across the full grade range.

The external assessments are taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve the external units at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessments once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 1, *5* and *6* are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 7* and takes the form of a vocational activity in which learners have to plan and deliver a hospitality event, such as an open day or restaurant service, either in their work experience context or in a realistic working environment.

In completing this activity, learners will apply the underpinning knowledge and understanding developed in *Units 1*, *2*, *3* and *4*, and will also select and apply in an integrated way the knowledge and skills developed in *Units 5* and *6* that are appropriate for the activities in planning, organising, delivering and reviewing the hospitality event.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the hospitality sector and should contribute significantly to at least one unit.

For this qualification, *Unit 7: Planning and Delivering Hospitality Events* has specified requirements for employer involvement in delivery and/or assessment.

This unit must be completed with involvement of employers. It is strongly recommended that learners take part in work experience as the best way of enabling them to complete the unit and facilitate assessment. A scenario set in a realistic work environment may be used as an alternative to work experience, in which case centres must involve employers, for example through observing learners' performance and providing feedback to inform assessment.

Work experience is expected to take place in a work environment that meets relevant industry standards and that provides learners with sufficient resources to meet the stated assessment requirements.

In other units we have provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality-management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 9 Quality assurance*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See *Section 2 Qualification structure* for details.
GLH	Units have a GLH value of 30 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 11 Resources and support*.
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See *Section 2 Qualification structure* for details.
GLH	Units have a GLH value of 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally. External assessments will also cover the most recent legislation.

Units

This section contains all the units developed for this qualification.

Unit 1: Exploring Gastronomy

Level: **3**
Unit type: **Mandatory**
Assessment type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners study historical and modern trends in gastronomy such as dish development, influences on customer requirements and the ways in which technology have transformed the art of cuisine.

Unit introduction

Gastronomy can be considered as both an art form and a science and it encompasses the very nature of the entire dining experience. While the culinary team may concentrate mainly on the flavour combinations, the service team will be responsible for ensuring that the rest of the customer experience gives sensory satisfaction.

This unit comprises both historical and modern styles of dish development and creation, as well as the overall dining experience. You will study the first creators of gastronomy as well as the latest forerunners of fine dining, learning how they balance blends of flavours, styles of preparation and cooking and presentation.

The unit will give you well-rounded knowledge of dish development and drinks pairing.
This means that you will have the knowledge you need to develop your own dishes in a kitchen, for a front-of-house position in an independent hotel or restaurant, or to progress to employment in a menu-development team in a chain company.

Learning aims

In this unit you will:

A Investigate the contributing factors that affect the overall dining experience

B Explore the historical, cultural and technological influences on trends of dining

C Explore major contributors to the development of gastronomy.

UNIT 1: EXPLORING GASTRONOMY

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the contributing factors that affect the overall dining experience	**A1** Origins of gastronomy **A2** The dining experience **A3** Relationship between gastronomy and the dining experience **A4** Variations of traditional dining experience styles **A5** Styles of beverage and food pairings	
B Explore the historical, cultural and technological influences on trends of dining	**B1** The historical development of the dining experience **B2** Factors affecting customer needs and expectations **B3** How science and technology have affected dining styles **B4** Impact of different cultural and religious needs on the dining experience **B5** How current trends affect dining styles **B6** Factors affecting how food and beverage suppliers are selected	Evidence may be in the form of assignments, giving written comprehensive answers to questions, presentations, professional discussions.
C Explore major contributors to the development of gastronomy	**C1** Major contributors to the development of gastronomy **C2** Impact of individuals who have affected the development of gastronomy	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Rationalising decisions made with respect to menu design and service styles • Food and beverage pairing • Evaluation of the customer experience	• Well-rounded knowledge of the history of the dining experience • Development of the art of gastronomy	• Communication • Thinking skills/adaptability • Problem solving • Self-management and development • Managing information

Unit content

Knowledge and sector skills

Learning aim A: Investigate the contributing factors that affect the overall dining experience

A1 Origins of gastronomy

- Definitions of the term 'gastronomy'.
- Explanations of associated terms such as 'the dining experience'.

A2 The dining experience

- The complex nature of hospitality – combining both products and service along with the tangible and intangible aspects of the experience:
  o food
  o beverage
  o service
  o atmosphere.
- Use of a range of data regarding meal experiences, i.e. from guest-, staff- and supervisor perspectives.

A3 Relationship between gastronomy and the dining experience

- The relationship between food and beverage styles and service styles, and how they combine to create the overall guest experience.

A4 Variations of traditional dining experience styles

- A range of dining styles, e.g. self-service, takeaway, fine dining, casual dining, themed dinners, special occasions.
- Service styles, to include:
  o table service – plated service, family service, silver service, butler service
  o buffet service – assisted and self-service
  o single point service
  o in situ
  o gueridon service.

A5 Styles of beverage and food pairings

- The rationale behind complementing a meal with its beverage accompaniment.
- Range of beverage types, to include:
  o alcoholic – beers, wines, spirits, liqueurs
  o non-alcoholic – still, sparkling, juices
  o hot beverages – teas, coffees, hot chocolate, and their appropriate accompaniments.
- Guidelines for food and beverage pairing, e.g. acidity balance, sweetness, bitterness, temperature.

Learning aim B: Explore the historical, cultural and technological influences on trends of dining

B1 The historical development of the dining experience

- The history of hospitality from inns and the table d'hôte menu style to the more modern à la carte alternative.

B2 Factors affecting customer needs and expectations

- Age, lifestyle, family life cycle, employment, demographic, psychographic, time of day, day of the week, leisure or business dining, special occasions.
- Modern customer needs and expectations.

B3 How science and technology have affected dining styles

- Preparation and cooking methods influenced by science and technology, e.g. *sous-vide*, molecular gastronomy, hot jellies, foams, gels.
- Service methods using science and technology, e.g. smoked cocktails, use of dry ice, hot-food vending machines.
- Customer experience affected by science and technology, e.g. booking engines, online ordering, apps, review sites.

B4 Impact of different cultural and religious needs on the dining experience

- Dietary restrictions and how this may affect choice of menu items and traceability of suppliers.
- Religious calendar dates for specific celebrations or for limitations of food and drink intake such as fasting.

B5 How current trends affect dining styles

- Trends such as superfoods (foods especially beneficial to health and wellbeing), low-carbohydrate options, British produce.
- Pop-up restaurants, supper clubs.

B6 Factors affecting how food and beverage suppliers are selected

- Legislative, operational and ethical factors.
- Traceability of suppliers: farm to fork, food miles, local produce, reliability, quality, value/price, corporate social responsibility, green policy.

Learning aim C: Explore major contributors to the development of gastronomy

C1 Major contributors to the development of gastronomy

- To include Escoffier, Larousse.
- Modern contributors, e.g. Heston Blumenthal, Marco Pierre White, Raymond Blanc or the Roux brothers.

C2 Impact of individuals who have affected the development of gastronomy

- Introduction of the chef de partie system by Escoffier.
- Blumenthal's contribution of science to the traditional idea of gastronomy as an art form.
- Other contributors in the chosen areas of specialism, e.g. chocolatier, pâtissier, sommelier etc.

Transferable skills

Communication

- Written and spoken communication during classwork and assessment.

Thinking skills/adaptability

- Logical reasoning to understand and meet customer requirements.
- Ability to adapt menus and services to suit customer choices and needs.

Problem solving

- Positive attitude towards solving potential issues relating to customer demands.

Self-management and development

- Time management and self-discipline to meet deadlines.

Managing information

- Using knowledge to make informed decisions resulting in an improved guest experience.
- Rationalising decisions made with respect to menu design and service styles.
- Food and beverage pairing.
- Evaluation of the customer experience. Gathering of information from various sources and presenting it as a finished piece.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the contributing factors that affect the overall dining experience		
A.P1 Describe the main factors that contribute to the overall dining experience.	**A.M1** Explain why the dining experience is so diverse, giving examples of how it can vary so widely, dependent on the various factors that contribute to the overall dining experience.	**A.D1** Analyse the effectiveness of different dining experiences, detailing the main contributing factors to a successful service, and suggest further ways in which these may be enhanced.
A.P2 Outline different dining experiences and how they vary regarding food, beverage and service style.		
Learning aim B: Explore the historical, cultural and technological influences on trends of dining		
B.P3 Outline the historical development of dining trends with reference to technological advances and modern customer needs.	**B.M2** Assess how technological advances and modern customer needs have affected the development of dining trends, detailing how cultural and religious influences have also contributed to these changes.	**B.D2** Evaluate how the historical development of the industry has been steered by technological and cultural advances, detailing the differences now found in modern customer needs, and explain how this in turn affects accountability when selecting suppliers.
B.P4 Describe how cultural and religious influences may alter customer needs.	**B.M3** Explain how these modern customer needs affect choice of suppliers.	
B.P5 List factors to be considered when selecting suppliers.		
Learning aim C: Explore major contributors to the development of gastronomy		
C.P6 List major contributors to the development of gastronomy and describe the impact of their influence.	**C.M4** Explain the impact that major contributors to gastronomy have had on the industry, using examples to show how these changes have been implemented.	**C.D3** Evaluate the impact of key contributors to the development of gastronomy, explaining how other more recent practitioners have continued with their work.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- produce a detailed piece of work that shows a thorough understanding of the complexity and intricacies involved in providing an exceptional dining experience
- give examples to illustrate the diversity of both product and service offerings as well as evaluating how they combine successfully for a positive customer outcome
- explain a wide range of dining styles and how these should be matched to the customer needs and expectations for the occasion, ranging from examples such as fast food or takeaways to the exquisite dining expected in a Michelin-starred restaurant or five-star hotel.

For merit standard, learners will:

- give a thorough explanation of how the contributing factors of the dining experience can be designed to complement each other in order to meet varying customer needs
- show some appreciation of the diversity of differing dining experiences and the varying factors that contribute to each
- discuss the most commonly known dining styles such as fast-food and casual dining but not fully show an appreciation of the upper end of the scale such as fine dining and exclusive events.

For pass standard, learners will:

- produce a basic description of the contributing factors affecting the dining experience such as food and beverage offerings, service styles and ambience
- give broad explanations of the different styles of dining experience that may be offered
- discuss how a small range of dining styles differ but may not link these effectively to differing customer needs or developments of the industry.

Learning aim B

For distinction standard, learners will:

- give a detailed overview of the development of the hospitality industry from early dining styles and how these have developed into current trends, noting the similarities and differences that have emerged between traditional and modern styles
- analyse effectively how current dining trends have been moulded by both technological advances and cultural and religious influences. They will link these current trends to the ever-evolving customer needs, showing an understanding of the continuous development of the industry
- use suitable examples of how these trends and customer needs also influence the choice of suppliers, using examples of factors based on legislative, operational and ethical issues.

For merit standard, learners will:

- give an overview of the historical development of the dining experience from the early introduction of the table d'hôte menu to present-day dining styles, explaining reasons for some of the developments or linking some of the modern styles with their traditional origin
- provide an assessment of how modern customer needs have altered in response to emerging technological advances and current trends. They may not cover all influences, e.g. they may concentrate on technological advances and modern consumer lifestyles but neglect to assess the changes affected by cultural influences
- explain the most important factors to be considered when selecting suppliers. This should include legal, operational and ethical considerations.

For pass standard, learners will:

- give a brief overview of the development of dining styles through history

- provide an adequate description of some modern customer needs and how dining trends have developed in order to meet them. They will describe how technological advances, as well as some cultural and religious influences, may have influenced the changes in trend

- discuss some factors which should be considered when selecting suppliers. They may not cover all of the main legal, operational and ethical considerations.

Learning aim C

For distinction standard, learners will:

- produce a thorough evaluation of the contributions of a variety of major contributors to the development of gastronomy, using examples effectively to illustrate both contributions to the science of gastronomy as well as new processes and artistic styles

- provide further research into the development of gastronomy in their preferred area of specialism by discussing in detail other, perhaps lesser-known, practitioners who may be developing new artistic styles of presentation and service or inventing new systems of production.

For merit standard, learners will:

- give a detailed explanation of the contributions of a variety of contributors to the development of gastronomy, giving examples of the development of new processes or styles

- provide some research into the development of gastronomy in their chosen field of specialism by discussing a current practitioner or style of production or service which is of particular interest.

For pass standard, learners will:

- give a basic description of some of the more obvious contributors to the development of gastronomy and their impact on the industry

- show some awareness of further developments in their area of specialism by mentioning a current style of production or service.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working in a supervisory position in a fine dining restaurant that is applying for Michelin recognition. You are asked to produce a leaflet to accompany the application form to explain how your establishment strives to develop their dining experience and to justify why they deserve to be successful in their application for the award.

You need to introduce the concept of gastronomy by explaining the history of early dining experiences and how these developed through the years in response to changing trends and customer needs.

You will detail the main factors of consideration when selecting suppliers for food and beverage stock and conclude the leaflet by giving an evaluation of major contributors to the development of gastronomy, using both historical and modern influences.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You are working as a supervisor at a hotel conference centre and the head chef wishes to launch a new menu to the team. In order to justify the menu development to the team, he wishes you to give a presentation explaining the development of the dining experience through history to the present day, explaining emerging current trends and how they have developed in response to the evolution of customer needs.

You should cover specific influences on the development of gastronomy, from technological, cultural and religious influences to the impact of particular individuals on the changing of the dining experience.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Exploration of the term gastronomy – the tutor facilitates paired or group research into the meaning of gastronomy and associated terminology.

In groups, learners feed back to the class and create a glossary of terms commonly used, such as: the dining experience, ambience, customer needs, customer expectations, customer satisfaction.

Suggested time: about 3 hours.

Activity: Trip to a fine dining establishment

Learners are introduced to the upper end of the dining experience with, ideally, a visit to a Michelin-starred restaurant or five-star hotel, enabling them to ask questions and explore the concepts of the dining experience from their area of interest.

Learners take part in a guided tour followed by a question and answer session. Learners should be encouraged to question and seek clarification whenever necessary. To maximise the learning experience, the tutor provides a worksheet to fill in during or after the tour to encourage learners to engage with the trip and the guided tour leader.

Suggested time: about 3 hours.

Activity: Feedback from trip

The tutor groups students into areas of their chosen specialism (i.e. kitchen or front of house) to discuss the elements of the trip that they found informative and to identify areas they may clarifying. The tutor encourages learners to discuss and explore the differences and similarities between the establishments they are familiar with and the establishment visited.

Learners explore, using role play, the relationship between the physical or practical elements of the dining experience and the atmosphere and human interaction elements.

Suggested time: about 1.5 hours.

Activity: Practical experiment – service styles – front of house

Session to be held in a simulated restaurant environment.

The tutor starts with a recap of service styles and selects those to be covered practically in the session, e.g. plated table service, silver service, buffet self-service and assisted service, gueridon service.

Learners experiment with different table layouts and service styles to gain an appreciation of the labour intensity involved in silver service and the importance of room layout to facilitate customer and staff movement. Learners attempt to serve the whole restaurant (use baking beans to simulate food) by silver service, plated service and buffet service. They time each experiment and note how many service staff are required for each.

If facilities allow, the tutor demonstrates service for a dish such as crêpes Suzette so the skills, risk and labour intensity can be fully realised.

The tutor runs a plenary to review the styles covered and to support the learners in rationalising which are more suited to particular events or occasions, according to the session's findings.

Suggested time: about 2 hours.

Activity: Practical experiment – service styles – kitchen

Session to be held in a simulated kitchen environment.

The tutor starts with a recap of the outcomes of the service styles experiment from the previous session then allows learners to experiment with the impact that different service styles have on the kitchen brigade. This aims to lead to an appreciation of how some styles (such as fully-plated) may be simpler for the front-of-house team but then impacts on the workload of the kitchen brigade.

Learners experiment with fully-plated presentations, family service styles and discuss options of à la carte versus table d'hôte and the impact they have on the kitchen team.

If preferred, these two practical experiment sessions could be combined, with the kitchen team running the presentation styles experiment alongside the restaurant team service styles experiment before feeding back to the whole class in the following session.

Suggested time: about 2 hours.

Activity: Theory of food and beverage pairings

Learners take part in a starter activity, to include tasting bitter, sweet and salty items in order to identify the sensitivity of the palate to each.

Learners explore taste sensations so that they can understand the flavourings which complement each other. This could be a practical tasting experiment or a discussion, led by the tutor, of common food accompaniments, e.g. pork and apple, beef and mustard, brie and cranberry.

The tutor explains the art of food and beverage pairings and the factors to consider, e.g. sweetness, acidity, bitterness. Learners are given sample menus which can be used as a basis for the next activity.

Learners list and discuss beverage classifications (hot, alcoholic, non-alcoholic) and carry out research in order to link each to the type of food commonly recommended to accompany the beverage.

The tutor concludes the session with a tasting of boutique-style soft drinks to encourage learners' appreciation for the wider range of non-alcoholic beverages currently available.

Suggested time: about 1.5 hours.

Links to other units

This unit has strong links to:

- Unit 4: Principles of Food and Beverage Service Supervision
- Unit 7: Planning and Delivering Hospitality Events.

Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a sommelier from a local restaurant on beverage pairing.

Unit 2: Supervision of Safety in Hospitality

Level: **3**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the working practices and procedures that promote food safety and health and safety, improving their understanding of their role in a healthy and safe working environment.

Unit introduction

All businesses are bound by law to operate in a safe manner and to provide a safe working environment for their employees. In addition to this, the storage, preparation, cooking and service of food must be carried out in such a manner as to prevent its contamination by pathogenic bacteria or other harmful substances.

In this introductory unit, you will gain an understanding of how legislation works to protect the health and safety of employees and customers, and how it contrives to keep food safe. You will examine food safety and health and safety management systems, learning how to apply the procedures needed in order to ensure compliance with the legislation. Your knowledge will allow you to process information relating to safe practices to identify issues of non-compliance that could result in an outbreak of food poisoning, an accident or the ill health of an employee or customer.

Businesses need employees who are conversant with risk assessment and safe working procedures, and who are able to work effectively in applying, monitoring and recording all aspects of safety management systems to help contribute to business growth and success. This unit has been selected as an externally-assessed unit for this reason.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in April 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the principles, processes and procedures for food safety and health and safety in the workplace

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 1 to 8 marks

AO2 Apply knowledge and understanding of the principles, processes and procedures used in food safety and health and safety in a range of hospitality contexts

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 2 to 8 marks

AO3 Analyse, interpret and evaluate food safety and health and safety information to predict probable consequences and provide reasonable alternatives and solutions to food safety and health and safety issues in the workplace

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

AO4 Make connections, use and integrate different principles, processes and procedures for food safety and health and safety in the workplace in order to justify and support judgements being made

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A The role of the legislation in ensuring food safety in the workplace

A1 Food safety legislation

Food safety legislation, its purpose and aims, and the role of the supervisor in its application.

- The main legal frameworks, laws and offences relating to food safety and health and safety in the workplace:
  - o the Food Hygiene Regulations 2006, Regulation (EC) No. 852/2004 on the hygiene of foodstuffs, the Food Safety Act 1990, Food Premises (Registration) Regulations 1991.

A2 The role of government in the maintenance of food safety

The roles and responsibilities of government in their oversight of food legislation and support to hospitality businesses in the maintenance of food safety.

- Food standards agencies
  - o best practice advice and guidance
  - o food hygiene rating schemes
  - o food safety management guides.
- Local authorities/the environmental health practitioner (EHP):
  - o giving advice on food safety
  - o investigating complaints
  - o examining food in food premises
  - o taking samples of food for analysis
  - o educating owners of businesses
  - o taking enforcement action.

A3 The responsibilities of employers and employees in respect of food safety legislation

The scope of employer and employee responsibilities under food safety legislation and how individuals must understand the importance of their contribution to the maintenance of food safety.

- Employer: 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.
- Employees: 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 holding them to account, knowing relevant legislation and other industry-specific regulations and codes of practice.

A4 The importance of the organisation complying with legislation and the need for food safety systems

The purpose of food safety systems and how they can contribute to compliance with legislation and facilitate the introduction of the safe working practices required to maintain food safety. The role of food safety systems in the success of a hospitality business and the benefits and consequences of failure to introduce a system.

- Food safety systems:
    - Hazard Analysis and Critical Control Point (HACCP)
    - safer food, better business (SFBB)/CookSafe/Safe Catering
    - enable hospitality and catering organisations to comply with the requirement for a documented food safety management system and to comply with legislation
    - assist an organisation to implement systems and methods to keep food safe
    - help an organisation to train staff
    - help to protect an organisation's reputation
    - help to improve an organisation's food hygiene rating score.

- Methods and procedures for controlling food safety:
    - ensuring that proper safe working and food handling practices are in place and applied
    - monitoring and recording of safe working and food handling practices
    - the identification of critical control points and critical limits
    - ensuring the effectiveness of control measures for different hazards
    - knowing how different conditions impact on the effectiveness of control measures
    - taking corrective actions and introducing measures for improvement.

- The methods for, and the importance of, evaluating food safety controls and procedures:
    - the 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
    - the importance of communicating to relevant staff any changes to the procedures and of monitoring and verifying new procedures.

- The benefits of high standards of food safety and health and safety to the organisation.

- The consequences and costs associated with food poisoning outbreaks, accidents and ill health.

B   The identification of potential food safety hazards, the application of good hygiene practice and the safety management procedures required to control these hazards

B1 The causes and sources of contamination

The main sources and causes of contamination in food preparation and service areas, how these can cause the contamination and cross-contamination of food, and the supervisor's role in the identification of them.

- Types of contaminate:
  - microbial
  - physical
  - chemical contaminants
  - the transference of allergens.
- Sources of contamination:
  - raw food
  - people
  - equipment
  - packaging
  - air, dust and soil
  - pests
  - water.

B2 The types of food poisoning bacteria and conditions required for multiplication

The different types of bacteria, their characteristics, the conditions for their growth and the groups most susceptible to food poisoning.

- Spoilage bacteria:
  - the bacteria that cause food spoilage, not food poisoning – yeasts, moulds, fungi or bacteria.
- Pathogenic bacteria:
  - the bacteria that cause ill health when present in large numbers in food.
- Characteristics of bacteria:
  - binary fission reproduction
  - spores
  - toxins.
- Conditions required for growth and how these can be reduced or removed:
  - nutrients
  - warmth
  - time
  - moisture
  - pH.
- High-risk groups, the reasons why and ways to manage risk:
  - pregnant women
  - the elderly
  - young children
  - people with chronic illness.

B3 Bacterial food poisoning and food-borne disease

The main food-poisoning bacteria, sources of and foods commonly involved in outbreaks, cause of and type of illness, typical onset times, carrier status and control measures.

- *Salmonella*:
  - o sources – present in human and animal intestines
  - o foods commonly involved – meat, poultry, milk, eggs, raw fruits and vegetables
  - o cause of and illness – large number of bacteria on food, onset period of 12–72 hours with diarrhoea, fever, headache, abdominal cramps, vomiting lasting 1–7 days
  - o carrier status – common
  - o control measures – separation of raw and cooked foods, thorough cooking of meat and poultry, good personal hygiene, effective pest control, effective cleaning and disinfection.

- *Clostridium perfringens*:
  - o sources – present in human and animal intestines, soil, dust
  - o foods commonly involved – meat products such as stews, casseroles and gravy
  - o cause of and illness – toxins produced by bacteria multiplying quickly in meats that are slowly cooked, cooled slowly or cooked meat stored at ambient temperatures. Toxins produced when bacteria reach the intestines, causing a person to become sick. Onset period 8–22 hours, with abdominal pain and diarrhoea lasting 1–2 days
  - o carrier status – not common
  - o control measures – effective temperature controls when storing and cooking meat, separation of raw and cooked foods, effective cleaning and disinfection.

- *Staphylococcus aureus*:
  - o sources – skin, ear, nose and throat of food handlers, raw milk
  - o foods commonly involved – cooked meats, salads, cream
  - o cause of and illness – toxins produced by the bacteria as they multiply on food. Onset period of 2–4 hours, with nausea, vomiting, diarrhoea, loss of appetite, severe abdominal cramps, mild fever lasting 24 hours
  - o carrier status – common
  - o control measures – good personal hygiene, temperature controls, effective cleaning and disinfection.

- *Bacillus cereus*:
  - o sources – cereals, soil, dust
  - o foods commonly involved – rice and rice dishes
  - o cause of and illness – heat-resistant toxin caused by bacteria as they multiply in food. Onset period 1–5 hours, with nausea, vomiting, abdominal pain and some diarrhoea, lasting 12–24 hours
  - o carrier status – none
  - o control measures – thorough cooking and cooling of food, safe storage, effective cleaning and disinfection.

- *Escherichia coli*:
  - o sources – present in human and animal intestines, soil and sewage
  - o foods commonly involved – raw meat, undercooked beefburgers, gravy, raw milk
  - o cause of and illness – a toxin produced in the intestines. Onset period of 12–24 hours, with nausea
  - o carrier status – common
  - o control measures – separation of raw and cooked foods, good personal hygiene, effective temperature controls, effective cleaning and disinfection.

- Food-borne disease:
  - o definition
  - o onset times
  - o symptoms
  - o common micro-organisms: *Campylobacter jejuni*, *E.coli* O157, *Listeria monocytogenes*.

B4 Procedures for storage and temperature control

The importance of, and the procedures and processes for, the safe and effective storage and temperature control of ingredients for customers' consumption. The role of the supervisor in the application, checking, monitoring and compliance of these controls. The corrective actions required to maintain controls and the consequences of inadequate control.

- High- and low-risk foods.
- Preventing cross-contamination:
  - o raw food
  - o high-risk foods.
- Stock rotation:
  - o the importance of stock rotation
  - o use-by dates
  - o best-before dates
  - o stock rotation systems: first in, first out (FIFO)/last in, last out (LILO)
  - o foods exempt from date marking
  - o receiving deliveries and checking for damage
  - o product traceability.
- Dry food storage:
  - o cool and dry
  - o dark but with adequate artificial lighting
  - o adequate ventilation
  - o storage off the floor and away from walls
  - o storage in lidded containers.
- Refrigerated storage:
  - o siting
  - o access
  - o prevention of cross-contamination
  - o maintenance and cleaning.
- Freezers:
  - o siting
  - o access
  - o prevention of cross-contamination
  - o maintenance and cleaning
  - o defrosting.
- Thawing frozen food:
  - o defrost in a fridge or thawing cabinet
  - o protect thawing food against contamination
  - o cook immediately following thawing.

- Transporting food:
  - o use of vehicles and/or containers
  - o transporting different types of food at the same time
  - o effective cleaning between loads
  - o keeping food at appropriate temperatures and allowing those temperatures to be monitored.

- Cooking safely:
  - o follow the manufacturer's cooking instructions for food products (where applicable)
  - o preheat equipment before cooking
  - o never use the same utensils, plates or containers for raw and cooked or ready-to-eat food
  - o use of whole cuts or joints and cuts and joints of appropriate size
  - o ensure liquid dishes, gravy, soups, sauces and stews are simmering and stir them frequently
  - o ensure one of the following temperatures has been reached: 80 °C for at least 6 seconds, 75 °C for at least 30 seconds, 70 °C for at least 2 minutes, 65 °C for at least 10 minutes, 60 °C for at least 45 minutes.

- Importance of temperature control:
  - o to prevent the growth of food poisoning bacteria
  - o complying with legislation
  - o maintaining safe standards
  - o maintaining the reputation of the business.

- Legal temperature requirements:
  - o below 8 °C and above 63 °C
  - o reheated food 82 °C (Scotland)
  - o exceptions to temperature controls and regional variations.

- Methods for measuring temperature:
  - o in-place devices
  - o air temperature monitoring systems
  - o electronic probe thermometers
  - o methods of calibration.

- Taking and recording temperature readings:
  - o taking fridge and freezer temperature daily
  - o taking product temperatures as required
  - o cleaning and disinfecting probe
  - o inserting probe between packs for fridge and freezer temperatures
  - o inserting into thickest part of products if undertaking product sampling
  - o recording all routine and product sampling temperatures
  - o reporting temperatures out of acceptable range.

B5 Procedures for maintaining high standards of personal hygiene

The importance of, and the procedures and processes for, achieving and maintaining high standards of personal hygiene across all areas of a hospitality business. The role of the supervisor in the application, monitoring and correction of standards and the consequences of inadequate control.

- Hygiene of hands:
  - when to wash hands
  - how to wash hands – the six-step handwashing technique.
- Cuts and grazes, skin infections, spots and boils:
  - cover with waterproof dressing.
- Personal grooming:
  - hair
  - jewellery
  - perfume
  - makeup.
- Clothing:
  - washable or disposable
  - light coloured
  - no external pockets
  - no outside clothing in food areas.
- Exclusion of food handlers:
  - if suffering from sickness or diarrhoea
  - with serious skin infections.

B6 Procedures for cleaning, disinfection and waste disposal

The importance of, and the procedures and processes for, the effective cleaning and disinfection of food production and service, areas, equipment and machinery, and the role of the supervisor in the application, checking and monitoring of cleanliness, and professional waste disposal in hospitality organisations.

- Cleanliness and good hygiene:
  - food preparation areas
  - work surfaces
  - equipment
  - utensils.
- Methods of cleaning and use of cleaning materials:
  - detergents
  - disinfecting
  - sanitising
  - disposable cloths
  - colour-coded equipment – cloths, brushes, mops
  - correct use and storage of cleaning chemicals
  - use of dishwashing machines.
- Six-stage cleaning process:
  - pre-clean
  - main clean
  - intermediate rinse
  - disinfection
  - final rinse
  - dry.

- Cleaning and disinfecting schedules:
  - breaking the contamination chain
  - what needs to be cleaned
  - how the cleaning will be carried out
  - when cleaning needs to be done – daily, weekly, monthly, as required
  - who will carry out the cleaning.
- Disposal of waste:
  - use of suitable containers
  - disposal of food
  - recycling
  - hazardous waste
  - external collection and general waste.

B7 Pests and pest control

The importance of, and the processes and procedures for, the prevention of infestation by common pests in different hospitality situations, how to spot the signs of infestation and the role of the supervisor in implementing the necessary controls for eradication.

- Importance of pest control and the impacts of infestation:
  - reducing spread of bacteria and cross-contamination (chemical, physical)
  - complying with current food safety legislation
  - maintaining food safety (food storage, food handling)
  - maintaining a healthy environment
  - creating a good first impression.
- Common pests, signs of pests and specific hazards from pests:
  - rodents, birds, flies and flying insects, cockroaches, ants, beetles and weevils.
- Supervisor's role in controlling and eradicating pests:
  - good housekeeping
  - taking action to reduce harm
  - checking for problems and infestation
  - investigating reports of pest sightings
  - reporting problems
  - physical and chemical controls
  - use of private contractors.

C   The maintenance, control and supervision of health and safety in the workplace

C1 Health and safety legislation

Health and safety legislation, its purpose, requirements, main aims and role.

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Workplace (Health, Safety and Welfare) Regulations 1992.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.
- Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Electricity at Work Regulations 1989.
- Manual Handling Operations Regulations (MHOR) 1992.
- Health and Safety (First Aid) Regulations 1981.
- Health and Safety Executive (HSE):
  - best practice advice and guidance
  - codes of practice.

C2 The supervisor's role in health, safety and welfare in the workplace

The common facilities and provisions required by law to ensure the provision of a safe and healthy working environment, the supervisor's role in providing and maintaining them and the consequences of failure to provide.

- The terms 'incident', 'accident' and 'occupational ill health':
  - definition of incident
  - definition of accident
  - definition of occupational ill health.
- Welfare provisions that should be made by the employer:
  - toilets and handbasins, with soap and towels or a hand dryer
  - drinking water
  - a place to store clothing (and somewhere to change if special clothing is worn for work)
  - somewhere to rest and eat meals.
- Process of providing a healthy working environment:
  - good ventilation
  - a reasonable working temperature
  - lighting suitable for the work being carried out
  - enough room space, suitable workstations and seating
  - a clean workplace with appropriate waste containers.
- Process of providing a safe workplace:
  - properly maintain premises and work equipment
  - keep floors and traffic routes free from obstruction
  - have windows that can be opened and also cleaned safely
  - provide safety glass if applicable.

C3 The risks and control methods for common workplace hazards

Purpose and procedures for conducting risk assessments and the use of information and data from previous incidents to implement health and safety control procedures that will reduce accidents in a range of hospitality situations.

- The main causes of injuries and ill health at work:
  - o faulty machinery, slippery/uneven surfaces, hazardous substances, equipment, activities, gas leaks, fires, flooding, electrical equipment, overexposure to substances/fumes/bright lights, untrained staff, lack of supervision, poor lighting, lack of signage, cables, volatile customers, trips, falls.

- How the risks from different hazards may be affected by occupational, environmental, human and organisational factors:
  - o risks associated with the hospitality industry – safe use of cleaning chemicals, controlling cooking fumes, gas safety, ventilation of kitchens, safe emptying and cleaning of deep fat fryers, safe use of knives in the kitchen, lifting and moving.

- Purpose, principles and process of risk management and suitable risk control measures using the principles of the hierarchy of control:
  - o HSE five steps to risk assessment – identify the hazards, decide who might be harmed and how, evaluate the risks and decide on precautions, record your findings and implement them, review your risk assessment and update if necessary
  - o the hierarchy of controls – elimination of the hazard, substitution, engineering controls, administrative controls, personal protective equipment (PPE).

C4 How to manage accidents and incidents

How the supervisor can contribute to the investigation and management of accidents and incidents in the workplace and the impacts accidents and incidents can have on the business.

- How simple accident investigation techniques can reveal immediate and root causes:
  - o provide a true snapshot of what really happens and how work is really done
  - o improve the management of risk in the future
  - o help other parts of the organisation learn
  - o demonstrate commitment to effective health and safety and improving employee morale and thinking towards health and safety.

- Purpose and process of reporting incidents:
  - o duties under RIDDOR 2013 – work-related injuries, cases of ill health and dangerous occurrences.

D1 The role of the supervisor in the monitoring of food safety systems and in providing guidance and staff training

How the supervisor can contribute to the observance of workplace safety systems and procedures by effective monitoring, communication and delivery of a range of training initiatives and the impacts this can have on the business.

- Purpose and process of monitoring and control techniques:
    - o carrying out inspections and audits
    - o completing and supervising the completion of monitoring documentation
    - o checking the work of others to ensure compliance.
- Purpose, process and importance of effective communication of food safety and health and safety procedures:
    - o communication methods – training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices
    - o training methods – induction, on-the-job training, internal, external, bespoke, qualification driven
    - o importance of communicating health and safety procedures and information – reducing mistakes, gaining clarification, ensuring understanding, maintaining standards.
- Purpose, process and importance of providing training of staff:
    - o legal and regulatory requirements
    - o providing new staff with the information they need
    - o ensuring new staff are fully trained
    - o providing food safety refresher training as required
    - o consequences to the business of providing adequate or inadequate training.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the principles, procedures and processes for the supervision of safety in hospitality. They will recognise the benefits and challenges of creating a safe working environment and the impact of the promotion of safety on business success in different hospitality contexts. Learners will have an understanding of the importance of identifying potential safety hazards and recognising the main sources of contamination, and they will be able to understand and apply the practices adopted by hospitality businesses to maintain safety. Learners will be able to interpret and analyse information in order to make valid judgements.

Level 3 Distinction

Learners will be able to integrate relevant principles, procedures and processes for supervising safety to demonstrate a deeper understanding of how these are applied in the hospitality industry. Learners will be able to apply their knowledge and understanding of the benefits and challenges of creating a safe environment to a range of hospitality contexts. They will have an understanding of the importance of identifying potential safety hazards and recognising the main sources of contamination, and they will be able to make effective judgements on the application of these in a hospitality context. Learners will be able to interpret and analyse information in order to make valid judgements that are supported by evidence, with awareness of limitations.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Describe	Give an account in words (of someone or something), including all of the relevant characteristics, qualities or events.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Come to a supported judgement of a subject's qualities, and relation to its context. This will often be in a conclusion.
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact... because... therefore....'
Give	Provide one or more piece(s) of information.

Command or term	Definition
Identify	Establish or indicate the origin, nature or definitive character of something.
Label	Something is named or likened to the correct name.
Match	Sets of information, categories or examples are linked together.
Name	Give the correct term for something.
State	Name or list something.
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following…'

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 1: Exploring Gastronomy
- Unit 3: Leadership and Supervision in Hospitality
- Unit 4: Principles of Food and Beverage Service Supervision
- Unit 7: Planning and Delivering Hospitality Events.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest lecturers from the spectrum of hospitality businesses to deliver sessions about the systems and procedures employed within their organisations to promote safety
- structured work experience to develop learners' understanding of the required skills and knowledge to support the maintenance of safety.

Unit 3: Leadership and Supervision in Hospitality

Level: **3**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the theories of leadership and supervision to inform their role and better understand their responsibilities as supervisors in a hospitality context.

Unit introduction

In order to ensure that objectives are met, hospitality businesses need effective managers and supervisors. These individuals need to understand what motivates others to build successful working relationships and shape strong teams that are able to meet the objectives of the business.

In this unit, you will gain an understanding of how individuals are motivated and how your role as the supervisor is crucial in forging relationships with co-workers. You will gain the knowledge that will allow you to create a culture of mutual understanding and respect, which you will use to meet the business objectives you will set.

You will also gain an understanding of the costs and controls involved in the running of a hospitality business and will know how to carry out the costing of basic and complex products. You will use financial data to determine the success or otherwise of a business.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in April 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of team leadership and finance principles, concepts, key terms and theories

Command words: calculate, comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 1 to 8 marks

AO2 Apply knowledge and understanding of team leadership concepts, theories and financial principles in a range of hospitality contexts

Command words: calculate, comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 2 to 8 marks

AO3 Analyse, interpret and evaluate hospitality business information and data, to predict probable consequences and provide reasonable alternatives and solutions

Command words: assess, calculate, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

AO4 Make connections, use and integrate different team leadership concepts and theories in order to justify and support judgements being made

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A   The theory of leadership, management and motivation

How motivational theories and different leadership styles, personal skills and attributes can be applied to a range of situations to enable the team leader to motivate and incentivise team members to perform to the benefit of the organisation, and how individual leadership and personal styles impact the cohesion and performance of a team.

A1 Leadership styles and their application

Different leadership styles:

- autocratic
- democratic
- laissez-faire.

A2 Key theories of motivation

- Types of motivation:
  o extrinsic (external)
  o intrinsic (internal).
- Key theories:
  o Maslow's Hierarchy of Needs
  o McClelland's Motivational Needs theory
  o McGregor's XY theory
  o Herzberg's Two-factor theory.
- Incentives and rewards:
  o what they are
  o how and when to use them.

A3 Leadership and personal skills required in hospitality

Leadership and supervisory skills and attributes in hospitality:

- setting objectives
- motivating
- decision making
- team building
- leading by example
- taking initiative
- ability to envision
- encouraging and building morale and confidence
- consulting
- building positive interpersonal relationships
- managing conflict
- using emotional intelligence
- communicating
- giving feedback
- valuing and supporting others
- willingness to be held accountable and take responsibility
- flexibility to respond to the unexpected and problem solving.

B   The theory of teams and team development

The different types of team in hospitality organisations and the strengths and weaknesses of them. How teams are made up of individuals, the evolutionary stages of teams, and the positive and negative impact of teams on an organisation. The role of the supervisor in the development of teams.

B1 Teams and team development

- The types of team in hospitality:
  - o   formal
  - o   informal
  - o   temporary
  - o   project/task based.
- Tuckman's stages of team development:
  - o   forming
  - o   storming
  - o   norming
  - o   performing
  - o   adjourning.
- Belbin's team role theory:
  - o   identification of individual team roles
  - o   identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, and to identify the contributions and allowable weaknesses of each role
  - o   using Belbin's team role theory to build an effective team.

B2 Team requirements and impacts of teams on the organisation

- Requirements of an effective hospitality team:
  - o   appropriate size
  - o   task-relevant experience
  - o   clear definitions of responsibility within and between teams
  - o   interdependence
  - o   involvement of all participants
  - o   peer respect and support
  - o   cohesion
  - o   responsibility for individual development
  - o   opportunities to take responsibility and ownership of tasks
  - o   willingness to adapt to meet changing needs.
- Threats to team development:
  - o   poor definition of team goals
  - o   high team-member turnover
  - o   lack of opportunities for career progression
  - o   weak or authoritarian team leadership
  - o   persistent reliance on crisis management techniques
  - o   internal challenges to team leadership
  - o   lack of capacity of team to self-manage in absence of team leader
  - o   actual and potential conflict between individuals
  - o   personal problems and conflicting personal agendas.

- The benefits of teams to the hospitality organisation:
  o contribution to departmental and organisational productivity and effectiveness
  o coordination of individual activities towards a common bigger goal
  o fostering of innovation and generating new ideas
  o helping people to learn from each other and developing a sharing of expertise
  o solving complex problems that take more than one mind and applying a mix of skills that go beyond the scope of any one individual
  o implementing change and providing support and help to team members
  o giving people a sense of belonging and generating commitment
  o enhancing communication.

C   Roles and responsibilities as a supervisor

The importance of the role of the supervisor in the building and development of teams, how team leader interventions in the planning, supervision and monitoring the work of teams can impact on the productivity and profitability of a hospitality organisation.

C1 Planning and supervising the work of hospitality teams

- Purpose of and process of planning techniques:
  o skills audit
  o needs/aspirations of individual team members
  o allocation of work roles
  o establishing SMART (specific, measurable, achievable, realistic, time-bound) objectives
  o establishing/using standards
  o daily and weekly work rotas.

- Types, purpose and setting of objectives:
  o organisational
  o departmental
  o section
  o short-/medium-term
  o financial
  o social
  o performance
  o personal
  o clear articulation of performance expectations.

- Threats to the planning and objective setting processes:
  o external – PESTLE (political, economic, social, technological, legal, environmental)
  o internal – levels of business, skills of staff, available staff, appropriate productivity mix
  o non-recurrent
  o recurrent.

C2 Monitoring, supporting and developing team performance

- Purpose and process of monitoring and reviewing team performance and achievement:
  o use of performance indicators
  o regular review of performance against targets
  o reviewing and evaluating work performance
  o review of work allocation
  o possible adaption or reallocation of tasks
  o conducting appraisal interviews.

- Purpose and process of support and development of team members performing below target:
  - capacity to support all team members
  - possible revision of individual and team responsibilities
  - reviewing and evaluating individual and team working arrangements
  - application of corrective measures to remedy individual and team underachievement
  - maintaining individual and team focus.
- Purpose and process of supervisory responsibilities:
  - briefing and debriefing team members
  - communication
  - direction of team members
  - supporting team members
  - coaching
  - mentoring
  - planned team member development
  - maintaining and developing effective working relationships
  - maintaining quality.

D   Finance for supervisors

Essential financial skills for the supervisor to assist in the profitable management of a range of hospitality businesses, the importance of and how to apply them, and the consequences of improper financial control on the profitability and sustainability of hospitality organisations.

D1 Costing and pricing in hospitality

- Categories of costs:
  - materials/ingredients
  - labour
  - overheads
  - fixed costs
  - variable costs.
- Costing of products and services:
  - dish costing
  - staffing rotas and wage costs
  - costing of events
  - pricing methods – cost-plus mark-up, gross profit margin, market rate, discounts, service charges, Value Added Tax (VAT).
- Relationship between costs, sales and selling price:
  - the effect of costing on profit and loss
  - comparing budgets and forecasts with actual costs and income.

D2 Application of control and accounting methods for resources in hospitality

- Use and analysis of performance indicators to improve business performance:
  - sales mix
  - average spend
  - net profit
  - gross profit margins
  - product yields
  - food and beverage cost reports.

- The purpose of different accounting systems:
  - stock checks/valuation
  - costed issue sheets
  - calculating stock value: first in, first out (FIFO)/last in, first out (LIFO)
  - costed recipes
  - portion control.

- Different types of records and documentation and their purpose and importance to the business:
  - specification
  - purchase order
  - delivery note
  - invoice
  - goods received note
  - credit note
  - goods returned note
  - requisitions.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will demonstrate knowledge and understanding of the different types of team in the hospitality industry and will apply theories of leadership and motivation to a range of straightforward business scenarios. They will demonstrate knowledge of how teams are structured and recognise the importance of building cohesive functioning units that will contribute to the success of the business. They will demonstrate knowledge and understanding of the skills and personal attributes required of the supervisor to enable the building of effective and cohesive teams, and will recognise the importance of these teams to business success. They will apply a range of financial controls in a range of straightforward business scenarios.

Level 3 Distinction

Learners will demonstrate a thorough knowledge and understanding of the different types of team in the hospitality industry and will apply theories of leadership and motivation to a range of complex business scenarios. They will demonstrate knowledge of how teams are structured and will recognise the complex stages of team development, and the importance of building cohesive functioning units that will contribute to the success of the business. They will demonstrate knowledge and understanding of the skills and personal attributes required of the supervisor to enable the building of effective and cohesive teams, and will evaluate the importance of these teams to business success. They will apply a range of complex financial controls in a range of business scenarios.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Calculate	Obtain a numerical answer, showing relevant working.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Describe	Give an account in words (of someone or something), including all of the relevant characteristics, qualities or events.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Come to a supported judgement of a subject's qualities, and relation to its context. This will often be in a conclusion.
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact… because… therefore….'
Give	Provide one or more piece(s) of information.

Command or term	Definition
Identify	Establish or indicate the origin, nature or definitive character of something.
Label	Something is named or likened to the correct name.
Match	Sets of information, categories or examples are linked together.
Name	Give the correct term for something.
State	Name or list something.
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following…'

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 1: Exploring Gastronomy
- Unit 2: Supervision of Safety in Hospitality
- Unit 4: Principles of Food and Beverage Service Supervision
- Unit 7: Planning and Delivering Hospitality Events.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest lecturers from the spectrum of hospitality businesses to deliver sessions about supervising and leading a team in a hospitality context, and the motivational techniques they use in the workplace
- structured work experience that will help learners develop the required knowledge and skills to supervise and lead a team.

Unit 4: Principles of Food and Beverage Service Supervision

Level: **3**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the internal and external factors that affect food and beverage service and gain the knowledge needed to supervise an efficient food and beverage service.

Unit introduction

An understanding of the food and beverage service supervisor's role is important if the kitchen is to run in an efficient and business-like manner, and the customers are to leave happy.

In this unit, you will develop an understanding of a range of food and beverage production and service systems and the factors that determine the choice of food and beverage products and services for a variety of customer groups. The unit is designed to raise awareness of the diversity and complexity of food and beverage service, and the internal and external factors that influence its success. You will learn about these factors in the context of the role of the supervisor and the provision of a quality product and service, which anticipates, meets and exceeds the needs of customers and the business.

This unit will give you the knowledge and understanding to progress to a supervisory role that specialises in food, beverage and/or events services, working in a variety of professional hospitality settings.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in April 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of different elements of the food and beverage service, the supervisor's responsibilities for ensuring quality, compliance with legislation and maximising revenue and the different factors that impact on service

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 1 to 8 marks

AO2 Apply knowledge and understanding of the food and beverage service, the supervisor's responsibilities for ensuring quality, compliance with legislation and maximising revenue and the different factors that impact on service in a range of hospitality contexts

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 2 to 8 marks

AO3 Analyse, interpret and evaluate food and beverage service information to predict probable consequences and provide reasonable alternatives and solutions

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

AO4 Make connections between how the supervisor's role in ensuring quality, compliance with legislation and maximising revenue is interrelated with the different elements of the food and beverage service and the different factors that impact on it

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A   Food and beverage service systems

A1 Styles of food and beverage service

The ways in which customers are served food and beverages and the types of businesses in which they might be found.

- Know and understand different types of food and beverage service methods, their advantages and disadvantages, and their appropriateness in different hospitality contexts:
  - o plated
  - o family
  - o buffet
  - o silver service
  - o gueridon
  - o hot and cold buffets (self-service, assisted)
  - o carvery
  - o self-service – counter, free-flow, echelon
  - o single-point service – takeaway, fast food, vending, kiosks, food court, bar, tray, trolley, home delivery, lounge, room, drive-in, ready meals
  - o specialised (in situ) – hospitals, aircraft, home delivery, lounge and room service.
- Different types of service that may be found in hospitality businesses:
  - o hotels – budget, one star to five star
  - o restaurants – fast-food businesses to fine dining
  - o pubs, bars and nightclubs
  - o contract food service providers – college, school, university, healthcare, prisons, residential home, in the workplace
  - o hospitality services – retail, education, government and local authority provision
  - o membership clubs – professional or employment association clubs, sporting clubs, political clubs
  - o events – leisure, business.

A2 Suitability of food and beverage service methods

The ways in which factors and constraints influence the choice of food and beverage service methods within different businesses.

- Factors in choosing method of food and beverage service:
  - o hospitality business – type, location, resources (finance, staff, space, equipment)
  - o customer – type, number, time available, needs and expectations, turnover
  - o menu – type, price, spend-per-head
  - o reasons and occasions – leisure, business.
- Constraints that will impact on methods of food and beverage service:
  - o cost of staff and resources
  - o customer demand
  - o timescale
  - o staff skills
  - o staff availability
  - o environment
  - o layout

o meal occasion

o legislation – licensing, selling good by weights and measure, data protection, selling goods by description, avoiding discrimination

o trends – social environmental, ethical, social, technical.

A3 Meeting customer needs and expectations

The types of customer using food and beverage businesses and the reasons for doing so, and how these may be linked to their needs and expectations and the service style offered.

- Types of customer:
  - o internal customers – working in business (colleagues, supervisors, staff working in other departments)
  - o external customers – outside business (customers obtaining products and/or services)
  - o individuals, couples, small/large groups, existing/repeat, new, corporate, business travellers, VIPs, people with young children, different age groups (children, teenagers, middle-aged, pensioners), dietary requirements
  - o customers with additional needs – any customer where communication difficulties and interactions need to be overcome
  - o dissatisfied customers – those unhappy with product offer or purchase, those unhappy about service received
  - o cultural factors – language, nationality, age, beliefs, social attitudes and behaviours (formality of greeting, professional behaviours, personal space, social interactions), language (tone of voice, communication style), values (perception of appropriateness, ethics, environmental responsibility, lifestyle).

- Customer needs – physical, economic, social, psychological, convenience.

- Requirements of different dietary needs:
  - o linked to health – low salt, low sugar, low fat, allergens
  - o foods that may trigger allergies – celery, cereals that contain gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soybeans, sulphur dioxide, sulphites
  - o additives – artificial colourings, artificial flavourings, chemical preservatives
  - o linked to lifestyle – vegetarian, pescatarian, vegan
  - o linked to religion – Hinduism, Judaism, Islam, Sikhism, Rastafarianism, Christianity
  - o linked to disability
  - o linked to ethical influences – organic, locally-sourced, free range, fair trade, animal welfare.

- Reasons for customers using food and beverage businesses in terms of pleasure, necessity and convenience:
  - o celebration or special occasion
  - o meal with friends
  - o conference, function
  - o during a shopping trip
  - o in hospital
  - o when travelling
  - o corporate – business meeting, entertaining clients.

B   Overseeing the provision of food and beverages

B1 The duties and responsibilities of the food and beverage service supervisor

The duties and responsibilities required and how they contribute to ensuring a smooth food and beverage service to the required standard.

- Professional and hygienic appearance of self and team.
- Ensuring compliance with licensing, hygiene, and health and safety legislation/guidelines.
- Monitoring and maintenance of standards.
- Staff training, communication and supervision.
- Promoting and marketing the business.
- Overseeing stock levels and ordering supplies.
- Producing staff rotas.
- Meeting customer requirements and ensuring customer satisfaction, enabling quick and efficient work.
- Handling customer enquiries and complaints.
- Taking reservations.
- Greeting and advising customers.
- Problem solving.
- Handling administration and paperwork.
- The role of the food and beverage supervisor in managing the 'meal experience' and the impact this has on the customer:
  - o choice, quality, quantity and appearance of food and beverage
  - o level of service
  - o value for money
  - o timing (urgent, non-urgent)
  - o special requirements
  - o healthy, safe and secure environment
  - o ambience
  - o suitability for purpose
  - o level of privacy
  - o increasing desire to achieve a balanced diet.

B2 Preparation, maintenance and clearing of the service area

The role of the supervisor in ensuring the service area is prepared, maintained and cleared to the required standard and to meet customer needs.

- Maintenance of the customer areas – keeping areas tidy, free from rubbish and food debris, maintenance of a constant stock of service and food items and appropriate condiments and accompaniments.
- Ensuring level of service skills that meet business standards.
- Adherence to the sequence of service and clearing of food and beverages.
- Using correct cleaning chemicals and materials.
- Checking for cleanliness, good hygiene and safety.
- Adherence to the cleaning schedule.
- Maintaining adequate stock levels.
- Preventing cross-contamination, pest infestation.
- Reducing costs due to wastage.
- Maintaining quality of product.

B3 Knowledge and understanding of the menu to anticipate, meet and exceed customer needs and expectations

Awareness of menu type, product and service knowledge that is required to brief staff and prepare for service, and how this contributes to the success of a business and the consequences of a lack of awareness.

- Types of menu:
  - o à la carte
  - o table d'hôte/menu du jour/set menu
  - o fixed price with or without beverage included
  - o tasting menu
  - o function and event menus – wedding, formal dinner, cocktail party, special event promotion, conference, banquets
  - o breakfast menu
  - o afternoon tea menu
  - o floor/room service menu
  - o lounge service menu
  - o hospital/airline tray service and rail service menu
  - o additional information – price supplements, special seasonal dishes, dishes of the day, promotions, marketing campaigns, unique selling points.

- Understanding of the menu to meet customer needs:
  - o knowledge of dishes on the menu and their availability, ingredients, presentation/service methods and traditional accompaniments, and the degree of flexibility available, including:
    – dish composition and ingredients, and from where they are sourced
    – specialities of the day, week, season
    – increased flexibility – lighter alternatives, smaller portions, whether dishes may be amended on request
    – children's dishes that are available
    – unavailability of dishes and other items and the appropriate procedure to follow
    – sauces, accompaniments and condiments for different menu items
  - o how food dishes and beverages are prepared, served and presented
  - o main food groups, the nutritional composition of dishes and healthier alternatives in food choices, including the Eatwell Guide, calorific content of dishes, healthier alternatives
  - o recommended accompanying beverages.

- Beverages lists and the characteristics of different types of alcoholic, low-alcohol and non-alcoholic beverages:
  - o types of lists and their content – wine lists, bar and cocktail, restaurant, after-meal/digestifs, banqueting and events, room service, lounge service
  - o characteristics of types of alcoholic, low-alcohol and non-alcoholic beverages
  - o how beverages are served
  - o condiments, accompaniments and ingredients needed for different types of beverage service.

- Importance of stages of the service sequence and of an organisation's service standards.

- Consequences of lack of awareness: damaged reputation, customer dissatisfaction, poor reviews, lack of repeat custom, decreased turnover and profits, fines and prosecution.

C Managing quality

C1 Quality management

The ways in which the supervisor can plan, implement and review quality and associated benefits.

- Purpose of quality management.
- Definitions and purpose of key terms:
  o quality
  o customer needs
  o customer expectations
  o quality assurance
  o quality control
  o standard operating procedures.
- Approaches: understanding customer needs and expectations, responding to customer demand by setting standards, meeting or exceeding expectations, offering value for money, added value, review against standards, identifying and addressing weaknesses.
- Benefits: achieving customer satisfaction, repeat business, lower costs, reduced waste, saving time, reducing need for support activities, customer loyalty, increased revenue and profits, increased market share.

C2 Monitoring service to ensure customers' needs and expectations are satisfied

The role of the supervisor in ensuring that service is of the required standard and meets customer needs.

- Consistently monitoring the progress against targets and standards.
- Providing supervision and support to team to resolve difficulties and ensure that targets are met.
- Reporting difficulties outside of own area of responsibility.
- Taking prompt corrective action where necessary.
- Following legal and standard operational requirements.
- Managing risk effectively and ensuring the workplace is hazard free.
- Conducting pre-service briefings:
  o setting objectives and service standards
  o informing team members of internal and external factors
  o delegating
  o checking for a professional appearance, body language
  o food and drink testing
  o encouraging team members to ask questions regarding service and food and drink knowledge
  o ensuring that everybody is on time and present, starting on time
  o informing team members about 'specials' and any VIP customers
  o informing team members of items not in stock.

C3 Evaluating the effectiveness of service

The role of the food and beverage supervisor in evaluating service to ensure it is of the required standard and meets customer needs.

- Conducting post-service briefings:
  - o assessing if objectives and service targets have been achieved
  - o giving individuals or team the opportunity to discuss their experience
  - o identifying individuals in need of support
  - o giving praise as appropriate.
- Importance of gaining customer feedback on food and beverage service.
- Methods for gaining customer feedback on food and beverage service.
- Comparisons of performance and satisfaction over time and against targets.
- Seeking staff input to make improvements.
- Responding to feedback by making changes.
- Identification of strengths and maintaining and building on them.
- Identification of weaknesses and making realistic recommendations for improvement.

D Legal factors which impact on the food and beverage service supervisor's role

D1 Legislation and regulation

The main legal frameworks, laws and offences relating to food and beverage service, the role of the food and beverage supervisor in ensuring compliance with legislation when leading a food and beverage team, and the consequences to the business of non-compliance.

- Supervisor's role:
  - o ensuring staff know their responsibilities within the law
  - o monitoring staff compliance
  - o providing or arrange training and updates
  - o identifying potential risks and taking appropriate action.
- Liquor and other licensing, misuse of drugs and smoke-free regulations:
  - o the four objectives of the Licensing Act
  - o employee and supervisor responsibilities:
    - – employee – not serving after hours/minors/people under the influence of alcohol
    - – supervisor – not allowing service after hours/to minors/people under the influence of alcohol, hold a personal licence
  - o industry guidelines on irresponsible drinks promotions
  - o good practice in avoiding conflict situations
  - o smoking and misuse of drugs:
    - – compliance with the organisation's requirements in relation to preventing drug use and dealing with found or confiscated drugs
    - – compliance with the procedure for staff if a customer smokes in contravention of the law prohibiting smoking in the workplace.

- Selling goods by weights and measures:
  - Ensuring:
    - applicable non-alcoholic and alcoholic drinks are sold in approved measures
    - all food and beverages are fit for purpose and of satisfactory quality in relation to price and description
    - size, quality, composition, production, quantity and standard are accurately described
    - statements of price are clear and accurate; pricing and the display of priced items is as required
    - the alcohol by volume of alcoholic drinks is stated; food and beverages correspond with the description in promotional material
    - times, dates, locations and nature of service are as stated
    - customer billing is fair, clear and reflects prices quoted
  - supervising use of officially stamped measures, metering equipment or glasses.
- Food safety:
  - ensuring standards of food safety and hygiene are maintained
  - responding to identified risks.
- Health, safety and fire:
  - ensuring standards of health and safety and fire safety are maintained
  - responding to identified risks.
- Selling goods by description:
  - ensuring descriptions of food and beverages are accurate
  - ensuring food and beverages are clearly described and customer queries answered accurately to ensure that they are not misled as to the goods or services they are buying.
- Avoiding discrimination:
  - ensuring staff do not discriminate on the grounds of the nine protected characteristics
  - dealing with employees fairly
  - providing equal opportunity for all in recruiting, hiring, developing, promoting and training within the limits of own responsibility
  - helping to maintain a professional, safe and discrimination-free work environment.
- Data protection – ensuring customers' data is kept secure and only used for business purposes.

E Sustainability in food and beverage service

E1 Sustainability in food and beverage service

Understanding the environmental and ethical factors that affect food and beverage operations, and how these might be managed. The benefits of sustainability to staff, customers, business and environment.

- Factors that can be influenced by the food and beverage service supervisor:
  - litter and waste production
  - food and beverage waste
  - water and energy use.

- Minimising the negative impact resources may have on the environment:
    - improving resource efficiency
    - recycling
    - use of renewable resources
    - minimising energy use
    - sustainability considerations when ordering stock:
        – locally-sourced seasonal products
        – screening supplies to ensure they are ethically sound
        – minimal food miles
        – using refillable dispensers
        – eco-friendly equipment and products
        – reduction of carbon footprint
        – minimising packaging.
- Ethical considerations to be considered when serving food and drink.
- Engaging the team in sustainability activities:
    - agreeing targets and implementing specific solutions to help the business operate in a more environmentally sustainable way
    - educating/raising awareness
    - engaging the team to capture ideas
    - communicating and sharing best practices, giving feedback on progress and achievements.

F   The role of the food and beverage service supervisor in maximising revenue

F1 Opportunities to recommend, promote and upsell that will contribute to meeting and exceeding customers' needs and expectations

Recognising the benefits of personal selling, the opportunities for personal selling and how to communicate them to staff, and the supervisor's role in training staff in personal selling skills.

- Personal selling:
    - types of personal selling: alternative selling, upselling, related selling, suggestive selling
    - informative and appealing descriptions of food, wines and beverages on offer
    - matching of products and services to customers' needs and expectations
    - promotion of specific items or deals, promoting sales, promoting the sale of additional items, providing a competent service and seeking customers' views on the acceptability of food, beverages and service
    - importance of staff briefing and training, and staff incentives, and the consequences of this not being done effectively
    - recommendation of beverages to accompany food.
- Benefits of personal selling:
    - customers can be helped to understand products they are not familiar with
    - staff can tailor the message to the particular needs of individual customers
    - personal selling supports other promotions, draws customers' attention to them and encourages them to take part
    - customers may actually perceive the sale as increased service quality and therefore achieve greater customer satisfaction
    - personal selling helps to build rapport with customers and establish customer relationships
    - contributes to the profitability of the business at the same time as meeting and exceeding customers' needs and expectations.

- Involving staff in personal selling:
  - communicating personal selling techniques – non-verbal communication, upselling opportunities, customer needs and wants, product knowledge, link between selling and service, encouraging repeat business
  - staff training – incorporation of sales role, positive sales attitude, specific promotional training, incentives and rewards, preparation of sales training programme, product knowledge, body language.

F2 Revenue maximisation

The ways in which the food and beverage supervisor is able to contribute to the profitability of the business through the maximisation of table utilisation, use of promotions and the efficiency of staff, and the consequences of an unsuccessful plan.

- Maximising table/seating flexibility.
- Targeted differential pricing discounts.
- Differential pricing to maximise the sales value of seats during high-utilisation periods.
- Managing reservations.
- Rota sufficient staff on at busy periods.
- Involving staff:
  - emphasise the relationship between revenues and server's own income
  - set reasonable targets
  - publicise results
  - provide tangible rewards.
- Consequences of change in products and services offered.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the different elements of the food and beverage service and determine the most appropriate combinations to meet customer needs and expectations in a variety of hospitality contexts. Learners can appreciate the challenges and benefits of delivering an efficient service in a range of hospitality contexts and how the supervisor can influence this. They will be able to demonstrate knowledge and understanding of the different factors which impact on the supervisor's role and how hospitality businesses use legislation and business procedures to be able to provide consistent and reliable products and services when delivering a food and beverage service. Learners can recognise the consequences and provide alternative solutions based on the analysis of food and beverage service information.

Level 3 Distinction

Learners will be able to demonstrate a thorough knowledge and understanding of the different elements of the food and beverage service and how these are interrelated with the customer needs and expectations. They will be able to apply their knowledge and understanding of the different factors that impact on service and the supervisor's role in ensuring an efficient service in order to critically evaluate a range of hospitality contexts and determine appropriate courses of action. Learners will analyse food and beverage service information to make reasoned judgements and fully justified recommendations as to how the food and beverage service could be improved.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Describe	Give an account in words (of someone or something), including all of the relevant characteristics, qualities or events.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Come to a supported judgement of a subject's qualities, and relation to its context. This will often be in a conclusion.

Command or term	Definition
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact… because… therefore….'
Give	Provide one or more piece(s) of information
Identify	Establish or indicate the origin, nature or definitive character of something.
Label	Something is named or likened to the correct name.
Match	Sets of information, categories or examples are linked together.
Name	Give the correct term for something.
State	Name or list something.
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following….'

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 1: Supervision of Safety in Hospitality
- Unit 5: Food and Beverage Business Operations
- Unit 6: Supervising Restaurant Reception
- Unit 7: Planning and Delivering Hospitality Events.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest lectures by food and beverage managers/supervisors from a range of organisations on types of food and beverages, the challenges in supervising quality, meeting and exceeding customer needs and expectations within the constraints of the business, food and beverage legislation and initiatives for sustainable practice
- contribution to unit teaching materials in the form of live case studies which require learners to evaluate and make recommendations around customer feedback (including online customer reviews), proposed menu and service changes and quality issues.

Unit 5: Food and Beverage Business Operations

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the knowledge and skills required to operate a restaurant as a profitable business. Running a successful restaurant is not just about cooking and serving delicious food; it is also about marketing the restaurant, managing the staff, caring for the customers and monitoring costs and income.

Unit introduction

There have been many reports in the hospitality press over recent years claiming that a large proportion of new restaurants in the UK fail in their first few years of operation. One reason given for this is that owners focus too much on the food and not enough on the business aspects of operating the restaurant. It is essential that alongside learning and developing food and beverage service knowledge and skills, you also learn and develop business skills to make sure that your restaurant runs smoothly, is profitable and that it can survive in a very competitive industry.

In this unit, you will learn the essential elements of operating a successful restaurant. This includes marketing, as it aims to make sure that potential customers know about and are attracted to your restaurant. As successful restaurants rely heavily on highly-skilled and well-trained staff, you will learn skills associated with recruiting and training new staff. The commonly used phrase 'the customer is king' is key to operating a successful restaurant. You will learn how to ensure that your customers' expectations are exceeded and how to encourage customer loyalty so that customers return and recommend your restaurant to others. You will also learn the importance of reviewing and evaluating financial data, and using key performance indicators (KPIs) to ensure that your restaurant makes a profit and is successful.

With the knowledge and skills from this unit, you will be able to progress to supervisory roles in the hotel, restaurant and catering services sector as a team leader, restaurant supervisor, head waiter or assistant food and beverage manager.

Learning aims

In this unit you will:

A Plan the marketing and promotion for a restaurant business

B Plan the recruitment and induction of staff for a restaurant business

C Demonstrate how good customer service skills can improve customer loyalty in a restaurant business

D Review the financial position of a restaurant business.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan the marketing and promotion for a restaurant business	**A1** Principles of marketing **A2** Effective advertising **A3** Promotional techniques and personal selling	Written documentation supporting the successful operation of a food and beverage business, to include a marketing plan, a recruitment plan and a financial review. Observation record of delivering customer service and conducting a pre-service briefing to staff.
B Plan the recruitment and induction of staff for a restaurant business	**B1** Recruitment and selection **B2** Workplace induction	
C Demonstrate how good customer service skills can improve customer loyalty in a restaurant business	**C1** Enhancing the customer experience **C2** Customer loyalty	
D Review the financial position of a restaurant business	**D1** Key performance indicators (KPIs)	

Key teaching areas in this unit include:		
Sector skills	**Knowledge**	**Transferable skills/behaviours**
• Generating custom and increasing sales • Employing and inducting staff • Delivering customer service • Financial awareness	• Advertising and promotional techniques • Employment legislation • Customer loyalty schemes • Types and uses of financial data and documentation	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Plan the marketing and promotion for a restaurant business

A1 Principles of marketing

- Definition of marketing, e.g. 'the management process responsible for identifying, anticipating and satisfying customer requirements profitably' (Chartered Institute of Marketing).
- Marketing research, including primary, secondary, internal, external, competition.
- Target marketing – segmentation, targeting, positioning.
- Marketing Mix – price, place, product, promotion.
- Contents of marketing plan, to include objectives, target market, marketing mix, budget, implementation, evaluation.

A2 Effective advertising

- Aims of advertising, AIDA model (Attention, Interest, Desire, Action).
- Selection, types and use of suitable media, e.g. radio, newspapers, leaflets, website, social media, networking feeds.
- Branding, brand standards, logos, slogans.

A3 Promotional techniques and personal selling

- Types of promotional activity, e.g. special offers, discounts, free gifts, competitions, timings of promotions, costing of promotional activities, evaluating promotional activities.
- Use of personal selling, upselling, additional items, product knowledge, commission.

Learning aim B: Plan the recruitment and induction of staff for a restaurant business

B1 Recruitment and selection

- Stages in the recruitment and selection process.
- Recruitment and selection documentation, job adverts, job descriptions, person specifications, application forms.
- Selection techniques, e.g. interviews, personality tests, ability tests, references.
- Legal requirements, e.g. right to work, working visas, equality and diversity, rest breaks, contracts of employment.
- Contents of a recruitment plan, including recruitment activities and owners, recruitment timeline, description of job roles and desired qualities of applicants, advertising plan, recruitment budget, selection process and interview questions.

B2 Workplace induction

- Importance of induction training, e.g. enable new starter to settle in quickly, meet team members, legal requirements.
- Training activities, e.g. health, safety and fire, use of technical equipment, organisational policies and procedures, systems, e-learning.
- Workplace standards, e.g. uniform, personal presentation, rules.
- Staff handbooks.
- Payment, rewards, minimum wage, tips, service charge, commission.
- Probationary periods.

Learning aim C: Demonstrate how good customer service skills can improve customer loyalty in a restaurant business

C1 Enhancing the customer experience

- Customer care policy and procedures, e.g. standards of performance.
- Exceeding customer expectations, e.g. 'going the extra mile', attention to detail.
- Communications, including face to face, telephone, in writing, body language.
- Dealing with complaints, empowering staff.
- Standards of service.

C2 Customer loyalty

- Benefits of good customer loyalty, e.g. generating repeat business.
- Loyalty schemes, e.g. cards, points.
- Importance of good customer reviews and ratings on social media, e.g. TripAdvisor, OpenTable®, mystery diners.
- Customer records, databases.

Learning aim D: Review the financial position of a restaurant business

D1 Key performance indicators (KPIs)

- Sales statistics, e.g. turnover, average spend, sales mix, comparison to previous week, month, year.
- Gross profit percentage, food cost percentage, staff cost percentage.
- Wastage, e.g. preventing wastage.
- Stock value, minimising stock holding.

Transferable skills

Communication

- Delivering customer service, working with colleagues, carrying out recruitment interviews.

Working with others

- Supervising the work of others, liaising with colleagues and other departments.

Thinking skills/adaptability

- Producing marketing and promotional materials for target markets.

Problem solving

- Dealing with customer issues.

Management of information

- Reviewing financial data from a restaurant operation.

Self-management and development

- Supervising the work of others.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan the marketing and promotion for a restaurant business		
A.P1 Produce a simple marketing plan for a restaurant business.	**A.M1** Produce a detailed marketing plan for a restaurant business with draft advertising and promotional materials.	**A.D1** Produce a comprehensive marketing plan justifying the selection and design of the draft advertising and promotional materials.
A.P2 Outline appropriate suggestions for advertising and promotional materials for a restaurant business.		
Learning aim B: Plan the recruitment and induction of staff for a restaurant business		
B.P3 Describe a suitable recruitment and selection process that a restaurant business could use to hire a new member of its catering staff.	**B.M2** Prepare an appropriate recruitment plan for a single catering staff role in a restaurant business to meet operational requirements.	**B.D2** Prepare a detailed and justified recruitment plan for a single catering staff role in a restaurant business to meet operational requirements.
B.P4 Outline a suitable induction process for a new member of the catering staff in a restaurant business.		
Learning aim C: Demonstrate how good customer service skills can improve customer loyalty in a restaurant business		
C.P5 Demonstrate practical examples of good customer service skills and state how their use can enhance the customer experience in a restaurant.	**C.M3** Demonstrate practical examples of good customer service skills describing how they can be used to exceed customer expectations and generate customer loyalty in a restaurant.	**C.D3** Demonstrate practical examples of good customer service skills, explaining how they can be used successfully to exceed customer expectations and generate customer loyalty in a restaurant.

Learning aim D: Review the financial position of a restaurant business		
D.P6 Review the success of a trading restaurant by looking at its financial data and KPIs and make some comments about its current financial situation.	**D.M4** Review the success of a trading restaurant by examining its financial data and KPIs and assess its current financial performance making suggestions for its future success.	**D.D4** Review the success of a trading restaurant through a detailed analysis of its financial data and KPIs and critically evaluate the current financial performance of the business making both short-term and long-term recommendations for the future success of the restaurant.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

* produce a comprehensive marketing plan that completely describes the business, the objectives to be achieved and the target market of the restaurant, with a suitable rationale for the group identified. They will propose a marketing mix with comprehensive information on pricing, product, promotion and place that will prove effective for the restaurant. Learners will include complete information on the implementation of the plan detailing the budget, schedule and appropriate monitoring activities to ensure the plan stays on track. They will also include suitable and sufficient criteria to enable the effective evaluation of the plan

* provide valid reasons to justify their choice and design of the draft advertising and promotional materials. Reasons must draw suitably on the details of the target audience, budget and marketing mix stated in the plan created and include a variety of relevant advertising and promotional material produced to a high standard. Learners will justify their selections and design of advertising media and copy.

For merit standard, learners will:

* produce a detailed marketing plan that completely describes the business, the objectives to be achieved and the target market of the restaurant. They will propose a marketing mix that is suitable for the restaurant, with detailed and complete information on pricing, product, promotion and place. Learners will include complete information on the implementation of the plan detailing the budget and a schedule. They will also include some criteria for evaluating the plan though these may not all be complete

* produce clear drafts or blueprints of their advertising and promotional materials. The drafts or blueprints will be suitable for the advertising media and will provide all necessary instructions and notes to enable production of the materials.

For pass standard, learners will:

* produce a simple marketing plan that adequately describes the business, the objectives to be achieved and the target market of the restaurant. They will propose a marketing mix that is suitable for the restaurant, with adequate information on pricing, product, promotion and place. Learners will include some information on the implementation and evaluation of the plan but this may be incomplete or limited

* outline suggestions for at least two advertising and promotional materials that are aligned to the promotional activities proposed in the marketing plan. The materials could be for print, television or online media.

UNIT 5: FOOD AND BEVERAGE BUSINESS OPERATIONS

Learning aim B

For distinction standard, learners will:

- prepare a detailed recruitment plan for a restaurant business which describes the recruitment and selection process for a single catering staff role such as a kitchen porter or a bartender. The plan will identify the job role and will detail a specific recruitment and selection process that is appropriate for the identified job role, is within the specified budget and has appropriate timings to meet the restaurant business needs. Learners will outline a reasonable advertising plan and details of the interviewing process, including interviewers and relevant draft interview questions. The plan will include related industry standard documentation such as job descriptions, person specifications and the planned job advertisement. Learners will accurately identify the full checks required to meet the legal requirements of the recruitment and selection process, including the right to work in the UK, and will provide information on probationary periods. The plan will also include an appropriate induction schedule for the identified catering role, with timings and relevant induction and training activities such as health, safety and fire, COSHH, customer service and use of equipment

- present valid reasons to justify their choice of recruitment and selection process showing how the plan meets the operational requirements of the restaurant business.

For merit standard, learners will:

- prepare an appropriate recruitment plan for a restaurant business which describes the recruitment and selection process for a single catering staff role such as a kitchen porter or a bartender. The plan will identify the job role and will detail a specific recruitment and selection process that is appropriate for the identified job role, with appropriate timings to meet the restaurant business needs. Learners will outline a reasonable advertising plan and produce relevant draft interview questions. The plan will include related documentation such as job descriptions, person specifications and the planned job advertisement. Learners will accurately identify some of the checks required to meet the legal requirements of the recruitment and selection process. The plan will also include an appropriate induction schedule for the identified catering role with timings and relevant induction and training activities.

For pass standard, learners will:

- describe a suitable recruitment and selection process that a restaurant business could use to hire a new member of its catering staff. They will correctly outline and sequence the steps in the recruitment and selection process, making appropriate references to documentation such as job descriptions, person specifications and job advertisements

- describe a suitable induction process for a new member of the catering staff identifying appropriate training and induction activities for the specific role.

Learning aim C

For distinction standard, learners will:

- demonstrate good customer service skills for a restaurant context using appropriate practical approaches such as role play, videos, simulations and coaching. Good customer service skills will include skills such as active listening, good questioning techniques, positive language (including body language), attention to detail, product knowledge and personal presentation. Learners will provide a reasonable range of skills (more than three) and comprehensive and clear guidance on how to apply these skills successfully in a restaurant context

- explain clearly, with relevant examples, how these skills can be used to exceed customer expectations and generate customer loyalty. Learners will show the relationship between customer experience and customer loyalty in a restaurant context, giving examples of the impact on the business if customers do have a good experience.

For merit standard, learners will:

- demonstrate good customer service skills for a restaurant context using appropriate practical approaches such as role play, videos, simulations and coaching. Good customer service skills will include skills such as active listening, good questioning techniques, positive language (including body language), attention to detail, product knowledge and personal presentation. Learners will provide a reasonable range of skills (more than three) and detailed guidance on how to apply these skills successfully in a restaurant context

- describe how these skills can be used to exceed customer expectations and generate customer loyalty. Learners will show the relationship between customer experience and customer loyalty in a restaurant context.

For pass standard, learners will:

- demonstrate good customer service skills for a restaurant context using appropriate practical approaches such as role play, videos, simulations and coaching. Good customer service skills will include skills such as active listening, good questioning techniques, positive language (including body language), attention to detail, product knowledge and personal presentation. Learners will provide a limited range of skills (three or less) and basic guidance on how to apply these skills in a restaurant context

- state at least two relevant ways in which the use of these skills can enhance the customer experience. Learners could make reference to benefits such as making the customer feel appreciated, personalised service and meeting customer needs.

Learning aim D

For distinction standard, learners will:

- analyse and report on sales statistics for a trading restaurant, including average spend, and comparison to previous week, month or year, and accurately calculate gross profit percentages, food cost percentages and staff cost percentages

- explain potential causes of food wastage giving detailed suggestions on how to minimise it

- explain what is meant by stock value and how to minimise it

- review the performance of a trading restaurant by analysing financial data and critically evaluate the current financial performance of the business making detailed short-term and long-term proposals for the future success of the restaurant.

For merit standard, learners will:

- assess and report on sales statistics for a trading restaurant, including average spend, and comparison to previous week, month or year, and calculate with some accuracy gross profit percentages, food cost percentages and staff cost percentages

- describe what could cause food wastage and give examples of how to reduce it

- describe what is meant by stock value and how to reduce it

- review the performance of a trading restaurant by examining financial data and assess the current financial performance of the business making short-term and long-term proposals for the future success of the restaurant.

For pass standard, learners will:

- comment on sales statistics for a trading restaurant and calculate with support, gross profit percentages, food cost percentages and staff cost percentages

- make comments on what could cause food wastage and give an example of how to reduce it

- state what the term stock value means and give one way on how to reduce it

- review the performance of a trading restaurant by examining financial data and comment on the current financial performance of the business making some brief proposals for the future success of the restaurant.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. Learners will need to be given a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are either working as, or aspiring to be, a supervisor or assistant manager in a food and beverage business and have been asked by your manager to be involved in the setting up of a new sister restaurant nearby. You have been provided with the relevant information on budget, staff requirements and operational start date. As part of the set-up plans for the new restaurant you are to:

* produce a marketing and promotional plan

* prepare a recruitment plan for a single catering staff role

* carry out a pre-service briefing to present ideas on how to enhance the customer experience and generate customer loyalty

* review financial data on the existing restaurant and put recommendations forward for the new restaurant based on this analysis.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You are either working as, or aspiring to be, a supervisor or assistant manager in a food and beverage business and have been asked by your manager to be involved in the plans to rename and rebrand the restaurant. As part of the set-up plans for the new restaurant you are to:

* produce a marketing and promotional plan

* prepare a recruitment plan for a single catering staff role

* carry out a pre-service briefing to present ideas on how to enhance the customer experience and generate customer loyalty

* review financial data on the existing restaurant and put recommendations forward.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

This unit covers four essential aspects of operating a food and beverage business.

The tutor should begin a discussion by asking learners what they think makes a good food and beverage business, based on their own experiences and other learning. After an initial brainstorming session the tutor will remove any references to the food or menu to elicit broader thoughts and ideas. An initial introduction to the unit involves introducing the four different aspects of operating a restaurant or other food and beverage business and covers how each is critical for the business to be successful.

Introduction to marketing – learners will need to investigate what marketing involves and why it is essential to all restaurant businesses. The tutor should ask learners to describe what they think marketing is and what it involves and then give learners formal definitions to compare and contrast. Learners should investigate the differences between marketing, advertising and promotion. The tutor should introduce the principles of marketing and relate it different types of food and beverage businesses.

Introduction to recruitment and selection – learners will need to understand the recruitment and selection process to ensure that, in the future, they recruit effectively and comply with legislation. The tutor should ask learners to describe any job application and interview activity they have experienced or what a friend or relative has experienced. Learners should review and discuss what it was like for them when they started a new job, whether this was on a part-time, casual, temporary or full-time basis. This would then form the basis of an active discussion on the correct procedure for recruiting and selecting new staff to ensure that the right calibre of staff are appointed and retained in the roles.

Introduction to customer service – the tutor should begin a discussion on what learners think customer service means to them and to describe situations when they have dined out and received either good or poor customer service.

Introduction to finance – the tutor should begin by asking learners what they think makes a food and beverage business successful. Learners can be grouped to discuss this and will come up with a variety of ideas. Ultimately however all restaurants need to be profitable to be successful. Tutor will present what it actually means for a business to be profitable.

Suggested time: about 5 hours.

Activity: Marketing research

Tutor-led presentation on the different types of marketing research. This should include primary research, as well as internal and external secondary research. This will be followed with tutor-led discussions on the different types of marketing research, identifying and providing different examples and samples for learners to identify and review.

Examples of primary research will include questionnaires and learners will be shown how to construct different types of questions for a questionnaire to elicit useful responses. There could be a discussion on the usefulness of qualitative and quantitative information and how this can be generated from a questionnaire. Learners design their own marketing research questionnaire.

Learners should investigate and use different sources of information for secondary research. The tutor could direct learners to different websites that contain useful sources of external information, e.g. the census, tourist boards, commercial surveys and trade publications. Learners could carry out a competitor analysis of other restaurants in the locality. The tutor could also provide examples of internal secondary research information for learners to look at, such as restaurant sales figures, menu selections, customer histories and determine how the information could be used.

Tutor-led discussion on the advantages and disadvantages of carrying our marketing research.

Suggested time: about 8 hours.

Activity: Advertising and promotions

Tutor-led discussion on the power of advertising. Learners to each be given two advertisements taken from recent magazines, which they will glue to a sheet of A3 paper and write a critique on, using pointers to show how it has met the AIDA principles.

Tutor-led discussion on sales promotions, followed by a group task where learners have to think about recent shopping experiences and give current examples for each of these types of promotion: discounts, free gifts and incentives, special offers, competitions, loyalty incentives, extra products.

The tutor leads a discussion on the objectives of sales promotions, to include raising awareness of a product/service, a company promoting a particular image or view that may differ from previous images, launching a new product line to an existing range, making people want to try a product/service instead of a competitor's, encouraging brand loyalty and, therefore, repeat business, winning back old customers, increasing sales in the same, or new, group of customers. Learners relate products and services they are familiar with to these objectives.

Tutor-led discussion on types of media used in advertising, e.g. TV, radio, newspapers, magazines, billboards, posters, internet, flyers, cinema. Learners identify the advantages and disadvantages of each and the appropriateness of each for advertising different products and services.

Learners investigate the cost of different forms of advertising.

Suggested time: about 8 hours.

Activity: Recruitment and selection

Learners are given an envelope with 12 words or phrases on small pieces of paper in them. These are all stages that are involved in the recruitment and selection process. Learners rearrange these words/phrases and make them into a flow chart to show how the process works.

Learners are given different types of job application form to review and comment on with regard to the details and information required.

Learners are given workshop time to improve on their CVs and write cover letters.

In pairs, learners discuss and list what they think are the advantages and disadvantages of asking for CVs or a completed application form by a potential employer and how they think a potential employer screens all the applications to make a shortlist for interview.

Tutor-led discussion on job descriptions and person specifications, giving examples and showing examples. Learners use tutor-supplied blank templates to write both a job description and personnel specification for different food and beverage job roles given to them by their tutor. They could then compare this to a real job description and person specification.

Tutor-led discussion on the importance of job descriptions and person specifications, relating their use to the selection process.

Suggested time: about 10 hours.

Activity: Induction training and the probationary process

Tutor-led discussion and presentation on the importance and benefits of a well-planned and comprehensive induction for new staff.

In small groups, learners discuss and create a draft induction programme for a member of staff starting a new job in a restaurant. Learners must be able to justify the activities they have included in a subsequent presentation to the class.

Tutor introduces the system of probationary periods and explains why probationary review meetings are important to an individual and to an organisation. Learners discuss what action could be taken if a probationary period was not going well for a new employee.

Suggested time: about 4 hours.

Activity: Delivering good customer service

Learners are given a list of different types of customer and are required to identify what different needs they may have when dining out in a restaurant.

In a tutor-led discussion, learners discuss the importance of offering good customer service and agree what a high standard of customer service looks and feels like. They discuss what the impact on the restaurant's business could be if standards were poor.

Tutor-led presentation on dealing with complaints and what strategies to take to make sure that customers' complaints are dealt with effectively. Learners role-play the handling of complaints, which could be videoed, replayed and discussed.

Tutor gives learners copies of customer care policies from hospitality organisations for learners to review and/or learners explore hospitality businesses' websites to research customer service policies/charters/guarantees and present their findings to the group.

Suggested time: about 8 hours.

Activity: Key performance indicators for a food and beverage business

Tutor presentation on the key performance indicators that owners and managers of food and beverage businesses are most interested in and why. These include gross profit percentages, food cost percentages, wages to sales ratios, cash flow, stock holding levels, wastage rates and net profit. Tutor works through real examples for each step by step and shows workings out.

Learners are given financial data and documentation from restaurant businesses for which they must work out the KPI figures and comment on whether they describe good, average or poor performance.

Suggested time: about 12 hours.

Essential resources

For this unit, learners will need access to a work placement in a restaurant (to demonstrate customer service skills).

Links to other units

This unit links to:
- Unit 4: Principles of Food and Beverage Service Supervision
- Unit 7: Planning and Delivering Hospitality Events.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest lectures focused on developing relevant business skills and knowledge with particular emphasis on marketing, human resources (recruitment and selection), management of customer service and finance
- providing marketing materials such as brochures, menus, branding information and promotional activity that could be used as exemplars and case studies in classes
- being an 'expert witness' and contributing to the assessment of learners' work.

Unit 6: Supervising Restaurant Reception

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will explore the work of a restaurant reception and a restaurant supervisor while developing skills in managing a booking system, planning the work of teams, supervising the taking of payments and analysing and using sales information.

Unit introduction

The first point of contact a customer has with the business is usually the restaurant reception or restaurant supervisor; this experience will create the first and maybe the lasting impression. It is essential therefore that you carry out the role effectively and efficiently. Depending on what type of establishment you work in, the content of the restaurant reception and supervisor roles may vary according to the size of the business and its complexity, however the responsibilities will largely remain the same. In a large or luxury restaurant a specialist person may run the restaurant's reception whereas in a smaller or high street restaurant the restaurant supervisor will usually manage the restaurant's reception as part of their job role.

Primarily, the restaurant reception or restaurant supervisor will be responsible for taking all restaurant reservations and maximising the number of guests the restaurant can accommodate on any given session. There are many different ways a restaurant will take bookings, from a handwritten diary to a fully integrated software system. You will learn about different systems and the impact a poor booking system can have on a restaurant's business which could lead to customer complaints, loss of revenue or loss of business reputation. As a restaurant supervisor usually devises the staffing rota, you will learn how to ensure that staff are rostered to meet the forecast needs of the business and that they have the appropriate knowledge and skills. Ensuring that correct payments are taken from customers is a critical task carried out by the restaurant reception or restaurant supervisor and you will learn how to make sure that different types of payment are processed accurately, that cash is handled and reconciled correctly and that the relevant financial documentation is completed effectively. Your role will involve collecting and analysing data from sales records and using that data to monitor financial performance, to forecast, to influence change and to make recommendations.

The knowledge and skills gained from this unit will enable you to supervise an effective and efficient restaurant and restaurant reception. With this knowledge and skills you will be able to progress on to supervisory roles within the hotel and restaurant sector as a team leader, restaurant supervisor, head waiter or as an assistant food and beverage manager, as well as on to future roles as a restaurant or food and beverage manager. These roles could be in a variety of food and beverage operations including fine-dining starred restaurants, branded restaurants, gastropubs, and conferencing and events venues.

UNIT 6: SUPERVISING RESTAURANT RECEPTION

Learning aims

In this unit you will:

A Examine different types of restaurant reservation systems

B Plan the work of teams and conduct workplace briefings

C Supervise a payment point and analyse sales information.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Examine different types of restaurant reservation systems	**A1** Types of bookings **A2** Types of reservation systems	Documentation derived from supervising a restaurant and a restaurant reception, including customers' bookings, staff rosters, briefing and debriefing notes, end-of-shift cash reconciliation sheets and weekly/monthly sales analysis forms. Observation records of delivering a pre-service briefing to staff.
B Plan the work of teams and conduct workplace briefings	**B1** Staff rosters **B2** Communications	
C Supervise a payment point and analyse sales information	**C1** Setting up the payment point and taking payments **C2** Cash reconciliation and security **C3** Sales analysis and using data to inform	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Reservation systems • Planning the work of teams • Using a payment point • Financial awareness	• Reservation systems and software • Payment handling procedures • Types and uses of financial data and documentation	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Examine different types of restaurant reservation systems

A1 Types of booking

- Individuals, couples.
- Groups, e.g. families, parties, special occasions.
- Customers with special needs, requests, dietary requirements.
- Advance reservations, deposits required.
- Walk-ins, managing flow and arrival of customers.

A2 Types of reservation system

- Traditional diary.
- Computer software booking systems, e.g. Togo.
- Fully integrated computerised systems, e.g. OpenTable®.

Learning aim B: Plan the work of teams and conduct workplace briefings

B1 Staff rosters

- Opening hours, set-up and preparation times.
- Start times, finish times, rest breaks.
- Full-time staff, part-time staff, casual staff.
- Allocation of tasks.

B2 Communications

- Briefings and debriefings.
- Menu content, product knowledge, dietary requirements, customer requests.
- Seating plan, table allocation, customer allocation.
- Kitchen communications, order taking, meals ready for service.
- Bar communications, order taking, drinks ready for service.
- Health and safety, security, hygiene, licensing.
- Motivating staff, supporting the work of others.
- Monitoring teamwork.

Learning aim C: Supervise a payment point and analyse sales information

C1 Setting up the payment point and taking payments

- Payment point equipment including cash registers, EPOS (Electronic Point of Sales), card processing equipment, e.g. chip and pin debit and credit cards, contactless payments, stationery, floats including cash and change.
- Payments including cash, cheque, credit cards, debit cards, deposits, refunds, vouchers, loyalty discounts, business accounts, service charge, tips and gratuities.
- Ensuring accuracy of customer bills against orders taken, dealing with customer queries, errors, complaints.

C2 Cash reconciliation and security

- Cash reconciliation, e.g. taking till readings, completing documentation, counting cash, following organisational procedures, dealing with discrepancies.
- Security, e.g. passwords, codes, use of safes, refunds, voids, no sales, suspect fraud, identifying fraudulent activity, audit trail.

C3 Sales analysis and using data to inform

- Back office information.
- Sales records per shift, day, week, month, comparisons.
- Sales mix, menu selections, wet sales, dry sales.
- Customer count, table turnover, customers per hour.
- Spend per head.
- Staff wage percentage, direct labour costs.
- Accounting for VAT.

Transferable skills

Communication

- Supervising the work of others.
- Verbal and non-verbal customers contact.

Working with others

- Supervising the work of others.

Thinking skills/adaptability

- Dealing with customer enquiries.

Problem solving

- Dealing with customer issues.
- Reconciling payments through a till.

Managing information

- Analysing data.

Self-management and development

- Supervising the work of others.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine different types of restaurant reservation systems		
A.P1 Produce a short report making recommendations for the use of a computerised booking system for a restaurant business. **A.P2** Identify the needs of different types of customers when making restaurant bookings.	**A.M1** Produce a detailed report making clear recommendations for the use of a computerised booking system for a restaurant business, taking into consideration different types of customers and their specific needs.	**A.D1** Produce a comprehensive report making clear and justified recommendations for the use of a computerised booking system for a restaurant business, taking into consideration diverse customer requirements.
Learning aim B: Plan the work of teams and conduct workplace briefings		
B.P3 Produce a staff roster that meets the needs of a restaurant service. **B.P4** Produce briefing notes for staff working a restaurant service session.	**B.M2** Produce an effective staff roster that meets the operational needs of a restaurant and present detailed briefing notes to staff working a restaurant service session.	**B.D2** Devise and justify an effective staff roster that meets the operational needs of a restaurant and a given budget and confidently present comprehensive briefing notes to staff working a restaurant service session.
Learning aim C: Supervise a payment point and analyse sales information		
C.P5 Supervise a payment point during a restaurant service. **C.P6** Produce financial data following a restaurant service session.	**C.M3** Supervise a payment point during a restaurant service effectively and gather data to provide useful financial information on business performance.	**C.D3** Supervise a payment point during a restaurant service effectively and efficiently and subsequently analyse data collected to provide financial information on business performance and for future forecasting.

Essential information for assessment decisions

Learners will be required to supervise at least one full working restaurant session that should have a minimum of 30 customers or eight tables present. The restaurant could be the centre's training restaurant, a learner's work placement or their place of work.

Learning aim A

For distinction standard, learners will:

- produce a comprehensive report making clear and justified recommendations for the use of a computerised restaurant booking system and the impact it could have on the customer experience as well as on the business. They will show evidence of having researched computerised restaurant reservations systems giving named examples, describing their advantages and disadvantages and comparing the different systems. Learners will demonstrate an understanding of the requirements of an effective restaurant booking system for both the customer and the business, explaining how they have carefully considered different types of customers and what their individual needs may be when making a restaurant booking.

For merit standard, learners will:

- produce a detailed report which makes recommendations for the use of a computerised restaurant booking system. They will show evidence of having researched computerised restaurant reservations systems giving named examples and describing their advantages and disadvantages. Learners will demonstrate an understanding of the requirements of an effective restaurant booking system, stating how they have considered different types of customers and what their individual needs may be when making a restaurant booking.

For pass standard, learners will:

- produce a short report about the usefulness of a computerised restaurant booking system. They will show evidence of having researched one or more computerised restaurant reservations systems giving named examples and a brief description of each. Learners will show they have considered different types of customers who make restaurant bookings.

Learning aim B

For distinction standard, learners will:

- produce a clear, realistic and workable staff roster for a given restaurant session(s) that would meet industry standards and the operational needs of a restaurant. The roster will also meet a given staffing budget, e.g. in terms of a wages to sales ratio or percentage. Learners will explain why the staff roster has been devised the way it has by justifying the number of staff employed and the amount of hours they are scheduled to work for and the timings

- prepare comprehensive briefing notes to present to a staff team pre-service which includes information on all of the following: menu content, dietary requirements, customer requests, table allocation, pre-booked customer allocation, kitchen communications, bar communications, health and safety, security, hygiene, licensing

- Produce comprehensive briefing notes to present to a staff team pre-service which includes information on all of the following: menu content, dietary requirements, customer requests, table allocation, pre-booked customer allocation, kitchen communications, bar communications, health and safety, security, hygiene, licensing

- present a pre-service briefing to staff confidently and assertively, answering all questions or queries knowledgably and effectively and demonstrating positive body language.

For merit standard, learners will:

- produce a realistic staff roster for a given restaurant session(s) that meets the operational needs of a restaurant. Learners will explain why the staff roster has been devised that way

- produce detailed briefing notes to present to a staff team pre-service which includes information on the menu, pre-booked customer requirements and health and safety issues as a minimum

- present a pre-service briefing to staff clearly, answering all questions knowledgeably.

For pass standard, learners will:

- produce a staff roster for a given restaurant session(s) that meets the needs of the given session

- produce briefing notes to present to a staff team pre-service including information on the menu and pre-booked customer details

- present a pre-service briefing to staff, answering questions.

Learning aim C

For distinction standard, learners will:

- present evidence of having used a payment point for the supervision and taking of a variety of payment types, for the closing of a shift and for the production of the required till readings. To include evidence of:
  - o accuracy of customer bills against orders taken, of having dealt with customer queries, errors or complaints
  - o reconciling cash with complete accuracy, following organisational procedures and competently dealing with any discrepancies independently
  - o maintaining a high level of security at all times, e.g. using passwords or codes, using a safe, dealing with refunds, voids and no sales, identifying suspect fraudulent activity, providing an audit trail

- critically review and evaluate a restaurant service session where they supervised the entire set up and the use of a payment point for customer transactions clearly identifying all strengths and weaknesses. This will include:
  - o a comprehensive analysis of data following a restaurant service session to include all of the following: sales comparisons, a sales mix, menu selections, customer count, table turnover, average spend per head, staff wage percentage
  - o accounting for VAT
  - o a sound and detailed financial summary of business performance, making a variety of realistic recommendations for future operations.

For merit standard, learners will:

- present evidence of having used a payment point for the supervision and taking of payments, for the closing of a shift and for the production of the required till readings. To include evidence of:
  - o accuracy of customer bills against orders taken, of having dealt with customer queries, errors or complaints with some support from colleagues
  - o reconciling cash following organisational procedures and dealing with any discrepancies
  - o maintaining security of the payment point at all times

- review and evaluate a restaurant service session where they supervised the set up and use of a payment point for customer transactions identifying some strengths and weaknesses. This will include:
  - o an analysis of data following a restaurant service session to include most of the following: sales comparisons, a sales mix, menu selections, customer count, table turnover, average spend per head, staff wage percentage
  - o accounting for VAT
  - o a financial summary of business performance and make recommendations for future operations.

For pass standard, learners will:

- present evidence of having used a payment point for the supervision and taking of payments, for the closing of a shift and for the production of the required till readings. To include evidence of:
  - o accuracy of customer bills against orders taken, of having dealt with customer queries, errors or complaints with some support required
  - o reconciling cash following organisational procedures
  - o keeping the payment point secure at all times
- review a restaurant service session where they supervised the set up and use of a payment point for customer transactions. This will include:
  - o an analysis of data following a restaurant service session to include: sales comparisons, customer count, average spend per head, VAT
  - o a financial summary for a restaurant session.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units. Learners need to carry out the assessment in a real working environment (e.g. work experience context) or a realistic working environment such as the centre's training restaurant. Learners will be required to supervise at least one full working restaurant session, which should have a minimum of 30 customers or eight tables present.

The following scenario could be used to produce the required evidence for this unit where the assessment is to be carried out in a realistic working environment. Centres are free to use comparable scenarios or other forms of evidence provided, that they meet the assessment requirements of the unit.

Suggested scenario

You are either working as, or aspiring to be, a supervisor or assistant manager in a food and beverage business which could be your place of learning, a work placement or your regular place of work. You have been asked by your manager to act as the restaurant supervisor for a service session or number of sessions where your role also includes the supervision of the payment point.

In preparation for this service session you will need to:

* produce a staff roster that meets the operational needs of the restaurant including meeting the staffing budget
* prepare and present briefing notes to staff pre-service including information on menu content, dietary requirements, customer requests, table allocation, pre-booked customers, kitchen and bar communications, health, safety, security, hygiene and licensing
* deal with any advanced bookings.

During the service session you will need to:

* supervise the set up and use of a secure payment point
* use an electronic point of sale for the supervision and taking of payments, for the closing of the shift and for the production of the required till readings
* deal with any customer queries, bill errors or complaints
* deal with any advanced bookings and deal with any unexpected customer or 'walk-ins'.

After the service session you will need to:

* reconcile cash following organisational procedures and deal with any discrepancies
* provide an analysis of sales information and data collected and produce a financial summary of business performance for the session(s)
* write a report for your manager on the use of a fully computerised and integrated restaurant booking system.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You are continuing to work as, or aspiring to be, a supervisor or assistant manager in a food and beverage business which could be your place of learning, a work placement or your regular place of work. You have been asked by your manager to act as the restaurant supervisor for a service session or number of sessions where your role also includes the supervision of the payment point.

In preparation for this service session you will need to:

- produce a staff roster that meets the operational needs of the restaurant including meeting the staffing budget

- prepare and present briefing notes to staff pre-service including information on menu content, dietary requirements, customer requests, table allocation, pre-booked customers, kitchen and bar communications, health, safety, security, hygiene and licensing

- deal with any advanced bookings.

During the service session you will need to:

- supervise the set up and use of a secure payment point

- use an electronic point of sale for the supervision and taking of payments, for the closing of the shift and for the production of the required till readings

- deal with any customer queries, bill errors or complaints

- deal with any advanced bookings and deal with any unexpected customer or 'walk-ins'.

After the service session you will need to:

- reconcile cash following organisational procedures and deal with any discrepancies

- provide an analysis of sales information and data collected and produce a financial summary of business performance for the session(s)

- write a report for your manager on the use of a fully computerised and integrated restaurant booking system.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners need to be introduced to the vast variety of restaurants operating in the UK, including their ownership, size, organisational structure, menus, prices, service styles, décor, layout, reservation system.

The tutor could give learners a list of restaurant types and ask them to research them on the internet and prepare to feed back to others verbally or by means of a display on examples and details found. The restaurant types could include a Michelin-starred restaurant, a high street branded chain restaurant, an independent restaurant, a gastropub, a fast food restaurant and a ethnic restaurant, e.g. Indian, Chinese.

Alternatively, learners could visit a town centre to research and identify different types of restaurants and collect relevant information to create a display.

Suggested time: about 4 hours.

Activity: Key restaurant communications

Tutor-led discussion on types of communications and how they relate to working in a restaurant, e.g. verbal, non-verbal, written, pictorial, formal, and informal.

Verbal, e.g. greeting customers, personal selling, staff briefing sessions, giving staff feedback.

Non-verbal, e.g. body language when on duty.

Written, e.g. menus, staff rosters.

Pictorial, e.g. advertisements, promotions.

Formal, e.g. a customer's bill, legislative requirements.

Informal, e.g. conversation with a customer.

Role-play activity on presenting a menu and taking customer orders.

Suggested time: about 3 hours.

Activity: Financial data and information for a restaurant operation

Learners are provided with real or imaginary financial case studies for which they have to interpret financial data and information and provide a summary that includes:

- sales records and making comparisons
- sales mix, e.g. popular menu selections, split between wet and dry sales
- customer count, table turnover or customers per hour (depending on restaurant type)
- average spend per head on food and drink
- staff wage percentages
- VAT.

Suggested time: about 4 hours.

Activity: Practical supervisory and reception skills

Learners are observed over a number of practical restaurant sessions while planning, briefing and supervising the work of others, which will include the creation of staff rosters and the allocation of tasks. Learners will also be demonstrating that they can take customer bookings and otherwise meet customer requirements, including those without prior bookings.

Observations need to take in the setting up and supervision of a payment point to ensure that this is being done to meet organisational standards and that accuracy and security is demonstrated. The tutor will need to collect in evidence from the end of the shift that demonstrates the accurate reconciling of cash and payments.

The tutor can give support during the sessions, e.g. with complex customer enquiries or discrepancies in till readings. The tutor will give summative constructive feedback on skills being developed by the learner and feed back on areas for improvement.

Suggested time: about 16 hours.

Essential resources

For this unit, learners must have access to a work placement as a supervisor in a restaurant, to include supervising the reception and the payment point.

Links to other units

This unit draws on the knowledge and skills taught in:
- Unit 3: Leadership and Supervision in Hospitality
- Unit 7: Planning and Delivering Hospitality Events.

Employer involvement

This unit would benefit from employer involvement in the form of:
- structured work experience that develops relevant supervisory skills and knowledge, with particular emphasis on the use of a specialised restaurant booking system and the supervision of a payment point
- providing business materials such as financial information and statistics to be used as exemplars and case studies in classes
- acting as an 'expert witness' and contributing to the assessment of learners' performance.

Unit 7: Planning and Delivering Hospitality Events

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners develop the skills to lead a team in the planning, organising and running of a hospitality event.

Unit introduction

The planning, organising and delivering of hospitality events can be demanding, exciting and rewarding, especially as it is possible to work in a wide range of hands-on roles and responsibilities within a team. Often, delivering hospitality events allows for involvement in the whole process, from liaising with the client and establishing, meeting and exceeding their needs and requirements, right through to running the event itself and reviewing it afterwards.

In this unit, you will learn about different types of events and how they might be planned and delivered successfully. This may be a restaurant service, party, open day, social event or exhibition. You will work with others to plan, organise and lead a hospitality event. You will develop key knowledge and skills in working with others and contributing to planning and producing an event plan. You will consider staffing, equipment, timings, communication and working both within the team and with other departments. You will also need to consider cost and budgets and comply with licensing, health and safety, hygiene and other relevant legislation. You will select and use knowledge and skills learned in the other units, such as preparing, maintaining and clearing the food and beverages service areas, service of food and beverages, provision of customer service, handling payments and maintaining a payment point.

This unit can help you to progress to a service-based role such as a conference and banqueting supervisor or events co-ordinator, working with a small team. With more experience, you will be able to take on the responsibility for larger, more complex events with larger budgets.

Learning aims

In this unit you will:

A Plan an event from a client brief

B Organise, implement and supervise a hospitality event to a plan

C Review the success of a hospitality event.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan an event from a client brief	**A1** Types and characteristics of events in the hospitality industry **A2** Planning a hospitality event to meet client requirements	Event proposal, function sheet, briefing notes, photographic or video evidence of learners planning, organising and leading a hospitality event. This must be supported by observation records and witness statements, learner diary and/or blog. Completed evaluation tools, e.g. questionnaires, comment cards, own and colleagues' evaluations, correspondence from client and guests, written evaluation report.
B Organise, implement and supervise a hospitality event to a plan	**B1** Carrying out the tasks allocated **B2** Supervising a hospitality event	
C Review the success of a hospitality event	**C1** Review the success of the event using reviewing techniques **C2** Review own and the hospitality team activities and performance	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Planning, organising, prioritising • Budgeting • Time management • Supervisory skills • Customer service • Evaluative skills • Communication skills	• Types of hospitality events • Characteristics of hospitality events • Contents of a client brief, proposal and plan • Sustainable event management	• Communication • Working with others • Preparing for work • Developing practical and technical skills • Thinking skills/adaptability • Problem solving • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Plan an event from a client brief

A1 Types and characteristics of events in the hospitality industry

- Types of hospitality event: weddings and other religious ceremonies and receptions, celebrations, formal dinners and banquets, themed events, conferences, brand promotions, awards ceremonies, product launches, fundraising, exhibitions and fairs, outdoor events.

- Characteristics: location and size of venues/rooms, decor and furnishings, equipment, staffing requirements, entertainment, food and beverage requirements.

A2 Planning a hospitality event to meet client requirements

- Client brief: purpose of event; client needs; constraints, e.g. time, location, costs; records of communication with client, e.g. meetings, feasibility.

- Proposal: this may be in the form of a letter to the client outlining the purpose, date and time, description of event, numbers of attendees, duration, location, requirements, e.g. catering, staffing, ticketing, entertainment, publicity, costs.

- Plan:
  o document where all of the proposal details are identified
  o used for communication and more detailed planning purposes by circulating it to all members of staff within the organisation who may be involved with the hospitality event and those attending it, e.g. management, the event supervisor, the kitchen team, hall porters, receptionist who may be booking accommodation for those attending, stores and dispensary, security personnel, accounts department
  o should follow a logical format beginning with the date, time and venue and ending with payment details, and may be supplemented by other supporting documentation, e.g. referring to contingency planning.

- Planning process:
  o objectives
  o budgeting, e.g. staff, venue, equipment, food and beverages, entertainment, security
  o venue, e.g. size, layout, ambience (heating and lighting), decor, access for disabled people, number of guests
  o entertainment, e.g. music, guest speakers, entertainers
  o catering requirements, e.g. type of menu, types of beverages, style of service, quantities of food and beverages
  o team roles and responsibilities, e.g. for finance, administration, food and beverage service, health and safety
  o staffing requirements and allocation of team roles and responsibilities
  o marketing and publicity
  o audio-visual resources, telecommunications, internet/Wi-Fi
  o control of attendance, e.g. invitations, guest lists, ticketing
  o facilities, e.g. car parking, cloakrooms, toilets
  o constraints, e.g. location, space, budget, time, time of year, attendees, legal, e.g. health, safety and security, contractual obligations, negligence, hazardous substances, insurance certificates, licences, fire regulations, provision of first aid
  o timing, e.g. setting dates and alternative dates for the event, timelines for tasks and activities, critical times, lead times

- o organising transportation and parking
- o contingency planning, e.g. staffing, suppliers, alternative venue if outdoors
- o reviewing plan against client requirements
- o sustainable event management, e.g. the consideration of environment, economic and social issues.

Learning aim B: Organise, implement and supervise a hospitality event to a plan

B1 Carrying out the tasks allocated

- Using a set of agreed, clear and safe working practices that comply with legislation such as health, safety and security, negligence, hazardous substances, insurance certificates, liquor and other licences, fire regulations, provision of first aid.
- Managing the timelines for the event.
- Close communication and liaison with all key members of the event staff.
- Following a plan and monitoring progress against plan.
- Dealing with client and guests and providing a quality food and beverage service and customer service to those attending the hospitality event.
- Dealing cooperatively with other members of staff involved in the event's implementation and with clear communication.
- Dealing with difficult situations and unexpected occurrences.
- Noting the issuing, consumption and return of alcoholic and non-alcoholic beverages to be paid on account, ensuring that consumption of beverages on account is noted for billing purposes, compilation of the final account for payment.
- Handling payments, maintaining a payment point.
- Setting up and clearing up after the event, e.g. signs, rooms and furniture, decorations, food and beverage service areas, glasses, crockery, cutlery, in-room and externally supplied equipment.

B2 Supervising a hospitality event

- The skills and qualities required to supervise a team successfully:
  - o the ability to motive and lead a team by taking initiative
  - o leading by example
  - o communicating effectively
  - o awareness of and adaptability to changing situations
  - o monitoring and adapting plans as necessary
  - o consulting and asking appropriate questions of staff and others
  - o envisioning – looking ahead and anticipating possible occurrences
  - o taking on responsibility and being accountable
  - o encouraging and building morale and confidence where necessary
  - o managing own stress and anger professionally and that of others
  - o defusing and resolving conflict appropriately and effectively
  - o dealing with difficult situations and unexpected occurrences flexibly and successfully
  - o seeking advice and help as and when necessary.

Learning aim C: Review the success of a hospitality event

C1 Review the success of the event using reviewing techniques

- Reviewing techniques, e.g. completion of checklist, comparison with client proposal and event plan, use of video, feedback (from client, guests and staff), food wastage, staff debriefing, comment cards, questionnaires, number of attendees.

- Strengths and areas for improvement, e.g. craft and supervisory skills and techniques, decision making, communication.

C2 Review own and the hospitality team activities and performance

- Analysing information concerning effectiveness of event, team activities and own contribution, including:
  - o against the original event plan and proposal
  - o any contingencies or necessary deviations from the plan
  - o timings
  - o compliance with legislation
  - o appropriateness of own supervisory skills
  - o appropriateness of own/team skills and working methods
  - o quality and appearance of the event and component details, e.g. marketing and publicity, venue, entertainment, food, beverages, quality and speed of service provided, decor, ambience (lighting, heating), preparation and layout
  - o own/team attitudes and behaviours
  - o dealing with special requests and requirements.

- Recommendations for improvement, e.g. goals, (short term and long term), different equipment or technology, where to seek help and advice, components of the event, e.g. timings, food and beverages, venue, marketing and publicity, entertainment, own/team skills, attitudes and behaviours, compliance with legislation.

Transferable skills

Communication

- Using communication for different purposes when planning, running and reviewing the hospitality event; writing, speaking and listening to others.

Working with others

- Showing respect and consideration for others in the team and valuing their contributions, listening to others in the team and being open-minded, taking on roles and responsibilities, setting common goals.

Preparing for work

- Planning and undertaking activities, application of knowledge and understanding in sector-related contexts, awareness of qualities and attributes required for work in the sector, conducting a critical review of the success of the event and the effectiveness of the planning and preparation, self-review and assessment.

Developing practical and technical skills

- Demonstrating techniques/skills/processes, using equipment/resources safely and appropriately.

Thinking skills/adaptability

- Showing ability to think independently about issues/problems in the workplace, demonstrating a positive attitude, showing adaptability when circumstances demand, being prepared to use own initiative appropriately.

Problem solving

- Identifying issues by examining information, taking actions to mitigate issues and problems, dealing with participants' queries and problems or equipment problems, planning for contingencies, decision making to find solutions.

Managing information

- Collecting and using information from different sources in relation to acquiring food and beverages, decoration, entertainment, audio-visual resources etc.; determining relevance and accuracy of information; organising and representing planning, organising and evaluating information and data in the most suitable format; using business technology.

Self-management and development

- Being proactive, being flexible, being resilient and working under pressure, self-presentation, monitoring performance and devising strategies for improvement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an event from a client brief		
A.P1 Produce a basic proposal and event outline that meets specified requirements. **A.P2** Make valid contributions in the planning process that support the effective planning of the event.	**A.M1** Produce a proposal and a detailed event plan that meets specified requirements, making reasoned contributions in the planning process that support the effective planning of the event.	**A.D1** Produce a proposal and a comprehensive event plan that meets specified requirements, making evidence-based contributions in the planning process that support the effective planning of the event.
Learning aim B: Organise, implement and supervise a hospitality event to a plan		
B.P3 Carry out allocated activities adequately to implement the event plan. **B.P4** Use supervisory and communication skills to adequately lead the team.	**B.M2** Carry out allocated activities and supervise confidently to implement the event plan, showing a high level of independence and skills.	**B.D2** Demonstrate confidently the implementation and supervision of a hospitality event to meet client and guest requirements, showing a high level of independence and skills.
Learning aim C: Review the success of a hospitality event		
C.P5 Review the success of the event. **C.P6** Explain the strengths and areas for improvement to inform future events and develop own supervisory skills.	**C.M3** Analyse the success of the original proposal and the planning and supervision of the event, making realistic suggestions for improvement, and identify own strengths and areas for improvement in supervisory skills.	**C.D3** Evaluate the success of all aspects of the event, considering own and the team's performance, making realistic suggestions for improvement, and producing an action plan for the further development of own supervisory skills.

UNIT 7: PLANNING AND DELIVERING A HOSPITALITY EVENT

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

* produce a proposal and a detailed, well-developed plan covering the costings and the hospitality activities that need to be achieved to meet or exceed client needs and expectations, taking into account alternative ways to overcome potential constraints, e.g. they will set realistic timescales for the achievement of the activities that will be appropriately sequenced and the time allocated for their completion will be correct, including alternative dates. Contingency planning will be thorough and realistic and valid justifications will be provided for the suggestions made within the proposal

* provide evidence of their contributions to the planning and scheduling of the event. Contributions will show proactivity and influence in the planning of the event, will be appropriate to meet the requirements of the client and will support effective planning for the smooth operation of the event. They will encourage team members to agree their roles and clearly define responsibilities in the performance of activities. Contributions will be supported by valid evidence that indicates that the contributions have been well researched and have a proven feasibility record.

For merit standard, learners will:

* produce a proposal and a detailed plan for an event that outlines all of the activities and details that will meet or exceed the client needs and expectations and that shows the proposal is feasible within the constraints of the situation, such as costs, time and facilities. There will be basic contingency planning

* provide evidence of their contributions to the planning and scheduling of the event. Contributions will show commitment to the planning and scheduling activity, will mostly be appropriate to meet the requirements of the client and will support effective planning for the smooth operation of the event. They will encourage team members to contribute to discussions and to agree their roles and responsibilities in the performance of activities. Contributions will be supported by valid reasons to show their relevance and appropriateness.

For pass standard, learners will:

* produce a proposal and plan for an event that lists or outlines most of the activities and details to meet client needs and expectations, and which includes information on the location and venue, costs, decor, menu and beverages list, service styles and entertainment. Timescales may be set for only some of them, their sequencing might not be the most logical or the timings may be over- or under estimated. This will need to be presented in an appropriate format that may be written or oral

* provide evidence of their contributions to the planning and scheduling of the event. Contributions will be adequate but may not always be appropriate or valid to meet the requirements of the client or support effective planning for the smooth operation of the event. They will contribute to discussions to agree roles and some responsibilities in the performance of activities.

Learning aim B

For distinction standard, learners will:

* use the plan effectively, taking into full consideration, and ensuring complete adherence to, all agreed, clear and safe working practices that comply with legislation. They will carefully monitor the planned timings, adjusting these as necessary and appropriate with consideration for the duration of the whole event, and will implement contingency planning effectively if required. Learners will provide clear instructions, guidance and support to team members throughout the event and will ensure the effective and timely setting up of the event and the clearing up afterwards

* work independently although be willing to consult with and ask appropriate questions of the client as necessary and be willing to seek and ask for advice and help where absolutely necessary. Learners will demonstrate high levels of independence and effective supervisory and communication skills in running the hospitality event, such as defusing and resolving conflict, motivation and morale and confidence-building. They will work responsibly and reliably and will respond to unexpected events, taking ownership and showing resilience.

* demonstrate a high level of personal skills to include smart self-presentation, confident communication with the client, guests and other team members, as well as remaining highly professional at all times, especially when under pressure.

For merit standard, learners will:

* use the event plan to ensure adherence to all agreed, clear and safe working practices that comply with legislation. They will provide instructions, guidance and support to team members throughout the event, will ensure the timely setting up of the event and the clearing up afterwards and will implement contingency plans on some of the necessary occasions without the need for assistance

* demonstrate a good level of independence and effective supervisory and communication skills in running the hospitality event, though the range of skills may be limited. Learners will show some flexibility in responding to unexpected events and difficulties but may need support

* demonstrate effective personal skills to include appropriate self-presentation and effective communication with the client, guests and other team members.

For pass standard, learners will:

* follow the plan to ensure adherence to all agreed, clear and safe working practices that comply with legislation. They will provide instructions, guidance and support on the majority of occasions and will work with the team in the setting-up of the event and the clearing-up afterwards

* demonstrate some supervisory and communication skills satisfactorily with members of the team. Learners may need support at various times during the event and will not be able to deal with unexpected events or difficulties without assistance

* demonstrate satisfactory personal skills to include self-presentation and communication with the client, guests and other team members.

Learning aim C

For distinction standard, learners will:

- provide a detailed and comprehensive evaluation of the event, selecting and using feedback against the original proposal offered, the planning and the running of the event and identifying the ways in which each of these contributed to or hindered the success of the event for the client, the guests and other participants

- make realistic and achievable recommendations as to how a similar event might be planned and run more successfully in the future

- evaluate the team's and their own performance against the original proposal offered, the planning and the running of the event, fully describing relevant strengths and weaknesses, designing a clear action plan as to how the team might be developed in the future, and the necessary continuous professional development they need personally.

For merit standard, learners will:

- provide a detailed evaluation of the event from feedback gathered against the original proposal offered, the planning and the running of the event, explaining what went well and not so well

- make recommendations as to how a similar event might be planned and implemented more successfully in the future

- explain their own and the team's performance against the original proposal offered, the planning and the running of the event, describing the relevant strengths and weaknesses, suggesting ways in which they, personally, and the team might be developed in the future.

For pass standard, learners will:

- provide a simple evaluation of their own and the team's performance against some of the aspects of the event from some of the feedback received, noting what went well and not so well for improvement to inform future similar events, and providing obvious suggestions as to how their performance as a supervisor could be improved.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learners need to carry out the assessment for this unit either in a real work environment (for example a work-experience context) or a realistic working environment where they have the opportunity to carry out the activities to plan, prepare and organise a real event such as a restaurant service, party, open day, social event or exhibition.

The following scenario could be used to produce the required evidence for this unit where the assessment is to be carried out in a realistic working environment. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working in the hospitality industry as a supervisor and need to develop your skills in contributing to the planning and running of a hospitality event, bearing in mind necessary healthy, safe and hygienic practices.

You have been supplied with a client brief from the local branch of the Institute of Hospitality that you need to use in your planning and take forward into the running and supervising of their annual dinner.

You will work with others in the planning, running and supervising of the annual dinner event to meet the requirements of the client. You will work within a group of no more than three people, each of you taking responsibility for your own allocated tasks but each having overall responsibility for the supervision of the hospitality event, and ensuring it goes to plan, for approximately one-third of its duration. You are then required to review how the event met the original requirements and specifications as laid out in the proposal and event plan to include, for example, the timings, methods, skills, attitudes and behaviours used by you and your team as well as your performance as a supervisor.

You will be observed by your tutor throughout. The tutor will complete a detailed observation report on your performance, primarily during the running and supervising of the event. Additionally, you will collect documentation such as minutes of meetings, checklists, the function sheet, briefing notes and evaluation data and will maintain a diary or blog of your performance throughout these three stages of the learning aims.

For learning aim A, learners will be expected to work in a group to produce the proposal and plan but need to also provide individual evidence of their own contribution. This evidence should be supported by observation evidence from the tutor.

For learning aim B, learners are expected to work within their team, taking responsibility for their own allocated and agreed task(s) throughout the event but also taking a turn in having overall responsibility, for at least one-third of its duration, for the event going to plan. Evidence to support the criteria must be individually produced. A detailed observation record will be provided for each individual learner supported by individual learner evidence.

Independent work will be required for learning aim C. Evidence to support the criteria must be individually produced.

If a retake is necessary, an alternative scenario must be used. The following is an alternative scenario for this assessment. The same assessment approach and requirements applies

You and your peers at your centre are to run a series of fundraising events in aid of its chosen charity of the year. Your tutor has asked you to plan, run and supervise an allocated area of responsibility to contribute to the events.

You will be provided with a client brief by your tutor, you need to use the brief in your planning, running and supervising.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The tutor leads a discussion on the types of hospitality events, their purpose and the factors that need to be considered, including location, staff, budget and specific requirements.

Learners share their experiences of events they have attended, such as family weddings, and of what went well and not so well.

Learners visit a hospitality event venue as an introduction to event proposals and the roles and responsibilities of those involved with events, and to have an opportunity to ask questions about the types of events held.

Learners use their visit to a hospitality event venue to see at first hand the use of available space, facilities, resources and equipment to achieve a great customer experience.

Suggested time: about 10 hours.

Activity: How to plan a hospitality event

In groups, learners discuss their understanding of client briefs, looking at the stages of the event planning process, the preparations required and the timings involved.

The tutor leads a discussion on the use of templates and checklists for planning events to ensure that all aspects are considered, using examples from hospitality event venues.

Suggested time: about 10 hours.

Activity: Production of a proposal for an event from a client brief

Learners create proposals from a variety of tutor-produced client briefs.

Learners role-play planning events where they identify key planning considerations and obtain feedback from others reviewing the proposal.

Suggested time: about 10 hours.

Activity: Planning an event

In small groups, learners create presentations of an event plan using a variety of the proposals already presented.

Suggested time: about 10 hours.

Activity: Running and supervising an event and reviewing its success

Learners participate in a practice run of staging events, e.g. using a selection of the proposals already presented, working as a team and each taking responsibility for an area of activity.

Learners follow the proposal and plan and adapt as required, supervising their team in their area of activity.

Learners use role play to review the events undertaken.

Suggested time: about 20 hours.

Essential resources

For this unit, learners will need access to:

- real or tutor-designed client briefs
- exemplars of event plans and checklists
- commercial hospitality equipment and environments that are fit for purpose
- templates for gathering feedback and for supporting self-assessment and peer assessment
- resources for holding a hospitality event and providing food and beverage service to industry standards.

Staff who are involved in the learning process must have the relevant expertise and occupational experience to support hospitality event planning and food and beverage service.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: Exploring Gastronomy
- Unit 2: Supervision of Safety in Hospitality
- Unit 3: Leadership and Supervision in Hospitality
- Unit 4: Principles of Food and Beverage Service Supervision
- Unit 5: Food and Beverage Business Operations.

Employer involvement

This unit must be completed with the involvement of employers. It is strongly recommended that learners take part in work experience as the best way of enabling them to complete the unit and facilitate assessment. A scenario set in a realistic work environment may be used as an alternative to work experience, in which case centres must involve employers, for example acting as expert witnesses in assessing the learners' food and beverage service organisation, implementation and supervision skills.

The use of a masterclass in best practice in event planning and management in the hospitality industry will also benefit learners.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme.

Learners are required to have either work experience in the hospitality sector, or have achieved a relevant qualification before enrolling on this programme.

In addition, we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 2
- at least Level 2 equivalent achievement in English and mathematics through GCSE or Functional Skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will draw in naturally the kind of broader attributes valued in the sector, for example personal hygiene and appearance, organisation of own work, good communication skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Level qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* and *Section 9 Quality Assurance* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of high quality and that are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The BTEC Level 3 Technical Level in Food and Beverage Service Supervision is assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments,* which are set and marked by Pearson.

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

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

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

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

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials

- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor

- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

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

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.

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

- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.

- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.

- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment

- an audience or purpose for which the evidence is being provided

- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence

- projects

- recordings of role play, interviews and other types of simulated activity

- oral or written presentations with assessor questioning

- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

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

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

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

- the *Essential information for assessment decisions* section in each unit

- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met

- may show where attainment against criteria has not been demonstrated

- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

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

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own

- the learner has clearly referenced any sources used in the work

- they understand that false declaration is a form of malpractice.

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected

- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners

- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (please go to www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 50% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 2: Supervision of Safety in Hospitality	• Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks.	On demand First assessment April 2018
Unit 3: Leadership and Supervision in Hospitality	• Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks.	On demand First assessment April 2018
Unit 4: Principles of Food and Beverage Service Supervision	• Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks.	On demand First assessment April 2018

For *Units 2*, *3* and *4*, onscreen tests are available on demand starting from April 2018. These tests use a range of question types, including examiner marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

We will provide annually, in our *Information Manual*, a detailed timetable for entries, assessment and results. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, the relationship with any other external assessments and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*. The content of the units will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies the specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and that they are aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions. It applies to onscreen tests.

8 Administrative arrangements

Introduction

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

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certificates are issued on time to allow learners to progress to chosen progression opportunities.

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

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

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

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

• access the assessment

• show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

• needs of the learner with the disability

• effectiveness of the adjustment

• cost of the adjustment; and

• likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

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

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

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

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

Internally-assessed units

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

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

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

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

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

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15* of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

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

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

* mark reduction for external assessments
* disqualification from the qualification
* being barred from registration for Pearson qualifications for a period of time.

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

* working with you to create an improvement action plan
* requiring staff members to receive further training
* placing temporary blocks on your certificates
* placing temporary blocks on registration of learners
* debarring staff members or the centre from delivering Pearson qualifications
* suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.

- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.

- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.

- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.

- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example, the appropriate realistic working environment (RWE), equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.

- Centres must deliver the qualification in accordance with current equality legislation.

- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering

- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery

- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

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

The methods we use to do this for BTEC Technical Level qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Level qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external units or who have not taken enough units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at grade ranges PP to DD.

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	**60 GLH**
U	0	0
Pass	8	16
Merit	12	24
Distinction	16	32

Points available for the external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

We will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification.

The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Technical Level with a PP grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Pass	8
2	60	External	Pass	16
3	60	External	Pass	16
4	60	External	Pass	16
5	60	Internal	Pass	16
6	30	Internal	Merit	12
7	60	Internal	Pass	16
	360		PP/P	100

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Technical Level with a DD grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	12
2	60	External	Merit	24
3	60	External	Distinction	32
4	60	External	Distinction	32
5	60	Internal	Distinction	32
6	30	Internal	Distinction	16
7	60	Internal	Distinction	32
	360		DD	180

The learner has sufficient points for a DD grade.

Example 3: Achievement of a Technical Level with an Unclassified result

Unit	GLH	Type	Grade	Points
1	30	Internal	Distinction	16
2	60	External	Merit	24
3	60	External	Unclassified	0
4	60	External	Pass	16
5	60	Internal	Pass	16
6	30	Internal	Pass	8
7	60	Internal	Distinction	32
	360		**U**	**112**

The learner has a U in Unit 3.

The learner has sufficient points for an MP but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 3 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year, two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 3 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.

- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.

- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 3 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

BTEC Level 3 Technical Level in

Professional cookery for professional chefs

Food and beverage service supervision

First teaching from September 2017
First certification from 2018

For more information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com