

# **Pearson**

# **BTEC Level 3 Certificate for**

# **Hospitality Supervisors**

## **Specification**

BTEC Specialist qualification

First teaching May 2019

Issue 1

## **Edexcel, BTEC and LCCI qualifications**

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# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work.

BTEC Specialist qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners develop the knowledge, understanding and skills they need for career progression or further study. As such, these qualifications are well-suited to support the delivery of the Apprenticeship Standards.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

## Sizes of BTEC Specialist qualifications

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

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

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

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

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

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



## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate for Hospitality Supervisors
Qualification Number (QN)	
Regulation start date	DD/MM/YYYY
Operational start date	01/05/2019
Approved age ranges	16–18 18+ 19+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
Total qualification time (TQT)	310 hours
Guided learning hours (GLH)	234 hours
Assessment	Internal assessment.
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Guide for Centres to Enrolling onto Qualifications</i> (see <i>Section 6 Access and recruitment</i> ).  However, centres must also follow <i>Pearson Guide for Centres to Enrolling onto Qualifications</i> (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Apprenticeship funding rules can be found at <a href="http://www.gov.uk">www.gov.uk</a>

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification purpose

### Qualification objectives

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The Pearson BTEC Level 3 Certificate for Hospitality Supervisors is for learners who are working in, or who are intending to work in a Hospitality Supervisor job role. The qualification is designed to support the off-the-job training and development of apprentices who are on the Hospitality Supervisor apprenticeship programme. The qualification is also for those individuals who are not on an apprenticeship programme but who wish to achieve a qualification to prepare for employment.

The qualification gives learners the opportunity to:

- develop the technical knowledge and understanding that underpins competence as a hospitality supervisor
- learn about a range of transferable skills and professional attributes that support successful performance in the workplace
- achieve a nationally-recognised Level 3 qualification
- develop confidence and readiness for the apprenticeship end-point assessment.

### Apprenticeships

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The Pearson BTEC Level 3 Certificate for Hospitality Supervisors is not a mandatory requirement within the Hospitality Supervisors Apprenticeship Standard. However, as it is aligned to the knowledge and behaviours outcomes of the Apprenticeship Standard, it provides structure for the off-the-job training element of the apprenticeship and builds the foundation for learners to develop occupational competence in the job role.

*Annexe A* shows how the knowledge and behaviours from the Apprenticeship Standard are covered in the qualification.

### Progression opportunities

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Learners who achieve the qualification and who have met all the other specified requirements of the Apprenticeship Standard can progress to achieving the full apprenticeship certification that confirms competency as a Hospitality Supervisor in a job role such as food and beverage service or housekeeping.

With further training and development, learners can progress to more senior or complex job roles such as Hospitality Manager in food and beverage, front office, hospitality outlet or housekeeping. Alternatively, those learners who have achieved the qualification and but completed the full apprenticeship requirements could progress to a job role such as shift leader.

## 4 Qualification structure

### Pearson BTEC Level 3 Certificate for Hospitality Supervisors

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	5
Number of mandatory units that must be achieved	4
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided Learning Hours	Mandatory or Optional
1	Business Principles in the Hospitality Industry	3	58	M
2	Supervising a Team in Hospitality	3	48	M
3	Customer Focus in the Hospitality Industry	3	40	M
4	Understanding Personal Effectiveness in a Hospitality Work Environment	3	44	M
Unit number	Optional units (choose 1)	Level	Guided Learning Hours	Mandatory or Optional
5	Principles of Food and Beverage Supervision	3	52	O
6	Principles of Housekeeping Supervision	3	52	O
7	Principles of Front Office Supervision	3	46	O
8	Principles of Events Supervision	3	51	O
9	Principles of Hospitality Outlet Supervision	3	44	O

## 5 Centre resource requirements

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

### General resource requirements

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Centres must have appropriate physical resources (for example 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 occupational experience.

There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.

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

Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *Pearson Centre Guide to Quality Assurance for NVQs/SVQs and Competence based qualifications* and *Pearson Delivery Guidance and Quality Assurance Requirements NVQs/SVQs and Competence based qualifications* available on our website.

Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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No special resources are required for this specification.

## 6 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

We refer centres to the *Pearson Equality, diversity and inclusion policy*, which is found in the support section of our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

### Prior knowledge, skills and understanding

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

### Access to qualifications for learners with disabilities or specific needs

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Equality and fairness are central to our work. Our *Pearson's Equality diversity and inclusion policy* document requires all learners to have equal opportunity to access our qualifications and assessments and for our qualifications are to be 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

## 7 Programme delivery

Centres are free to offer this qualification using any mode of delivery that meets learners' and employers' needs. It is recommended that centres make use of a wide range of training delivery methods, including direct instruction in classrooms, simulated demonstrations, research or applied projects, e-learning, directed self-study, field visits and role play. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Centres must adhere to the Pearson policies that apply to the different models of delivery. Our *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* document is available on our website.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- spending time with employers to better understand their organisational requirements and the methods of training that are most suitable, taking into consideration their available resources and working patterns
- collaborating with employers to ensure that learners have opportunities in the workplace to implement the knowledge and skills developed through the training programme
- developing up-to-date and relevant teaching materials that make use of scenarios relevant to the sector and relevant occupation
- giving learners the opportunity to apply their learning in realistic practical activities
- having regular meetings with employers to discuss learner progress, providing feedback and agreeing how any issues will be resolved
- developing projects or assessments with input from employers
- using expert witness reports from employers to support assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 8 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information is given in our *UK Information Manual*, available on our website.

### Language of assessment

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Assessments for internally-assessed units are in English only

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

### Internal assessment

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All units in this qualification are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering this qualification.

### Assessment through assignments

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

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.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

## Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool for measuring learning against the defined content and assessment criteria. Centres can use our pre-set tasks from each of the units in the specification, but should a centre wish to create their own, they must follow the guidance in ensuring that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Essential information for tutors and assessors* section of each unit. In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

Centres may choose to combine all or parts of different units into single assignments provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment, and that centres are able to track achievement in the records.

A learning outcome must always be assessed as a whole and should not be split into two or more assignments.

The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.



Centres do not have to follow the order of the learning outcomes of a unit in developing assignments but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.

As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory for teaching and learning. 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 research on their employer organisation, then they will address all the relevant range of content that applies in that instance.

## **Providing an assignment brief**

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to the learner about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## **Forms of evidence**

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary and for others, learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks or reports
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Handbook* on our website.

## Making valid assessment decisions

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### Authenticity of learner work

An assessor must assess only 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 ensure that evidence is authentic to a learner through setting valid assignments. This may include some supervised preparation and discussion of the work with the learner. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

## Making assessment decisions using unit-based criteria

Assessment decisions for the qualification are based on the specific criteria given in each unit. *Annexe B* sets out the definition of terms used in the assessment criteria that assessors need to understand.

Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- the *Essential information for tutors and assessors* section of each unit, which gives further information on the requirements to meet the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit.

To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. 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 assessment criteria for the units should be reported as Unclassified.

## Dealing with late completion of assignments

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

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.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to the learner.

## Resubmissions and retakes

Learners who do not successfully pass an assignment are allowed to resubmit evidence for the assignment or to retake another assignment. As a matter of best practice, it is recommended that centres apply the BTEC Firsts and Nationals retake and resubmission rules; however as these rules are not mandatory for BTEC Specialist programmes at Entry Level to Level 3 they do not have to be applied

## Administrative arrangements for internal assessment

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### Records

Centres 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 *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

### Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in our document *Pearson Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. In most instances, adjustments can be made through following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence.

We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

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

Both documents are on the policy page of our website.

## **Special consideration**

Centres must operate special consideration in line with the guidance given in our document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements and Reasonable Adjustments*.

Both of the documents mentioned above are on our website.

## **Appeals against assessment**

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and Appeals about Pearson vocational qualifications and end point assessment policy*, available on our website.

## Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that Pearson agrees 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, including:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the 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.

## Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website.

## Dealing with malpractice in assessment

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

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

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

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

### Internal assessment

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 and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

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

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

### Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com).

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

## **Teacher/centre malpractice**

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

Incidents of maladministration (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, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

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

We reserve the right to withhold certification when undertaking investigations, audits and quality 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 affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.



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

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's 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 the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications and end point assessment policy* document, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com). In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## 9 Recognising prior learning and achievement

### Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### Approvals agreement

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All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

# 11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications and apprenticeships.

The centre assesses BTEC Specialist qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. This also ensures learners are given appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards.

Our processes enable us to recognise good practice, effectively manage risk and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly.

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes:

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a BTEC Specialist qualification alongside other qualifications related to the same Apprenticeship Standard, wherever possible, we will allocate the same Standards Verifier for both qualifications.

For further details please see the following handbooks available on our website:

- Pearson Centre Guide to Quality Assurance for NVQ/SVQ and Competence based qualifications
- Pearson Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence based qualifications

Following registration, centres will be given further quality assurance and sampling guidance.

## 12 Units

Each unit in the specification is set out a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

### **Unit number**

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

### **Unit title**

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

### **Level**

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

### **Unit type**

This says if the unit is mandatory or optional for the qualification. See *Section 4 Qualification structure* for full details.

### **Assessment type**

This states whether the unit is assessed internally or externally.

### **Guided Learning Hours (GLH)**

This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.

We have consulted users of the qualification and we have assigned a number of hours to this activity for each unit.

## Unit introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome. A full glossary of terms used is given in *Annexe B*. All assessors need to understand our expectations of the terms used.

## Unit content

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where it is designed to support apprenticeships, the unit content is informed by the knowledge and understanding requirements of the relevant Apprenticeship Standard.

## Relationship between unit content and assessment criteria

Content is compulsory except when shown as 'e.g.' Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

## Legislation

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

## Essential information for tutors and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following subsections.

- *Essential resources* – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

- *Assessment* – for internally-assessed units, it provides recommended assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully, alongside the assessment criteria. For externally-assessed units, this section gives details of the format, structure and any specific conditions of the external assessment(s).

# **Unit 1: Business Principles in the Hospitality Industry**

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>58</b>

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## **Unit introduction**

In order for hospitality businesses to be successful, the management of operational performance must be efficient. Hospitality businesses need to monitor their spending, comply with relevant legislation, regulations and codes of practice, and know how to deal with waste to ensure efficiency of resource use.

In this unit you will examine how budgeting helps hospitality businesses manage costs in order to be successful. You will investigate relevant legislation, regulations and codes of practice and how you are responsible for team member compliance to these. You will understand the importance of hazard analysis/risk assessments. Finally you will examine waste management practices and why waste management is important for hospitality businesses.

The knowledge you gain in this unit is important for you as a hospitality supervisor, as it ensures that you have an understanding of the relevant business knowledge for you to draw on when you are working. Commercial success is key for the hospitality business and you as a hospitality supervisor have an important role in contributing to this.



## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the structure of the hospitality industry	1.1	Describe the types of businesses in the hospitality industry
		1.2	Explain the job roles and career progression in the hospitality industry
2	Understand the effect of legislation, regulation and codes of practice on hospitality businesses	2.1	Describe the impact of legislation compliance on a hospitality business
		2.2	Describe the impact of regulation compliance on a hospitality business
		2.3	Explain the importance of adhering to codes of practice for a hospitality business
3	Understand the benefits of effective waste management practices for hospitality businesses	3.1	Explain the waste management practices of a hospitality business
		3.2	Explain the benefits of waste management practices in a hospitality business
4	Understand how to apply cost control in hospitality businesses	4.1	Explain the purpose of departmental budgets
		4.2	Describe how a departmental budget is planned
		4.3	Describe how costs are proportioned in a hospitality business
		4.4	Explain how a hospitality business effectively controls its costs

Learning outcomes		Assessment criteria	
5	Understand how hospitality businesses achieve commercial success	5.1	Analyse the general principles used for a hospitality business to achieve commercial success
		5.2	Explain the purpose of a vision statement of a hospitality business
		5.3	Explain how having clear objectives contributes to the success of a hospitality business
		5.4	Explain how a hospitality business measures financial success
		5.5	Explain the importance of brand standards and service agreements for a hospitality business

## Unit content

What needs to be learned
<b>Learning outcome 1: Know the structure of the hospitality industry</b>
<b>1A Types of hospitality businesses</b> <ul style="list-style-type: none"><li>• Types of hospitality businesses and the nature of the services offered, including:<ul style="list-style-type: none"><li>○ restaurants, e.g. fast food and fine dining, clubs; classification by cuisine</li><li>○ pubs, bars</li><li>○ overnight accommodation, e.g. hotels (1 to 5 star), bed and breakfast, hostels, halls of residence</li><li>○ membership clubs, e.g. sports</li><li>○ tourism, e.g. holiday centres, cruise liners</li><li>○ contract catering, e.g. corporate such as factory or office canteens, airlines, schools</li><li>○ events, e.g. sport, music, themed, meetings and conferences, exhibitions</li><li>○ food and beverage providers</li><li>○ entertainment, e.g. cinemas, theme parks, casinos.</li></ul></li></ul>
<b>1B Range of jobs in hospitality businesses</b> <ul style="list-style-type: none"><li>• The range of jobs available and progression paths in hospitality businesses, including:<ul style="list-style-type: none"><li>○ entry level roles, e.g. waiting staff, bar staff, concierge, room attendant, receptionist, barista, porter</li><li>○ supervisory roles, e.g. shift leader, section supervisor, team leader, bar supervisor, concierge supervisor, events supervisor, food and beverage supervisor, front office supervisor, hospitality outlet supervisor, housekeeping supervisor</li><li>○ management, e.g. section assistant manager, head of a section, conference and events management, front office, hospitality outlet management, housekeeping management, revenue management.</li></ul></li></ul>

## **Learning outcome 2: Understand the effect of legislation, regulation and codes of practice on hospitality businesses**

### **2A Health and safety legislation**

- Health, safety and security, including: premises access, use of firefighting equipment, safety signage, team member training on fire prevention and evacuation, chemical usage and storage, equipment usage, protective equipment and clothing, safe lifting, unexpected situations, lone working, personal injury or property claims insurance, disclosure and barring service (DBS) checks, first aid box, designated first aider(s), reporting.
- Supervisor responsibility for hazard and risk management, including:
  - compliance and operational analysis/risk management, including: risk assessment for likelihood of occurrence of risks and hazards, food safety for hygiene, hazard analysis and critical control points
  - strategic analysis and risk management, including: PEST analysis, SWOT analysis
  - reputational analysis and risk management, including: negative and positive reviews, word of mouth among customers/potential customers, disgruntled ex-staff/staff members, effectiveness of customer services, compliant handling.

### **2B Other legislation affecting hospitality businesses**

- Food safety e.g. temperatures, personal hygiene, safe food handling.
- Weights and measures e.g. legally approved, suitable and accurate measuring tools.
- Data protection and security e.g. safeguarding of customer and staff data.
- Employment legislation, including: working hours, breaks, holidays, equality and diversity in making reasonable adjustments, treating all people fairly.
- Environmental legislation, including: chemicals, waste, noise.

### **2C Regulations affecting hospitality businesses**

- Licensing, including: personal licence, premises licence, Temporary Event Notice (TEN), opening times.
- Local council inspections for adherence to codes of practice e.g. food hygiene rating.

### **2D Codes of practice affecting hospitality businesses**

- Code of practice definition, including: internal standard operating procedures, compliance with external legislation.

### **Learning outcome 3: Understand the benefits of effective waste management practices for hospitality businesses**

#### **3A Waste management**

- Waste management practices of hospitality businesses, including:
  - effective waste disposal strategies
  - collection methods e.g. frequency of collection, designated containers/bins and costs of collecting, recyclables, non-recyclables, hazardous waste, liquid waste, biodegradable and non-biodegradable waste, solid waste
  - sustainability
  - reduce single-use plastics e.g. food containers
  - promote energy efficiency among team members e.g. turning off lights in unused rooms, turning off gas and electricity when not in use.

#### **3B Benefits of waste management**

- Benefits of waste management for hospitality businesses, including:
  - hygienic environment
  - pollution reduction
  - income from waste e.g. some businesses buy waste
  - cost savings e.g. refillable dispensers, water filters instead of plastic bottles, switching to LED lights.

### **Learning outcome 4: Understand how to apply cost control in hospitality businesses**

#### **4A Departmental budgets**

- Purpose of departmental budgets, including:
  - provide accurate forecasts for accounting periods, support budget preparation
  - revenue budget is monitored; day-to-day tracking of revenue and expenses
  - cost efficiency, e.g. planning, monitoring, controlling expenditure and revenue
  - links to organisational objectives and strategies
  - resource management e.g. costs, expenditure on sales, materials, labour, overheads.
- Budget planning, including:
  - SWOT analysis
  - cash flow forecasts planned income and expenditure
  - departmental budget planning for a year.

#### **4B Costs**

- Cost categories, including: materials, labour, overheads, fixed and variable costs, direct costs, indirect costs, contingency costs.
- Proportional costs across the business, including:
  - highest cost proportions, e.g. labour, stock
  - mid-range cost proportions, e.g. rent, rates, utilities, administration, marketing costs
  - contingency funds (lowest).

#### **4C Cost control**

1. Controlling costs, including:
  - stock control, e.g. calculating stock value, first in first out (FIFO), maintain safety and security of stock
  - key performance indicators e.g. sales mix, average spend, occupancy rates/levels
  - maintaining documentation e.g. purchase order, delivery notes, invoice, goods received notes, credit note, goods returned note
  - managing expenditure and credit e.g. adhere to credit limits, timely payments to vendors and other creditors, efficient processing of employees wages, accurate and timely invoicing
  - contingency plans e.g. overdraft facility, negotiating terms, leasing instead of purchasing fixed assets.

### **Learning outcome 5: Understand how hospitality businesses achieve commercial success**

#### **5A General principles for achieving success in hospitality businesses**

- Strategic management and leadership, including: clear vision, SMART objectives, sound business plan, managing change (evolving the product and service offer), clear business positioning, managing financial performance, strong organisational culture and values.
- Focus on customers, including: research to understand customers' needs, excellent customer service, meeting and exceeding customer expectations, positive customer experiences, listening and responding to customers.
- Effective marketing and promotions, including: the 4Ps, clear brand identity, positive brand image and reputation, managing social media interactions, digital marketing.
- High-performing team members, including: training and development, performance management, personal presentation.

## **5B Hospitality business vision statement**

- Definition of a vision statement and examples of vision statements in the hospitality industry.
- Purpose of a vision statement, including: setting standards of excellence, promoting the hospitality business' values, generating commitment from customers and other stakeholders.

## **5C Hospitality business objectives**

- Focus of hospitality business objectives, including: areas such as profitability, competitive positioning, provision of excellent customer service, brand standard, employee relations, return on investment.
- Difference between long-term and short-term objectives, with relevant examples from the hospitality industry.
- Role of objectives in operating a successful hospitality business, including:
  - motivating and focusing team members on shared aims
  - setting targets
  - monitoring progress towards reaching targets
  - providing a clear understanding of what the hospitality business wants to accomplish
  - evaluating financial and employee performance.
- Strategies used to apply vision and objectives, e.g. staff training, policies, brand ambassadors.

## **5D Measuring financial success**

- Key performance indicators (KPIs) of a hospitality business, including:
  - input KPIs, e.g. how purchases are made, day-to-day resources, quantity of resources, funding for training team members
  - process KPIs, e.g. efficiency, productivity, occupancy, turnaround times, seating efficiency, number of customers per employee, future bookings
  - output KPIs, e.g. gross profit margin, operating margin, net profit margin, return on capital employed, sales revenue, number of new customers, customer satisfaction.

## **5E Brand standards and service agreements**

- Brand standards including:
  - brand identity, e.g. guidelines relating to names and descriptions, appearance
  - brand standards in hospitality businesses, e.g. quality of soap, availability of different quality pillows, food quality
  - brand image, e.g. past, present and potential customer perceptions of brand.

- Service agreement - an agreement between two parties for a service to be completed.
- The importance of brand standards and service agreements for hospitality businesses, including:
  - strong brand identity, personality
  - quality standards of delivery e.g. budget hotels to high end hotels
  - targets specific market segments e.g. families, businesses
  - pricing
  - brand awareness e.g. customers know what to expect, customer loyalty
  - market positioning e.g. brand recognisable against those of competitors
  - coherency and consistency in operations e.g. customer service, food and beverage service, marketing
  - new opportunities to extend the brand
  - increased profitability
  - builds brand reputation.



## Essential information for tutors and assessors

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### Essential resources

- There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

#### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners research and prepare a leaflet giving information on hospitality businesses in their local area in order to find out about the range of businesses and opportunities available. The research can be undertaken by using the internet and/or by visiting different types of hospitality businesses. In their leaflet, learners will:

2. describe at least **four** types of hospitality businesses in the hospitality industry. The description of each business must include the type of product and/or service offered. (AC1.1)
3. give details of a total of **four** job roles. **Two** job roles each, for **two** different types of hospitality businesses. This will include examples of progression available for **two** of the four jobs. (AC1.2)

#### Learning outcome 2

**To satisfy the assessment criteria for this learning outcome**, learners research and produce a leaflet on legislation that applies to their hospitality business. Learners who are not working in a hospitality business will base their leaflet on a single hospitality business with which they are familiar. In their leaflet, learners will:

1. outline the impact of the legislation on a hospitality business, including:
  - **four** impacts of health and safety legislation, including **three** ways in which the hospitality supervisor manages risk
  - **one** impact of food safety legislation

- **one** impact of weights and measures legislation
  - **one** impact of data protection legislation
  - **one** impact of employment legislation
  - **one** impact of environmental legislation (AC2.1)
  - **one** impact of regulations. (AC2.3)
2. outline **one** relevant code of practice that affects a hospitality business including:
- **three** detailed reasons as to why it is important for the hospitality business to adhere to this code of practice. (AC2.2)

### Learning outcome 3

**To satisfy the assessment criteria for this learning outcome** learners produce a presentation to show their understanding of waste management for the hospitality business in which they are employed. Learners who are not working in a hospitality business will base their presentation on a single hospitality business with which they are familiar. In their presentation, learners will:

1. give details of how a hospitality business practices and has awareness of waste management including:
  - **five** ways that a hospitality business practices and shows awareness for waste management. (AC3.1)
  - give **three** detailed reasons as to why waste management is beneficial for a hospitality business. (AC3.2)

### Learning outcome 4

**To satisfy the assessment criteria for this learning outcome** learners prepare a leaflet to show their understanding of controlling costs in the hospitality business in which they are employed. Learners who are not working in a hospitality business will base their leaflet on a single hospitality business with which they are familiar. In their leaflet, learners will:

1. give **four** detailed examples of how departmental budgets are used. (AC4.1)
2. describe the process for planning an annual departmental budget including:
  - a SWOT analysis
  - consideration of projected income and expenditure. (AC4.2)
3. give **one** example of a cost for each of the proportional costs, including:
  - highest proportional cost
  - mid-range cost proportions
  - contingency funds. (AC4.3)
4. give a detailed account of **three** ways that costs are controlled in a hospitality business (AC4.4)

## Learning outcome 5

**To satisfy the assessment criteria for this learning outcome,** learners prepare a presentation to show their understanding of how the hospitality business in which they are employed achieves commercial success. Learners who are not working in a hospitality business will base their presentation on a single hospitality business with which they are familiar. In their presentation, learners will:

1. examine the strategic management of a hospitality business considering how this strategy is instrumental in achieving commercial success for the hospitality business including:
  - a detailed description of **four** principles which a hospitality business uses to achieve commercial success, **one** being strategic management.
  - clearly showing how each of the **four** principles, is instrumental in achieving commercial success for the hospitality business. (AC5.1)
2. outline the purpose of a vision statement and give at least **one** reason why it is important to develop this. (AC5.2)
3. outline **two** objectives of a hospitality business and give reasons why each objective contributes to a hospitality business's commercial success (AC5.3)
4. outline **three** different types of key performance indicators, providing one example for each, showing how each example contributes to the success of the hospitality business. (AC5.4)
5. give **three** detailed reasons for each, as to why the following support the success of a hospitality business:
  - positive brand image
  - service agreements. (AC5.5)



## Unit 2: Supervising a Team in Hospitality

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>48</b>

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### Unit introduction

In order to ensure that the business objectives are met, hospitality businesses need effective supervisors to lead and mentor team members. Hospitality supervisors need to understand their own role and the roles of their team members to ensure the efficiency of team working.

In this unit, you will learn about how your role as a hospitality supervisor helps the hospitality business to achieve its goals. You will investigate how motivational theories, techniques and communication help you to motivate and guide team members effectively to work to brand standards, allowing the business to achieve its objectives. Finally, you will learn how to develop team members by setting targets for them and how meeting these targets benefits them.

The knowledge gained in this unit is important for you as a hospitality supervisor as it gives you an understanding of how to work with team members in an effective way to ensure efficiency and productivity.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand how the hospitality team impacts on the role of supervisor	1.1	Compare the responsibilities of hospitality supervisors and team members
		1.2	Explain the characteristics of effective team working
		1.3	Assess how an understanding of team diversity benefits the hospitality supervisor and individual team members
		1.4	Explain how Equality and Diversity Legislation benefits customers and the hospitality business
		1.5	Explain the effects of team dynamics on quality of output
2	Understand leadership styles and their use in different hospitality contexts	2.1	Describe the characteristics of an effective leader in hospitality
		2.2	Explain the need to adjust leadership styles to different work situations
3	Understand team leadership models and theories	3.1	Explain the impact of good team leadership on a hospitality business and individual team members
		3.2	Compare the theories of leadership
		3.3	Explain the effects that different leadership models have on team members
		3.4	Explain the different models that can be used to structure coaching sessions effectively
		3.5	Evaluate the use of different theories and models of team building and development in the workplace

Learning outcomes		Assessment criteria	
4	Understand the practice of managing individual and team performance	4.1	Describe the skills needed by hospitality supervisors to improve team performance
		4.2	Explain the need for effective communications between the hospitality supervisor and team members
		4.3	Outline the benefits of using coaching to support the development of hospitality team members in the workplace
		4.4	Assess how a hospitality supervisor uses motivational theories and techniques to improve team performance
		4.5	Explain the process of team member target setting

## Unit content

What needs to be learned
<b>Learning outcome 1: Understand how the hospitality team impacts on the role of supervisor</b>
<b>1A Hospitality supervisor responsibilities</b> <ul style="list-style-type: none"><li>• Hospitality supervisor responsibilities, including:<ul style="list-style-type: none"><li>○ ensuring team member adherence to brand standards and service level agreements</li><li>○ delegating</li><li>○ motivating</li><li>○ providing guidance and constructive feedback</li><li>○ holding meetings</li><li>○ resolving issues of team members and customers</li><li>○ professional development and performance management of team members</li><li>○ decision making</li><li>○ reporting to management.</li></ul></li></ul>
<b>1B Hospitality team member responsibilities</b> <ul style="list-style-type: none"><li>• Team member departmental responsibilities, including:<ul style="list-style-type: none"><li>○ food and beverage service e.g. service area preparation and clear down of service areas, serving customers</li><li>○ housekeeping e.g. cleaning, servicing rooms</li><li>○ reception e.g. check in, check out, general administrative duties</li><li>○ conference and events e.g. preparation and clear down of venues, servicing the conference/event</li><li>○ outlets e.g. promoting, selling.</li></ul></li><li>• Team member individual responsibilities, including: balancing workload, punctuality, reliability, commitment, problem solving, seeking advice, communicating, listening, respect, accountability, responsibility, delivery of products/services to agreed specifications, working to business policies and standard operating procedures.</li></ul>
<b>1C Effective team working</b> <ul style="list-style-type: none"><li>• Characteristics of effective teams, including: shared purpose, clear expectations and goals, effective processes, defined balanced roles, balance of skills and abilities, good communication, appropriate leadership, understanding expectations, interdependence, mutual cooperation, openness, trust, good personal relationships.</li></ul>



## **1D Team Diversity**

- Diversity definition, e.g. culture, language, religion, gender, age, sexual orientation, disability, socio-economic background, experience.
- Benefits of diversity in a team, including: different team member strengths, encourages innovation, language skills of team members make business globally inclusive, culture of respect, improves team member performance, team members feel valued and confident, fosters goodwill in the workplace.

## **1E Equality and diversity legislation**

- Equality and diversity legislation, including: non-discrimination of protected characteristics e.g. age, race, disability, gender, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership, gender reassignment.
- Benefits of diversity and equality legislation for team members, including: equal opportunities, assessed on performance and measurable merits, reasonable measures provision, non-discrimination.
- Benefits of equality and diversity legislation for customers, including: fair treatment, non-discriminatory.
- Benefits of diversity and equality legislation for a hospitality business including: effectiveness, dynamic and creative workforce, heightened productivity.

## **1F Team dynamics**

- Meaning of team dynamics.
- Factors that affect team dynamics, including:
  - attitudes, including: impact on decision making, effect on interpersonal interactions, performance and productivity
  - loyalty to specific person/group, including: effect on potential to recognise poor practice, reporting
  - competition e.g. healthy productivity, tension, frustration.
- Positive effects of team dynamics on quality of output, including: flexibility/adaptability, shared accountability, initiative, responding to change, assisting others, complementary skills, innovative, increased team morale, improved team performance.
- Implications of negative team dynamics on quality of output, including: reliance on supervisors, low staff morale, mistrust, poor rapport, demotivation, conflict, uncooperative, lack of direction, increased staff turnover.

## **Learning outcome 2: Understand leadership styles and their use in different hospitality contexts**

### **2A Characteristics of an effective leader**

- Motivational e.g. sets SMART targets, use of employees skill set, supports staff performing below target, builds morale/confidence, delegates.
- Excellent communication skills, e.g. listening, effective use of non-verbal language.
- Interpersonal skills, e.g. building and managing effective team, managing own stress and anger.
- Time and priority management skills, e.g. flexible, adaptable, managing own workload.
- Problem-solving skills, e.g. uses initiative, innovative, creative, strategic, decisive.
- Reflective, e.g. recognises own weaknesses.
- Manages conflict, e.g. promotes resolution and professional relationships.

### **2B Leadership styles, characteristics and effects on team members and the hospitality business**

- Transformative leadership style.
- Autocratic/authoritarian leadership style.
- Laissez-faire leadership style.
- Democratic leadership style.

### **2C Appropriate leadership styles in different work situations**

- Factors affecting the suitability and use of different leadership styles including:
  - competence, proficiency and experience of the supervisor and team members
  - stage of team development
  - nature of work
  - time and resource constraints
  - organisational environment e.g. changes in structure, downsizing, large teams
  - personalities and preferences of team members.
- Benefits of adapting leadership styles with reference to effective leadership and meeting the needs of individuals and the team.

- Consequences of ineffective/poor leadership in terms of productivity and team performance, staff morale and turnover, staff development, organisational culture.

### **Learning outcome 3: Understand team leadership models and theories**

#### **3A Effective team leadership**

- Effective team leadership characteristics, including: coordinating, bringing together a group of people to work to achieve a common goal; activities such as setting team performance objectives; reviewing team performance and methods; directing team decision-making.
- The impact of effective team leadership in terms of:
  - improved hospitality business performance, reputation and customer experience
  - cost reduction and efficiency for hospitality businesses – reduced labour turnover, greater productivity, fewer disruptions to work activities
  - value creation and competitive advantage through highly talented, empowered and motivated staff
  - job satisfaction and improved confidence and engagement from employees.

#### **3B Theories of leadership characteristics, benefits and limitations for team member performance**

- Meaning of leadership.
- Transformational theory.
- Emotional intelligence theory.
- Contingency theory.

#### **3C Leadership models' characteristics, benefits and effects on team members**

- Authoritative leader.
- Authentic executive.
- Forerunner executive.
- Coaching leader.
- Coercive leader.
- Group-think model.
- Democratic leader.

#### **3D Coaching models**

- Definition of coaching.

- Different coaching models, their stages and effectiveness in delivering coaching, including:
  - GROW – Goal, Reality, Options, Will/Way forward
  - CLEAR – Contracting, Listening, Exploring, Action, Review
  - FUEL – Frame the conversation, Understand the current state, Explore the desired state, Lay out a plan for success.

### **3E Theories and models of team building and development**

- Characteristics of a team e.g. shared purpose, involved in similar activity, interdependence, defined roles, personal relationships.
- Types of teams, including: functional, matrix, cross functional, project, virtual.
- Team building models and theories, including:
  - Belbin team roles, including: nine team roles and their strengths and weaknesses, creating the right balance of roles within a team for optimum efficiency and effectiveness
  - Tuckman stages of team development, including features of the four stages of development, the role of the manager during each of the stages.

## **Learning outcome 4: Understand the practice of managing individual and team performance**

### **4A Supervisor skills**

- Supervisor skills needed to improve team performance, including: clear communication, interpersonal, time management, flexibility, adaptability, problem solving, initiative, innovation, creative, strategic, decisive, reflective.

### **4B Effective supervisor/team member communications**

- Supervisor to team members, including: rota preparation, dealing with issues, feedback, team briefings, training, staff one-to-ones/reviews.
- Team member to supervisor, including: seeking clarity, advice and guidance, seeking approval, escalating issues.

### **4C Benefits of using coaching to develop individual team members**

- Benefits of using coaching to support the development of team members, including:
  - empowering team members and encouraging personal development and engagement
  - ability to be tailored to the individual team member, to their knowledge, experience and learning styles, e.g. visual, auditory, kinaesthetic
  - focus on development of specific skills and tasks

- allowing for structured but flexible delivery
- generates measurable learning and performance targets.

#### **4D Motivational theories and implications for managing team members**

- Maslow's Motivational theory.
- McGregor's Motivational X and Y Theory.
- Herzberg's Two Factor Theory.

#### **4E Motivational techniques**

- Business motivational techniques, including: reward schemes, flexible working, training and development, appraisals leading to recognition
- Supervisor motivational techniques, including: emotional awareness, recognising needs, adjusting communication style to suit needs, open communication, follow-up, feedback, managing conflict, acting as a role model, reliable, flexible, valuing team members.

#### **4F Target setting for team members**

- SMART target setting aligned to the aims, objectives and key performance indicators of the hospitality business.
- Benefits of target setting for team members and business, including:
  - relationship building between supervisor and team members, e.g. improving morale and lowering staff turnover
  - positive work environment, e.g. team members develop themselves; commitment
  - staff development, e.g. skills building, flexibility
  - benefits of target setting for the business, e.g. customers' needs met, improved productivity, increased sales, increased revenue, business growth.

## Essential information for tutors and assessors

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### Essential resources

- There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners prepare a booklet that covers the roles and responsibilities of a hospitality supervisor and team members. They will include how teams work together effectively by embracing the diversity of team members in their employer hospitality business or, if they are not in employment, in a single hospitality business of their choice. In their booklet, learners will:

1. compare supervisor and team member responsibilities in detail including:
  - **three** similarities
  - **two** differences (AC1.1)
2. provide a detailed description of **four** characteristics of effective team working, giving an example for each to support their answer. (AC1.2)
3. give a detailed description about the diversity of a team in a hospitality business, including:
  - **three** types of diversity in the team
  - **one** benefit for each of the three types of diversity for the hospitality supervisor
  - **one** benefit of the supervisor's awareness of **one** type of diversity, for an individual team member. (AC1.3)

4. give an outline of equality and diversity legislation, including:
  - **one** benefit for hospitality customers
  - **one** benefit for the hospitality business (AC1.4)
5. give details of **two** factors that affect team dynamics and for each factor include:  
**two** positive and **two** negative effects on the quality of work output of team members. (AC1.5)

### Learning outcome 2

**To satisfy the assessment criteria for this learning outcome**, learners continue with the booklet they started in learning outcome 1 and include information on the characteristics of an effective leader who uses a variety of leadership styles suited to different contexts. Learners who are in employment will use their employer hospitality business or, if they are not in employment, a single hospitality business of their choice. In their booklet, learners will:

1. describe **four** characteristics of an effective leader, providing **one** example for each characteristic from their own or chosen work context. (AC2.1)
2. outline why it is necessary to adjust leadership styles to different situations by including:
  - the use of **at least two** different leadership styles in a given context
  - **at least three** detailed potential consequences, of adjusting leadership style to meet the specific situation and the individual's needs. (AC2.2)

### Learning outcome 3

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the booklet they started in learning outcome 1. They will include information on team leadership, theories and models of team leadership and the effects that they have on team members. They will also include information on the coaching and team-building models used in their employer hospitality business or, if they are not in employment, in a single hospitality business of their choice. In their booklet, learners will:

1. give details of how effective team leadership impacts on the hospitality business and team members including:
  - **three** characteristics of effective team leadership
  - **two examples** of impacts of effective team leadership for the hospitality business
  - **two** examples of impacts of effective team leadership on the hospitality team members. (AC3.1)
2. give details of **two** leadership theories, clearly showing the differences between them, including:
  - benefits for team members

- limitations for team members (AC3.2)
3. describe **four** leadership models, including **two** effects that each has on team members. (AC3.3)
  4. describe **two** coaching models, including: stages and effectiveness of delivering coaching using the model. (AC3.4)
  5. give detailed explanations of **two** team building and development models, including:
    - **four** characteristics of each model or theory.
    - **one** example for each characteristic of the teambuilding models' effectiveness on team members.
    - the extent to which the models are effective in practice. (AC3.5)

#### Learning outcome 4

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the booklet they started in learning outcome 1. They will include information on how to improve performance in their employer hospitality business or, if they are not in employment, in a single hospitality business of their choice. In their booklet, learners will:

1. describe **at least five** skills that a hospitality supervisor needs to improve team performance. (AC4.1)
2. give a detailed description of **three** ways in which a hospitality supervisor effectively communicates with team members and **three** ways that team members effectively communicate with the supervisor, using **one** example for each to support their answer. (AC4.2)
3. outline **three** benefits of using coaching to support the development of individuals in a team. (AC4.3)
4. select and provide an overview of **two** motivational theories and associated techniques that a hospitality supervisor can use to motivate team members, including:
  - **two** benefits
  - **two** limitations
  - a conclusion as to which theory is the most useful and reasons why.
  - showing a clear relationship between the technique used and each motivational theory. (AC4.4)
5. give a detailed description of the process of target setting in their hospitality business, providing **one** benefit for the team member and **one** benefit for the hospitality business. (AC4.5)



## Unit 3: Customer Focus in the Hospitality Industry

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>40</b>

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### Unit introduction

For hospitality businesses to be successful in meeting their aims and the needs of their customers, they need to know who their customers are. To do this, they create customer profiles. They also create a brand to gain recognition among customers, who will then know what to expect of the business.

In this unit, you will learn about who your customers are and how a hospitality business makes sure that it is positioned well in the hospitality market in order to gain competitive advantage. You will explore the principles of marketing and the importance of customer profiling for the hospitality business. You will understand how a hospitality business markets itself effectively, using the 5Ps, and how brand standards impact on a hospitality business's reputation.

The knowledge you gain in this unit is important for you as a hospitality supervisor, as it gives you an understanding of the marketing processes of hospitality businesses.



## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand how the hospitality industry profiles customers	1.1	Describe the types, demographics and preferences of external customers in the hospitality industry
		1.2	Explain the importance of respecting customer diversity in the hospitality industry
		1.3	Explain the importance of building customer profiles in the hospitality industry
2	Understand the need for excellent customer service in the hospitality industry	2.1	Explain what is meant by customer experience
		2.2	Explain the principles of excellent customer service
		2.3	Explain the importance of excellent customer service in the hospitality industry
		2.4	Describe the role of a supervisor in customer service
3	Understand the factors that contribute to marketing strategies in hospitality businesses	3.1	Explain how a hospitality business uses the marketing mix to meet customer needs
		3.2	Explain how a hospitality business use promotional strategies to market its products and services
		3.3	Explain the importance of financial key performance indicators for the marketing strategy of a hospitality business

Learning outcomes		Assessment criteria	
4	Understand how the hospitality industry meets customer needs	4.1	Compare the market positioning of hospitality businesses
		4.2	Explain how marketing positioning tools benefit hospitality businesses
		4.3	Explain the needs and expectations of customers in the hospitality industry
		4.4	Assess the extent to which a hospitality business meets customer needs

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand how the hospitality industry profiles customers

##### 1A Market identification for building a hospitality customer profile

- Identifying hospitality customer types, including:
  - business customers, e.g. conferences, business events, business meetings, seminars
  - leisure customers, e.g. banqueting, gala dinners, celebrations, tourists, families.
- Recognising hospitality customer types, including:
  - type of booking requested, e.g. corporate, group, in situ, leisure
  - time of booking, e.g. customers requesting a specific time for afternoon tea or dinner
  - time of arrival, e.g. pre-booked, walk-in
  - facilities of the establishment, e.g. relaxation, tourist information, meeting rooms.
- Identifying hospitality customer demographics including: geographical, age, social class, household size and structure, education, occupation, gender, race, culture, religion, spending habits.

##### 1B Hospitality customer diversity

- Recognising and respecting diversity of hospitality customers, including:
  - differences in personal beliefs, personal style and appearance, religion, ethnicity, culture, language, socio-economic status, physical and mental ability
  - importance of respecting diversity and individual differences, e.g. non-judgemental, treating everyone as equal, compliance with equality legislation, providing positive customer experiences
  - ways of showing respect for customer diversity, including non-stereotyping, being respectful, simple use of appropriate language, awareness of cultural or demographic differences and norms of customers, following organisational policies and best practices for diversity, being polite, patient and considerate.

##### 1C Importance of building customer profiles

- Target market knowledge, including: current customer base, competition, analysis of product/service offer, target customers, demographics, needs and wants of customers, customer buying behaviours, marketing strategy, repeat business.

- Improvements to brand, e.g. customer feedback and suggestions to develop brand, refine product and services offered to meet customer needs.
- Responding to competition, e.g. exceeding customer expectations, relationship building, reduction in competitive offers, customer loyalty, word of mouth, repeat business.

## **Learning outcome 2: Understand the need for excellent customer service in the hospitality industry**

### **2A The customer experience**

- Meaning of customer experience, including: reference to critical moments/touch points that create customer interactions.
- Impact of customer expectations on customer experience, i.e. negative or positive customer experience, dependent on whether expectations are not met, matched or exceeded.
- Customer experience journey stages and touch points, including: awareness/interest, consideration, purchase, retention, advocacy.
- Examples of the stages of the customer experience journey in different types and sizes of hospitality businesses and the nature of the interactions at each stage.

### **2B Principles of excellent customer service**

- Meaning of customer service.
- Different types of customer service, including: sales and marketing, customer support service.
- Relationship between customer service and customer experience, i.e. the key factor in delivering positive/good customer experiences.
- Principles of excellent customer service, including: welcoming and friendly; competent (knowledgeable about products and services); efficient; flexible; consistent (providing quality service, timely, adding value, problem solving, effective communication, reliable, professional, responsive, courteous, credible, trustworthy).
- Examples of how to achieve excellent customer service in hospitality businesses, e.g. friendly, positive body language, good product knowledge, following up on queries/requests, appropriate use of language, reasonable service level agreements (SLAs), efficient procedures for resolving customer queries and problems.

## **2C Importance of excellent customer service**

- The importance of excellent customer service to the success of hospitality businesses, including: customer loyalty, increased revenue, enhanced business profile, new customers, promotes brand recognition, consistent service, word-of-mouth advertising.
- Effects of poor customer service on hospitality businesses, including: reduced sales, reduced profitability, increase in customer complaints, higher stock wastages, low employee morale, poor brand reputation.

## **2C Role of the supervisor in customer service**

- The hospitality supervisor has responsibility for ensuring excellent customer service is delivered in all departments of a hospitality business including:
  - delegating tasks to team members
  - monitoring team members performance in customer service
  - assisting team members in their duties
  - training team members in excellent customer service
  - maintaining communication with customers
  - handling complaints.

## **Learning outcome 3: Understand the factors that contribute to marketing strategies in hospitality businesses**

### **3A Marketing**

- Meaning of marketing, e.g. promoting and selling products or services to meet customer needs.
- Marketing mix (5Ps) including:
  - product, e.g. product type, service, meeting needs of customers
  - price, including: costs e.g. (variable costs); comparable prices to competitors; unique selling price (USP)
  - place, including: location of provision
  - people, including: team members customer service skills, suppliers, customers
  - promotion, including: marketing techniques, sales techniques.

### **3B Marketing strategy**

- Marketing strategy, including: customer profiles, promotional strategies and financial targets.

- Promotional strategies, including: methods used to advertise and sell products and services e.g. advertisements on television, radio, media, word of mouth, loyalty and reward programmes, events, specials, social media.
- The importance of financial key performance indicators (KPIs) for the marketing strategy, including:
  - input KPIs investment into marketing
  - output KPIs return on marketing investment, gross profit margin, operating margin, net profit margin, return on capital employed, sales revenue.

#### **Learning outcome 4: Understand how the hospitality industry meets customer needs**

##### **4A Market positioning**

- Meaning of market positioning.
- Types of market positioning, including:
  - reverse positioning, including: customers want something more than basic but not everything e.g. quality mattresses offered at budget hotels
  - breakaway positioning (brand standard), including: recognition of product/service based on features e.g. design, functionality, appearance, feel, luxury, distribution channel, pricing
  - competitive positioning, including: market profile, stage of growth, customer demographics, competitive analysis, unique selling point (USP), value added.

##### **4B Market positioning tools**

- Brand standards, including:
  - brand identity e.g. guidelines relating to names and descriptions, colours, graphics, logo, fonts and messages
  - brand standards in hospitality businesses e.g. quality of soap, availability of different quality pillows, portion size, food quality.
  - brand image e.g. past, present, potential customer perceptions of brand including: brand quality, value for money, product service variety and experience.
- Service agreements, including: an agreement between two parties for a service to be completed.



#### **4C Benefits of market positioning tools**

- The importance of marketing positioning tools for hospitality businesses, including:
  - strong brand identity, personality
  - quality standards of delivery, e.g. budget hotels to high-end hotels
  - target specific market segments, e.g. families, businesses
  - pricing, e.g. value for money
  - brand awareness, e.g. customers know what to expect, customer loyalty
  - market positioning, e.g. brand recognisable against those of competitors
  - coherency and consistency in operations, e.g. customer service, food and beverage service, marketing
  - new opportunities to extend the brand
  - increased profitability
  - building brand reputation.

#### **4D Hospitality customers' needs and expectations**

- Customer needs and expectations, including: fit-for-purpose products and services, on-time delivery, attentive service, effective communication, accurate information, range of products and services offered (food and beverages, accommodation, meeting rooms), pricing, equipment, connectivity, accommodation of additional requests such as dietary, cultural, religious, language translators, accessible rooms.
- Products offered to meet customer needs and expectations, including:
  - dietary needs, e.g. allergens, health-related such as diabetic, gluten intolerances, lifestyle choices, cultural and religious requirements.
- Services offered to meet customers' needs, including:
  - meeting special needs, e.g. ramps, allowing guide dog access, induction loop system
  - children's requirements, e.g. high chairs, entertainment,
  - venues, e.g. spa resorts for relaxing, event rooms and resources for conferences
  - business equipment, e.g. EPOS, handheld order pads, table-top ordering systems
  - accommodation to meet customer needs, e.g. double rooms, cots
  - time restrictions, e.g. limitations on customers' time (fitting around lunch breaks or appointments), time of event
  - bookings, checking in, cancellations
  - food and beverage service e.g. restaurant, room service

- laundry
  - concierge
  - dealing with enquiries and complaints.
- Policies to meet customers' needs and expectations e.g. customer charter, service standards.

## Essential information for tutors and assessors

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### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners prepare a presentation on the customers of their employer hospitality business or, if they are not in employment, on the customers of a single hospitality business of their choice. In their presentation, learners will:

1. describe at least **four** different customer types and **for each** include:
  - **one** demographic that each customer type may belong to
  - **one** example of their booking preference (AC1.1)
2. give details of **three** ways of showing respect for diversity when dealing with customers in a hospitality business and **for each** business provide **at least one** reason why it is important to act in this way. (AC1.2)
3. give **two** detailed reasons for the importance of building customer profiles and **for each** show how the reason contributes to the success of a hospitality business (AC1.3)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome**, learners add to the presentation that they started in learning outcome 1 to include the principles and importance of excellent customer service for their employer hospitality business or if they are not in employment, those of a single hospitality business of their choice. In their presentation, learners will:

1. give a definition of customer experience and state how customer expectations impact on the customer experience at **two** touch points of a customer experience journey. Learners will clearly show the customer interactions at each stage of the customer experience journey. (AC2.1)
2. give details of **four** principles of excellent customer service by providing examples of situations where the principles have been used. (AC2.2)
3. outline why excellent customer service is important for a hospitality business including **four** impacts of excellent customer service on the success of the hospitality business. (AC2.3)
4. describe **three** responsibilities of a hospitality supervisor in customer service. (AC2.4)

## Learning outcome 3

**To satisfy the assessment criteria for this learning outcome**, learners add to the presentation that they started in learning outcome 1 to include marketing strategies that their employer hospitality business uses or, if they are not in employment, those of a single hospitality business of their choice. In their presentation, learners will:

1. outline how a hospitality business applies the marketing mix to promote and sell **one** product and **one** service. Learners give examples for each component of the marketing mix for the product and the service. (AC3.1)
2. give **three** detailed examples of methods that a hospitality business uses as its promotional strategy with reasons for their effectiveness. (AC3.2)
3. give **two** examples of how, investment in marketing, impacts on output KPIs. (AC3.3)

## Learning outcome 4

**To satisfy the assessment criteria for this learning outcome**, learners add to their presentation they started in learning outcome 1, to include how customer needs are met in hospitality businesses. In their presentation, learners will:

1. select **two** similar hospitality businesses - one business must be the one used throughout the unit. The **two** hospitality businesses must have different marketing positioning. Learners will include:
  - details of the type of market positioning for each hospitality business
  - **two** examples of how each hospitality businesses marketing positioning differs. (AC4.1)
  - details of **two** market positioning tools used by each of the hospitality businesses
  - **one** way in which each of the market positioning tools impacts on the success of each hospitality business (AC4.2)
2. give details of the needs and expectations of hospitality customers in a hospitality business and how the hospitality business attempts to meet these including:
  - **four** different needs and/or expectations of hospitality customers (AC4.3)
  - providing **one** product and **one** service that are offered by a hospitality business and the extent to which they meet customer needs/expectations (AC4.4)



## **Unit 4:**

# **Understanding Personal Effectiveness in a Hospitality Work Environment**

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided Learning Hours:</b>	<b>44</b>

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### **Unit introduction**

Employers are no longer looking for people with just technical specialist skills, they also want staff who can represent their brand effectively and who have the right mix of transferable skills and personal attributes to deal with the challenges of the modern workplace. Having the right mix of these skills enables individuals to become personally effective in their job roles.

People who are personally effective are able to make the best use of their abilities. They are better able to manage their time and emotions, get along with other team members, deal with changing situations and challenges, solve problems, manage their personal performance and, ultimately, become strong ambassadors for their organisation. Personal effectiveness enables individuals to become more productive in their job role and to contribute to the success of their organisation.

In this unit, you will learn about professionalism and its importance in the workplace. You will develop knowledge and understanding of the transferable skills and personal attributes that underpin personal effectiveness in a hospitality job role, the strategies for developing these skills and personal attributes, and the benefits they provide.

The knowledge you gain in this unit is important for you as a hospitality supervisor, as it ensures that you understand how to manage yourself and your team members effectively to contribute to the success of the hospitality business.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the importance of professionalism in a hospitality work environment	1.1	Describe the meaning and characteristics of professionalism
		1.2	Analyse the requirements and expectations for professionalism in a specific hospitality work environment
		1.3	Describe where to find information on employer expectations and standards for professionalism in a specific hospitality work environment
		1.4	Explain the importance of professionalism in a hospitality work environment
2	Understand how to develop positive work behaviours and attitudes	2.1	Analyse how team member accountability can be improved
		2.2	Explain what it means to have good work ethics in a hospitality job role
		2.3	Explain how to develop personal adaptability and the benefits of this for the supervisor and the hospitality business
		2.4	Explain how to build personal resilience and the benefits this has for the supervisor and for the hospitality business
		2.5	Explain how to self-manage in a hospitality work environment and the benefits this has for a hospitality team member



Learning outcomes		Assessment criteria	
3	Understand skills required by a supervisor to ensure productive working in a hospitality environment	3.1	Explain the problem-solving process in a hospitality team
		3.2	Explain the elements and stages of successful negotiation that can be applied in a specific situation in the hospitality workplace
		3.3	Evaluate the suitability of different influencing strategies in a specific hospitality work situation
		3.4	Analyse the different techniques for decision-making and the factors to be considered in making decisions in the workplace
4	Know how to manage personal performance in the hospitality work environment	4.1	Explain how to manage personal performance in a hospitality team
		4.2	Explain the purpose of a development plan

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand the importance of professionalism in a hospitality work environment

##### 1A Meaning of professionalism

- Meaning of professionalism, i.e. meeting the expectations, standards and values defined by the hospitality business, following rules, guidelines, duties and responsibilities related to a job role, written or unwritten rules, guidelines and expectations.

##### 1B Characteristics of professionalism

- Competence in the job role, including:
  - technical skills and knowledge
  - relevant generic workplace competencies, including: team working, basic computer skills, communication
  - meeting/following responsibilities of the job role
  - meeting deadlines and performance standards
  - meeting legislative requirements, including: consumer protection, data protection, health and safety, food safety
  - maintaining standards of personal dress and appearance, including good personal hygiene, cleanliness, following organisational dress code
  - communication skills, including:
    - good listening and speaking skills
    - effective use of communication techniques
    - appropriate non-verbal communications
    - positive and professional language
    - good grammar and punctuation in written and digital communications, following organisational greeting guidelines.

##### 1C Requirements of professionalism

- Different requirements of professionalism in different work environments of hospitality businesses influenced by nature of the hospitality industry and the job role, customer expectations, legislative requirements, brand, organisational culture.

### **1D Sources of information on professional standards**

- Sources of information for professional standards in the workplace, e.g. job descriptions, person specifications, induction process, employee handbook, line manager, human resources (HR) team, organisation intranet.

### **1E Importance of professionalism in a hospitality work environment**

- Importance of professionalism to the hospitality business, including: consistent experience for customers, employee motivation, improved employee performance, compliance with specific industry requirements, enhancing organisational brand and reputation, more productive working relationships among team members.
- Importance of professionalism to the employee, including: mutual respect between team members, clear boundaries, good team spirit, increased job satisfaction and personal growth.

## **Learning outcome 2: Understand how to develop positive work behaviours and attitudes**

### **2A Accountability**

- Meaning of accountability in a work context, e.g. being answerable, taking ownership for actions and decisions
- Difference between accountability and responsibility.
- Behaviours that demonstrate accountability, including: showing a willingness to drive and achieve results, showing resilience in leading team to achieve targets, being proactive in monitoring team progress and resolving issues, taking ownership over results.
- Improving accountability in leading, including: using SMART goals/targets, prioritising team work, addressing poor performance quickly, avoiding procrastination, having difficult conversations about quality of work and performance, creating a culture of psychological safety, following-up on actions agreed with team members, developing a culture of accountability, keeping track of own commitments.
- Benefits of accountability, including: financial gain, reduction in costs, achieving team and organisational goals, good team relationships, positive impact on quality and level of customer service, good staff morale.

## **2B Good work ethics**

- Meaning of work ethics.
- Elements of good work ethics with relevant behavioural examples including: responsibility, punctuality, commitment, honesty, integrity, professional behaviours, communications, positive approach, taking initiative, being proactive, self-development, self-motivation.
- How work ethics inter-relate with other personal attributes/behaviours.
- Ways of demonstrating good work ethics, including: taking ownership for understanding own role, goals and responsibilities, being persistent and following through on tasks, effective prioritisation and time management, asking for feedback on performance, continuously updating knowledge of organisational procedures, standards, relevant regulations, legislation, developing positive working relationships with colleagues, building trust and reliability.

## **2C Personal adaptability in the workplace**

- Meaning of adaptability in a workplace context, e.g. willingness and ability to readily respond to changing circumstances and expectations.
- The need for adaptability, including: fast pace of change in industry and technology, responding to impact of external factors, responding to customer needs and trends.
- Behaviours that demonstrate adaptability at work, including: looking for ways to make changes work rather than identifying why changes will not work, responding positively to changing priorities and timescales, e.g. changing planned work to respond to an emerging problem, willingness to learn new methods and procedures, being open to different views and listening to others, making changes to ways of working on the basis of constructive feedback, developing multiple solutions to a problem and/or contingencies.
- Developing adaptability, including: observing and learning from others, monitoring trends and changes in the work environment, improving problem-solving and critical thinking skills, developing resilience and emotional intelligence, making use of opportunities to engage in diverse and challenging activities/projects, leaving the comfort zone.
- Benefits of adaptability in the workplace, including:
  - for individuals – increased opportunities for career progression, success at work, being better able to deal with life challenges, being a more valuable employee, demonstrating leadership capabilities

- for hospitality businesses – innovation, effective change and crisis management, remaining competitive, improved problem solving, employee wellbeing.

## **2D Personal resilience in the workplace**

- Meaning of resilience, e.g. an individual's capacity to respond to pressure and the demands of daily life.
- Factors affecting resilience, including: adaptability, self-confidence, social support, purposefulness, physical and mental wellbeing, environmental.
- The need for resilience, including: managing stress and workplace pressures, dealing with a changing economy and modern work practices, mental and physical wellbeing, personal growth.
- Strategies to build resilience, including: developing high-quality and supportive relationships, developing awareness of own strengths and weaknesses, using challenges as learning opportunities, focusing on positive outcomes and celebrating success, committing to realistic goals and seeking help and support as needed, practising self-reflection, maintaining a healthy diet and regular exercise.
- Benefits of resilience in the workplace, including:
  - for individuals – increased confidence, being more able to manage stress, increased opportunities for career progression
  - for hospitality businesses – more stable workforce, increased productivity, improved performance.

## **2E Self-management in the workplace**

- Meaning of self-management skills e.g. ability to control feelings, emotions and activities in order to feel and be more productive.
- Areas of self-management, including: self-awareness, stress management, time management.
- Self-awareness, including: emotional awareness, self-assessment - personal strengths, weaknesses, resources and limitations, self-confidence.
- Developing self-awareness, including: asking for feedback to get different perspectives, identifying blind spots, paying attention to other people's body language, emotions and words, recording thoughts, feelings, successes and failures, identifying strengths and weaknesses, e.g. using psychometric tests, exploring feelings and emotions, practising regular self-reflection and self-motivation.
- Potential causes of stress in the workplace, e.g. work overload, excessive travel, poor relationships, organisational changes, lack of communication.
- Warning signs of stress, e.g. fatigue, anxiety, inability to concentrate, muscle tensions, headaches, mood swings.

- Managing stress, including: seeking clarity on job/task requirements, prioritising and organisation, creating a balanced schedule, asking for help and support from others, avoiding perfectionism, balanced nutrition and regular exercise, taking regular breaks, not overcommitting.
- Time management strategies, including: using 'to do' lists monthly, weekly, daily, prioritising tasks importance versus urgency, Covey Time Management Matrix, scheduling tasks and allowing flexibility in scheduling, setting realistic goals and deadlines, regularly reviewing workload, minimising distractions, managing emails effectively 4Ds – Do, Delegate, Defer, Delete.
- Benefits of effective self-management, including: greater self-confidence and creativity, stronger working relationships, better decision making, job satisfaction, higher productivity and lower rate of absence from work, safer workplaces, positive work-life balance.

### **Learning outcome 3: Understand skills required by a supervisor to ensure productive working in a hospitality environment**

#### **3A Problem solving in the workplace**

- Nature of problems at work, including: people - personality differences, cultural issues; processes - inefficient, not clear; systems and equipment - outdated, breakdown/failure, new, resources inadequate, communications.
- Scope and impact of problem, e.g. who is affected and how many people, what is affected, who can resolve, duration of impact - short term, medium term, long term; financial loss, customer dissatisfaction.
- Sources of help for solving problems, including: team members, managers/supervisors, policies and procedures.
- Problem-solving process, including: identifying the problem, developing an understanding of the problem - fact-finding, analysis, understanding the interests of others; identifying possible options/solutions, evaluating options/solutions, deciding on an option/solution and documenting, implementing solutions, seeking feedback, monitoring and evaluating success.
- Approaches that support problem-solving, including: PDCA problem solving cycle, FOCUS model.
- Relationship between problem-solving and decision making.

#### **3B Differences and relationship between negotiating and influencing**

- Characteristics of a negotiating situation, including: minimum of two parties, pre-determined goals, expected satisfactory outcomes, compromise.
- Types of negotiations and their features, including: positional negotiations versus integrative negotiations.

- Stages of negotiation preparation, discussion, clarifying goals, working towards a win-win outcome, agreement, implementing a course of action
- Elements of successful negotiating, including: good interpersonal skills e.g. effective communications, body language, building rapport; positive attitudes and behaviours, e.g. confidence, interest in the other party; knowledge of the issues in question, understanding of the negotiation process, e.g. preparation, other party's approach.
- Negotiation strategies, including: avoidance, competitive, collaborative, accommodative.
- Influencing styles and approaches, including: push versus pull, logical versus emotional.
- Influencing strategies and their suitability in different situations, including: Tim Baker's influencing strategies motivation, collaboration, investigation, calculation, Robert Cialdini's Influence Weapons: reciprocity, commitment and consistency, social proof, liking, authority, scarcity.
- Factors contributing to effective influencing, including: self-awareness, confidence, positive communications, building and maintaining trust, effective networking, personal presentation, assertiveness, motivation of self and others.

### **3C Decision making in the workplace**

- Features, advantages and disadvantages of different decision-making techniques, including: decision tree, decision matrix, cost-benefit analysis, PEST analysis, SWOT analysis, pareto analysis.
- Factors for consideration, including: organisational values and culture, ethics, type of decision: strategic versus tactical, value for money (VFM), internal organisational factors.
- Skills needed for decision-making, including: research, reliability of sources, analysis, collaboration, emotional intelligence.

## **Learning outcome 4: Know how to manage personal performance in the hospitality environment**

### **4A Professional development**

- Professional development of role-related technical skills and knowledge, IT skills, communication.
- Personal development, including: development of transferable skills, e.g. self-awareness, adaptability, self-management.
- Identifying learning needs, including: skills audit, analysis of job description and personal and team objectives, analysing changes in industry and the external environment, feedback from others, personal reflections.

### **4B Formal versus informal development activities**

- Features and advantages of different activities such as qualifications, training courses, on-the-job training, coaching, shadowing, job enlargement, job enrichment, mentoring.

- Suitability of activities depending on factors such as nature of learning needs, learning styles, outcomes required, cost.

#### **4C Purpose of a personal development plan (PDP)**

- Contents of a PDP, including: SMART objectives, selected learning and development activities, resources, timescales, success criteria, review mechanisms.
- Purpose of creating and managing a PDP, including: identify learning needs knowledge, skills and behaviours to be developed; select relevant learning and development activities to meet needs, undertake planned activities, progress review, adapting plan according to outcome of review, review target completion.



## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners will produce a booklet about professionalism, work ethics and managing personal performance in a single hospitality business. In the booklet, learners will:

1. give a clear account of **three** characteristics of professionalism with examples of how these are demonstrated in their role. (AC1.1)
2. examine **three** requirements and/or expectations for professionalism in their hospitality work environment, showing clearly how these are influenced by factors relating to the industry, their employer organisation and/or regulatory requirements. (AC1.2)
3. detail where to source **two** types of information about the expected behaviours and professional standards of a job role in the hospitality business, giving details on the information they get from each of the **two** sources (AC1.3)
4. give **two** detailed reasons why professionalism is important in the hospitality work environment, including:
  - **one** reason from the perspective of the hospitality business
  - **one** reason from their perspective as an employee. (AC1.4)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome,** learners continue to work on the booklet they started in the first learning outcome. Learners will:

1. examine **three** ways in which they can improve their accountability as a hospitality supervisor. For each of the three ways, they will consider the positives and negatives of the impact of their team and organisation. (AC2.1)
2. show how positive behaviours can be developed or displayed and the benefits that these have, including:
  - the meaning of work ethics in a hospitality business context, with **three** detailed examples of behaviours that demonstrate good work ethics (AC2.2)
  - **two** examples of how to develop own ability to adapt to changes in the work environment. For each example, learners must give a reason why this ability to adapt will benefit the hospitality team and the hospitality business. (AC2.3)
  - **two** examples of how to build personal resilience in a work environment. For each example, they will give one reason why this resilience will benefit the hospitality team and one reason why this resilience will benefit the supervisor/individual and the team. (AC2.4)
  - **two** examples of how to self-manage in the work environment. For each example, they will give **one** reason why this self-management benefits the individual team member. (AC2.5)

## Learning outcome 3

**To satisfy the assessment criteria for this learning outcome,** learners will add to their booklet and:

1. identify **two** types of problems that may occur in the workplace and the potential impact of these problems, including: details of how to approach solving the problem, including examples of the activities that should be carried out and which people should be engaged with. (AC3.1)
2. outline **one** specific negotiating situation in the hospitality work environment in which a hospitality supervisor would be engaged, including:
  - an outline of **three** elements and all the stages of successful negotiation that would be applied to an identified situation
  - at least **one** detailed reason for each to show how each situation could be used to lead to a successful outcome in the specific situation (AC3.2)
3. examine the features, benefits and limitations of **two** different influencing strategies that could be used to strengthen their negotiation position. They will use the information presented to draw a conclusion as to which of the strategies would be more suitable in the specific negotiating situation (AC3.3)

4. examine the features, advantages and disadvantages of **two** decision-making techniques to determine their suitability to solve the identified problem, including **two** factors that must be considered when resolving problems. (AC3.4)

#### **Learning outcome 4**

**To satisfy the assessment criteria for this learning outcome,** learners add to their booklet and will:

1. give a detailed account of the process to manage their own performance in the workplace. This will include how to identify their responsibilities, goal-setting measurement standards, completing tasks, work, monitoring and assessing own performance. (AC4.1)
2. give a clear account of the purpose of a personal development plan and give examples of how this contributes to personal development. (AC4.2)



## **Unit 5:**

# **Principles of Food and Beverage Supervision**

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>52</b>

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### **Unit introduction**

The food and beverage supervisor's role is important if the food and beverage area is to run in an efficient and business-like manner, and if customers are to be satisfied with the service. When supervising a food and beverage service, it is important to make sure that team members are well briefed on what is required and that they have the information they need. It is also important to follow the correct procedures. This helps to reduce any potential risks or hazards and enhances the efficiency of the food and beverage service.

In this unit, you will learn about the responsibilities of the food and beverage supervisor. You will explore the standard operating procedures and legislation related to a food and beverage service, and how to monitor team members' compliance with them. You will investigate the internal and external factors that influence menu design and the importance of having menu knowledge when dealing with customers.

This unit gives you the opportunity to take the knowledge and understanding you have learned in the core units and apply them to your chosen specialism.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the standard operating procedures for supervision of a food and beverage service	1.1	Describe how a food service and dining area is prepared in a hospitality business
		1.2	Describe the standard operating procedures for a food and beverage service in a hospitality business
		1.3	Describe the standard operating procedures for clearing-down at the end of a food and beverage service in a hospitality business
2	Understand the principles of menu design	2.1	Describe the menu types and menu styles of a food and beverage service
		2.2	Assess the different factors that affect menu planning and design for different menu styles
		2.3	Explain the importance of training team members in product and service knowledge
		2.4	Explain how food and beverage can be paired

3	Understand how to monitor compliance with legislation and environmental awareness in a food and beverage service	3.1	Explain how the food and beverage supervisor monitors team members compliance with health and safety legislation
		3.2	Explain the strategies of the food and beverage supervisor monitoring team members compliance with food safety
		3.3	Describe how the food and beverage supervisor monitors team members' compliance with weights and measures legislation
		3.4	Explain the importance of employment legislation for a food and beverage supervisor
		3.5	Describe how a food and beverage service of a hospitality business complies with the licensing regulations
		3.6	Describe how the food and beverage supervisor monitors team members' compliance with customer protection
		3.7	Describe how the food and beverage supervisor monitors team members' compliance with environmental legislation
4	Understand the role of a food and beverage supervisor in maintaining the efficiency of the department	4.1	Describe the factors that must be considered when planning a weekly rota for food and beverage team members
		4.2	Describe the responsibilities of the food and beverage supervisor in maintaining efficiency of the department
		4.3	Explain how the food and beverage supervisor briefs team members
		4.4	Evaluate the impact of leadership styles on quality of service in the food and beverage department

## Unit content

What needs to be learned
<b>Learning outcome 1: Know the standard operating procedures for supervision of a food and beverage service</b>
<p><b>1A Standard operating procedures for preparation of food service and dining areas</b></p> <ul style="list-style-type: none"><li>• Cleanliness, including: good personal hygiene, food-preparation areas, dining areas, e.g. condiment dispensers, waste containers.</li><li>• Safety, including: removal of potential slip/trip/fall hazards.</li><li>• Routine checks, including: furniture layout, equipment wear and tear, furnishings, pests, bathrooms and restrooms, tables (linen, cutlery, table decorations, glassware), payment points (float for till, card machine), temperature, lighting, cooked food storage areas, (temperature-controlled).</li></ul> <p><b>1B Standard operating procedures for a food and beverage service</b></p> <ul style="list-style-type: none"><li>• Greeting and settling customers (timely, identifying requirements, checking booking records, assisting to table, requesting to take outer clothing).</li><li>• Know the menu composition to meet customer needs, including: ingredients (allergens, special dietary and cultural requirements), food preparation methods, food pairing with wine.</li><li>• Upselling, e.g. local fish catch of the day, regional foods, side orders, appetisers, coffee.</li><li>• Order taking, including: manual or electronic systems, food and beverage orders, clarifying orders, communicating orders to the kitchen, adjusting the cover according to order, serving food in line with service style.</li><li>• General principles of serving food and beverage, including: serving food as required by the service style, serving hot food: compliance with legal requirements for food temperatures, maintaining cleanliness of food service and dining area, payments, (e.g. cash, credit cards).</li><li>• General principles specific to food and beverage table service, including: principles for serving beverages and food (left and right sides), serving table the same course at the same time, replenishing water/condiments, replacing cutlery, collecting used plates and cutlery.</li><li>• Maintaining service and dining areas, routine checks (wear and tear of furniture and furnishings), deep cleaning (twice-yearly deep clean of areas), equipment checks (wear and tear).</li></ul>



### **1C Clearing down procedures at end of service complying with standard operating procedures**

- Clearing down at end of service, including: sanitising, stock tidying, cashing up, pot washing, rubbish removal, floor cleaning.

### **Learning outcome 2: Understand the principles of menu design**

#### **2A Menu types and styles**

- Importance of menu language and design, including: spelling highlights professionalism, selling point of a business, advertising and marketing tool, providing useful information to customers, categorising items, promoting profitability.
- Attractive menus colour, texture, pictures of dishes, allergy information.
- Displaying menus, word processed on a single sheet of paper, laminated book-style folding, blackboard, menu board, outside, digital displays, online, wine list.
- Menu styles including:
  - À la carte e.g. fine dining: formal style, well presented, small ornate portions, food items priced separately, greater choice for customer, flexible regarding selections, cooked to order
  - table d'hôte, e.g. set menu for a set price - selection of starter, main course and dessert, cutlery all laid prior to service buffet
  - carvery, e.g. roasted joints of meat are carved by a chef, a buffet selection of potatoes and vegetables
  - bar snacks/light bites, e.g. smaller portioned meals for convenience and speed
  - set menu, e.g. usually a sit-down meal, one starter, main course, dessert selected for all guests
  - children's menu, e.g. portion controlled, healthy options
  - take-away menu, e.g. options available to eat off of the premises, can be delivered
  - cyclical, e.g. variety over time period, maintains customer interest.

#### **2B Factors that impact on menu planning and design**

- Organisational factors, including:
  - type of business, e.g. restaurant (fine dining, casual – takeaway)
  - customer types, e.g. families, business, leisure, cultural
  - customer needs, including: fit-for-purpose products, on-time delivery, attentive service, effective communication, accurate information, range

of products offered (food and beverages), pricing, accommodation of additional requests

- type of food and beverage service e.g. self-serve, buffet, formal sit-down meal
- staffing requirements.
- Operational factors, including:
  - layout
  - equipment
  - preparation needed for different styles of service
  - technical skills of employees.
  - location e.g. ease of access to ingredients; reliance on locally produced products, promotion of business types (coastal resorts/fish dishes)
  - transportation (to outlets/chains/public sector business).
- Food and Beverage offer, including:
  - seasonality of ingredients e.g. summer fruits
  - provision to include choice and balanced diet
  - customer needs e.g. diabetes, food allergies, intolerances, special diets
  - customers' time availability e.g. quick service requiring quick preparation and cooking times.
  - health and wellbeing
  - demands for fixed price eating
  - demands speed and convenience
  - zero-waste eating.
- Influence of lifestyle changes on food and beverage service, including:
  - levels of disposable income and income distribution
  - increase in eating out
  - number of holidays and weekend breaks taken
  - consumer buying patterns
  - impact of media.

## **2C Importance of training team members in product and service knowledge**

- Team training - advise/organise staff training appropriate to menu, including:
  - managing and resolving customer and team member queries effectively and efficiently

- efficient operations - timely service, meet table turn-around times, staff efficiency/productivity, reliance on staff.
- meeting customer needs e.g. allergens, vegetarian, vegan, kosher, halal, prices; individualised dishes
- knowledge of cooking methods/ingredients e.g. monitoring dish composition standards (dish presentation), ingredients (seasonal, trends), accompaniments, dietary information, price, alcohol content
- business values aligned to business objectives, goals and strategy (meeting sales targets).
- Benefits of staff training, including: positive relationship building between food and beverage service and kitchen, enhanced team member confidence, enhanced service efficiency, knowledge of crockery and cutlery for various dishes on the menu, table setup for different dishes.

## **2D Food and Beverage pairing**

- Offering advice e.g. describing classic combinations, knowledge about each product (product tasting if appropriate).
- Promoting e.g. drawing on knowledge of classic combinations, establishing customer preferences, using appropriate language.
- Taste (sweet, sour, salty, bitter); texture sensations (appetitive, aversion); sensory evaluation (appearance, aroma, flavour).
- Complementary wines (light bodied wines with light dishes), contrasting principles (similar flavours and textures).

## **Learning outcome 3: Understand how to monitor compliance with legislation and environmental awareness in a food and beverage service**

### **3A Health, safety and security legislation**

- Health, safety and security including:
  - protective equipment and clothing
  - chemical usage and storage
  - equipment use
  - safe lifting
  - dealing with unexpected situations
  - lone working
  - first aid e.g. suitably stocked, designated first aider(s)
  - insurance personal injury or property claims
  - premises access

- safety signage

### **3B Food safety compliance**

- Food safety legislation, including: Hazard Analysis and Critical Control Points (HACCP).
- Ensuring team members are trained and supervised in food safety compliance.
- Monitoring team member compliance with food hygiene regulations, including: temperature control, the correct work equipment, personal hygiene.
- Adequate cleaning and disinfection of equipment and surfaces; suitable drainage facilities; adequate staff changing facilities; adequate food wastage refuse disposal systems; adequate supply of drinkable water.

### **3C Strategies for maintaining a food safety culture**

- Strategies for maintaining a food safety culture, including:
  - communication methods, e.g. training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices
  - monitoring quality of service, e.g. inspecting food service preparation areas and food service areas to make sure that food has been prepared and served in line with requirements, to the standard agreed and in time to allow the scheduled food service to be provided
  - delegating responsibilities, e.g. allocating and supervising food safety responsibilities, protecting own and others' work against negative impacts
  - observing to ensure compliance with food safety legislation e.g. preventing cross-contamination, pest infestations.
- Importance of food safety culture, e.g. avoiding mistakes, gaining clarification, maintaining standards, value of a food safety culture to a business, promotion of a 'supportive team' culture.

### **3E Other relevant legislation**

- Weights and measures legislation, e.g. ingredients, alcohol dispensing.
- Employment legislation, e.g. working hours, breaks, holidays, equality and diversity.
- Licensing, including: personal licence, premises licence, Temporary Event Notice (TEN).
- Consumer protection, including: correct display of promotional material, pricing, ingredient/menu description.
- Environmental legislation including: chemicals, waste, noise.

### **3F Supervisor responsibilities for legislative compliance**

- Knowing relevant legislation and other industry-specific regulations and codes of practice.
- Implementing procedures to meet control points following relevant legislation and organisational policy.
- Ensuring team members have the relevant skills, knowledge and resources required to carry out their work.
- Being vigilant for possible hazards, agreeing what is expected of others and holding them to account.
- Preparing of risk assessments identifying potential health and safety risks to employees and non-employees, measures to reduce the likelihood of risk and hazards.

### **Learning outcome 4: Understand the role of the food and beverage supervisor in maintaining the efficiency of the department**

#### **4A Planning work rota/schedule for team members**

- Work rota definition, e.g. the order in which different people have to do a job, a workflow.
- Work scheduling definition, e.g. plan for carrying out a process or procedure giving lists for intended events and times.
- Planning principles, including: comprehensive (considering options and impacts); efficiency (best use of time and resources); inclusive (relevant skilled team members allocated); informative (understood); logical; transparent (team members understand the process).
- Factors to be considered in work rota/schedule planning, including: available budget for labour, team member shift allocation, team member availability, contracted hours, manageable workload allocation.
- Communicating, e.g. work rota/schedule to team members, work rota/schedule amendments.
- Review of work allocation, including: monitoring hours of work, monitoring labour costs.
- Reasons for staffing and resourcing levels including: controlling of expenses.

#### **4B Food and beverage supervisor's other responsibilities**

- Role model for team members in the food and beverage service, e.g. professionalism, dress code.
- Motivate team members to deliver a high standard of service to customers.
- Monitor team members' performance against standards and targets, e.g. observation, customer feedback, financial data.

- Give feedback to team members, including: improving their performance during service, goal setting.
- Staff training, e.g. standard operating procedures, expectations, communications.
- Deal with any issues, e.g. customer complaints.
- Promote and market the product and service offer, e.g. upsell.
- Oversee stock levels and order supplies.
- Handle administration and paperwork.
- Handle cash.
- Delegate duties to team members where necessary.

#### **4C Supervisor role in conducting team briefings**

- Pre-service briefings, including:
  - providing information before the start of service about service offer e.g. menu changes, 'specials', VIP customers, items not in stock
  - reminding team members about service standards
  - confirming team member duties
  - encouraging team members to ask questions regarding service and food and beverage knowledge
  - food and beverage testing.
- Post-service briefings, including:
  - assessing whether objectives and service targets have been achieved
  - giving team members the opportunity to talk about their experience
  - discussing how team members managed their duties
  - identifying individuals in need of support
  - giving support and monitoring future performance.

#### **4D The impact of leadership styles on team members**

- Definition, characteristics of leadership styles and the effects on team members and hospitality businesses, including:
  - Transformative
  - Autocratic
  - Authoritarian
  - Laissez-faire
  - Democratic.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners produce a booklet to support their performance and development in their food and beverage supervisory role. The booklet shows an understanding of the monitoring of procedures in food and beverage in their employer organisation, or if they are not employed, in a single hospitality business of their choice. In their booklet, learners will:

1. describe the requirements for team member compliance with the standard operating procedures in the food and beverage department of a hospitality business, including the following in detail:
  - preparing the food and beverage service and dining areas prior to service including: routine and safety checks (AC1.1)
  - serving customers and maintaining service and dining areas during service, including: **one** principle of greeting and settling customers, **four** principles of serving food and beverage and **two** principles of a table service (AC1.2)
  - the clearing down of the food and beverage service areas at the end of the service including: cleaning, tidying and rubbish removal. (AC1.3)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome,** learners continue to add to the booklet they started in learning outcome 1 to show an understanding of the principles of menu design in their employer organisation, or if they are not employed, in a single hospitality business of their choice. In their booklet, learners will:

1. describe **one** menu type used in the hospitality business, including:
  - a description of the design and language used
  - the menu style (AC2.1)
2. consider all the factors that affect menu planning and design for the menu type they have described for the hospitality business, deciding which factors have the most impact on the planning and design of the menu type including:
  - **two** organisational factors
  - **three** operational factors
  - **three** factors from the food and beverage offer
  - **three** influences on the food and beverage service
  - **two** influences of lifestyle changes. (AC2.2)
3. give three examples of when staff would need product and service knowledge, with a detailed reason for each. (AC2.3)
4. give **two** examples of how food and beverage can be paired, with **one** detailed reason for each pairing. (AC2.4)

## Learning outcome 3

**To satisfy the assessment criteria for this learning outcome,** learners continue to add to the booklet they started in learning outcome 1. They will show their understanding of the monitoring of team member compliance with legislation in the food and beverage service of a single hospitality business. In their notes, learners will:

1. give the requirements of each type of legislation. For each type of legislation they will include examples of how the food and beverage supervisor could monitor team members to ensure their compliance including:
  - **three** examples of how the food and beverage supervisor monitors team member compliance with health and safety legislation. (AC3.1)
  - **three** examples of strategies that can be used to monitor team member compliance with food safety legislation. (AC3.2)
  - **one** example each of how the food and beverage supervisor monitors customer protection and weights and measures. (AC3.3, AC3.6)



- one example of how the supervisor can monitor team members' environmental effectiveness (AC3.7)
2. give **two** detailed reasons why the food and beverage supervisor must have knowledge of employment legislation. (AC3.4)
  3. give two examples from food and beverage service of how a hospitality business complies with licensing regulations (AC3.5)

## Learning outcome 4

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the booklet they started in learning outcome 1. They will make notes about the other roles of a food and beverage supervisor in their own hospitality business or if they are not in employment, a relevant food and beverage service in a single hospitality business of their choice. In their notes, learners will:

1. describe how a food and beverage supervisor plans a weekly rota, including: **four** factors that are considered. (AC4.1)
2. describe **four** of the food and beverage supervisor responsibilities and how each of these responsibilities ensures the efficiency of the department. (AC4.2)
3. give detailed notes on the importance of a food and beverage supervisor passing accurate information to team members including:
  - **two** detailed examples of information that should be communicated to team members at team briefings, with **one** detailed reason for each. (AC4.3)
  - selecting **two** management styles and comparing the impact of each one on managing team members in a food and beverage department. (AC4.4)



## **Unit 6:**

# **Principles of Housekeeping Supervision**

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Core</b>
<b>Assessment type:</b>	<b>Optional</b>
<b>Guided learning hours:</b>	<b>52</b>

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### **Unit introduction**

Housekeeping is an integral part of any hospitality accommodation offer. Housekeeping is carried out in hotels, on cruise ships, at holiday centres, in time-share resorts and in residential care homes. This unit deals with the monitoring of team member compliance with standard operating procedures and legislation for cleaning and servicing rooms. It also includes other duties of the housekeeping supervisor to ensure the efficiency of the housekeeping department in a hospitality business.

In this unit, you will learn the standard operating procedures for cleaning and servicing rooms and relevant legislation in order to be able to effectively monitor and guide housekeeping team members' compliance. You will explore the delegation of duties to team members by learning how to prepare rotas to schedule their work. Finally, you will understand the importance of environmental awareness for the housekeeping department.

This unit gives you the opportunity to take the knowledge and understanding you have learned in the core units and apply them to your chosen specialism.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the standard operating procedures for supervision of housekeeping in hospitality businesses	1.1	Describe the standard operating procedures for cleaning different areas in housekeeping
		1.2	Describe the standard operating procedures for making and re-sheeting beds in housekeeping of a hospitality business
		1.3	Explain the importance of maintaining standards when servicing a room in housekeeping
		1.4	Describe the standard operating procedures for dealing with bedbugs and other infestations in housekeeping
		1.5	Explain the importance of reporting the status of rooms to other departments in a hospitality business
		1.6	Describe the standard operating procedures for dealing with laundry in a hospitality business

Learning outcomes		Assessment criteria	
2	Understand how to monitor compliance with legislation and environmental awareness in housekeeping	2.1	Explain how the housekeeping supervisor monitors team members' compliance with health and safety legislation
		2.2	Explain how the housekeeping supervisor monitors team members' awareness of the environment
3	Understand the role of a housekeeping supervisor in maintaining the efficiency of the department	3.1	Explain how to plan a weekly rota for housekeeping team members
		3.2	Describe the process of briefing team members in the housekeeping department
		3.3	Explain the importance of providing accurate information to housekeeping team members and other departments
		3.4	Explain the importance of ensuring that housekeeping documentation is kept up-to-date
		3.5	Explain the need for maintaining and monitoring housekeeping supplies
		3.6	Describe the maintenance responsibility of the housekeeping supervisor
		3.7	Compare the possible impact of leadership styles on the quality of output in housekeeping

## Unit content

### What needs to be learned

#### **Learning outcome 1: Know the standard operating procedures for supervision of housekeeping in hospitality businesses**

##### **1A Standard operating procedures for cleaning**

- Range of areas requiring cleaning, e.g. bathrooms, bedrooms, public areas.
- Functions of cleaning equipment, including machinery e.g. rotary, vacuum cleaners, steam cleaners.
- Standard operating procedures for safe cleaning of surfaces, furnishings, fixtures, fittings and floors, including:
  - using cleaning equipment as per manufacturer instructions to: enhance safety, save time, decrease chance of equipment failure
  - safely cleaning surfaces, furnishings, fittings and floors using correct products, ensuring all are dust and debris free
  - waste removal to enhance aesthetics, hygiene, to avoid accidents and slips
  - correct and safe disposal of waste and dirty water to enhance hygiene.
- Standard operating procedure for cleaning and servicing, toilets and bathrooms, safely and hygienically, including:
  - cleaning fixtures, appliances, walls and mirrors, using the correct chemicals to ensure they are dust, dirt, debris and removable mark free
  - restocking and arranging customer supplies and accessories
  - emptying and cleaning waste paper bins.

##### **1B Standard operating procedures for servicing rooms**

- Standard operating procedures and reasons for using them for room cleaning, including: bathrooms and toilets, e.g. cleaning from ceiling down, then bed making, ensuring everything is dust and debris free.
- Types of beds, including: double, single, cots, folding beds, zip and link, sofa beds.
- Sourcing linen and bedcovering stock, including: checklist for checking quality and quantity required, projected occupancy rates to prioritise rooms to be serviced.
- Importance of using the correct bed linen/coverings, including: waterproof sheets, valances, mattress protectors, bed sheets, pillows, pillow cases, bolsters, blankets, duvets/quilts of the right size, quality.
- Standard operating procedures for making and re-sheeting beds, including:
  - removal of soiled bed linen and disposal or storage of soiled linen for laundry

- checking mattress, bed base, bed head for damage and stains, cleaning, vacuuming, turning mattress or replacing as necessary
- selecting correct size linen
- bed making to business standards e.g. fitting pillow cases facing away from the door.
- Importance of meeting customers' needs to ensure customer satisfaction, repeat customers.
- Consequences of not adhering to the room servicing operating standards, e.g. time wastage affecting room availability, customer dissatisfaction, loss of customers.
- Standard operating procedures for dealing with bedbugs or other infestations, including: recognition of bed bugs and faecal stains, team member reporting to supervisor/line manager, infected linen disposal, inspection of adjoining rooms, linen washing using hot water, linen drying, room closure until the infestation is eradicated.
- Communicating status of rooms to other departments, including: reception, front office and concierge.

### **1C Standard operating procedures for dealing with laundry**

- Types of laundry service, including:
  - In-house laundry service conducted in the business.
  - outsourcing laundry an external laundry service e.g. all or some outsourced.
- Procedures for dealing with soiled linen e.g. bedding, towels, kitchen and table linen, including:
  - linen sorting, including: colour and soil classifications; type (care symbols), dry cleaning only, outsourced laundry service, classifying stains for washing or hard treatment, substandard items rejections
  - detergent usage e.g. powders, bleaching, non-bio products
  - washing and drying timings and temperatures, e.g. colour and type
  - ensuring all maintenance issues are followed up and rectified in a timely manner in line with organisational policies.

## **Learning outcome 2: Understand how to monitor compliance with legislation and environmental awareness in housekeeping**

### **2A Monitoring team member compliance with health and safety for safe lifting and handling**

- Providing guidance and training and monitoring team members compliance of health and safety for lifting and handling, including:
  - furniture moving techniques e.g. lifting/lowering/carrying/pushing or pulling
  - effect of movements e.g. repetitive, strenuous
  - minimising the effects of lifting and handling, including: assessment of the equipment used to prevent excessive bending and twisting, carrying techniques, using trolleys, bending techniques
  - space constraints to prevent trips or falls
  - assessing own fitness
  - levels of heating and lighting
  - hazard signs.

### **2B Monitoring team member compliance with health and safety legislation for chemical usage**

- Providing guidance and monitoring team members compliance with safety legislation for chemical use, including:
  - personal protective equipment (PPE)
  - maintenance of hazardous and non-hazardous chemical records
  - risks and hazards of using chemicals
  - chemical handling e.g. pumps/siphons, smaller containers, leaks, spillage, labelling, ventilation, chemical waste disposal
  - chemical storage e.g. restricted access, lighting, ventilation, temperature control.

### **2C Monitoring team members compliance with health and safety legislation for infection control**

- Providing guidance and monitoring team members compliance with infection control standard operating procedures, including:
  - personal protective equipment (PPE) and resources, including: disposable equipment, colour coded clothes, protective clothing and footwear, respiratory protective equipment (RPE), cleaning methods, cleaning frequency.

### **2D Monitoring team members compliance with health and safety for lone working and emergencies**

- Providing guidance and training and monitoring team members' compliance, including:
  - standard operating procedures for lone working
  - standard operating procedures for dealing with suspicious items, lost and found



- standard operating procedures for emergency actions, e.g. code words, alarm systems, exits and entrances.

## **2E Monitoring team members compliance to environmental awareness legislation**

- Providing guidance and monitoring team members compliance, including:
  - characteristics of different recycling opportunities for waste e.g. plastics, food waste
  - minimising energy consumption, e.g. water, heating.

## **Learning outcome 3: Understand the role of a housekeeping supervisor in maintaining the efficiency of the department**

### **3A Housekeeping roles and responsibilities**

- Range of job roles in housekeeping, including: executive housekeeper, assistant or deputy housekeeper, floor supervisor, room attendant, linen porter, public area cleaner.
- Housekeeping responsibilities e.g. servicing and cleaning bedrooms, bathrooms, public areas, handling soiled linen, checking for pests or other infestations, correct use and storage of cleaning materials and equipment, record keeping.

### **3B Planning work rota/schedule for team members**

- Work rota definition.
- Work scheduling definition.
- Planning principles, including:
  - comprehensive considering the options and impacts
  - efficiency using time and resources in the best way
  - inclusive ensuring the relevant skilled team members are allocated
  - informative ensuring the rota is understood by being logical, transparent.
- Factors to be considered in work rota/schedule planning, including: available budget for labour; wage costs; team member job roles and skills required for each shift; staff availability considering time; leave; contracted hours of team members; manageable workload allocation.
- Review of work allocation, including: monitoring hours of work considering start times; timesheets; flexibility of hours of work; overtime; monitoring labour costs considering wage costs; staff turnover; efficiency.
- Reasons for staffing and resourcing levels, including: controlling of expenses.
- Routine checks on team members' work.

### **3C Communicating with team members and other departments**

- Communicating, e.g. work rota/schedule to team members, work rota/schedule amendments.
- The importance of providing accurate information to team members in team briefings or one to ones, including:
  - room availability, including: the effect on guest check in times, overbooking, maintenance issues
  - staffing issues, including: redeployment of team members to areas not covered
  - stock levels, including: linen, chemicals
  - uniform checks to ensure team members maintain brand standards
  - security concerns e.g. length of stay for do not disturb customers, lone working
  - promotions and special offers effectively promoted, leading to increased revenue
  - customer expectations being met, e.g. pillow choice, turn-down service.
- Communication between departments, e.g. liaising with reception/events about status of rooms, bookings.
- Communication methods, including: email, radio, reservation system, telephone, pager.

### **3D Maintaining housekeeping documentation and records**

- The importance of maintaining housekeeping documentation, including: duty rotas/work schedules, task analysis, job procedure cards, cleaning schedules, checklists, stock control reports, order lists, cleaning material usage.

### **3E Maintaining and monitoring housekeeping supplies**

- Housekeeping supplies, e.g. clean linen, cleaning equipment, customer supplies and accessories, cleaning materials and chemicals.
- Storage areas, e.g. linen stores, storage areas for equipment, customer supplies, cleaning materials, housekeeping carts.
- Importance of maintaining minimum stock levels including:
  - ensuring adequate stock levels to carry out the work, PAR (Periodic Automatic Replenishment) stock
  - ensuring optimal use of linen by rotating stock e.g. First-in-First Out (FIFO), life cycle of linens management, recycling of dusters, cleaning cloths.
- Importance of securing storage areas e.g. pilferage, wastage.

### **3F Maintenance**

- Appointing an appropriate person to conduct testing for maintenance requirements by sourcing an internal maintenance or external tradesperson.
- Maintenance checks, including:
  - checking electrical items by organising Portable Appliance Testing (PAT)
  - checking furnishings ,ensuring functionality, checking for damage
  - checking windows to ensure that they open and close to safe limits
  - checking fire doors close correctly.
- Maintenance logs for recurring issues monitoring by reporting to managers.

### **3G The impact of leadership styles on team members**

- Definition, characteristics of leadership styles and the effects on team members and hospitality businesses, including:
  - transformative
  - autocratic
  - authoritarian
  - laissez-faire
  - democratic.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners produce a booklet to support their performance and development in their housekeeping supervisory role. The booklet will show an understanding of the monitoring of procedures in housekeeping in their employer organisation, or if they are not employed, in a single hospitality business of their choice. In their booklet, learners will:

1. describe the requirements of team member compliance with the standard operating procedures in the hospitality business, including the following detail:
  - cleaning at least **two** different areas in the business (AC1.1)
  - making and re-sheeting beds safely (AC1.2)
  - checking for bedbugs and other infestations (AC1.4)
  - operation of the laundry room including dealing with soiled linen (AC1.6)
2. give detailed reasons why the hospitality supervisor must ensure team members follow the standard operating procedures, including:
  - two reasons why it is important to report the status of rooms to other departments (AC1.5)

- two reasons why it is important to ensure that room servicing is carried out to an acceptable standard. (AC1.3)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome,** learners continue to add to the booklet they started in learning outcome 1. They will show their understanding of the monitoring of team member compliance with legislation in the housekeeping department of their own hospitality business or, if they are not employed, in a relevant housekeeping department in a single hospitality business of their choice. In their booklet, learners will:

1. for each type of legislation, include examples of how the housekeeping supervisor could monitor team members to ensure their compliance with health and safety, including:
  - **one** example of how the housekeeping supervisor monitors team member compliance for chemical usage
  - **one** example of how the housekeeping supervisor monitors team member compliance for lone working
  - **one** example of how the housekeeping supervisor monitors team member compliance for safe lifting and handling
  - **one** example of how the housekeeping supervisor monitors team member compliance for infection control (AC2.1)
  - **one** example of how the housekeeping supervisor can monitor team members' environmental effectiveness (AC2.2)

## Learning outcome 3

**To satisfy the assessment criteria for this learning outcome,** learners continue to add to the booklet they started in learning outcome 1. They will look at the other roles of a housekeeping supervisor in their own hospitality business, or if they are not employed, a relevant housekeeping department in a single hospitality business of their choice. In their booklet, learners will:

1. give details of how a housekeeping supervisor plans a weekly rota, including: factors to be considered when planning a rota for:
  - cleaning and servicing rooms
  - cleaning public areas
  - laundry
  - any other roles that require covering. (AC3.1)

2. give a description of the process used to brief staff members in at least **three** different types of information with one being the work rota (AC3.2)
3. give **two** detailed reasons for the importance of the housekeeping supervisor passing on accurate information to team members and other departments. (AC3.3)
4. give detailed reasons why a housekeeping supervisor must maintain documents and records by including **one** reason for each, for **two** of the following:
  - task analysis
  - job procedure cards
  - cleaning checklists
  - order lists (AC3.4)
5. give **two** reasons why it is important to maintain and monitor housekeeping supplies stock levels. (AC3.5)
6. describe **three** maintenance checks that the housekeeping supervisor is responsible for and how these are conducted. (AC3.6)
7. select **two** leadership styles and compare the impact of each one in managing team members in the housekeeping department. (AC3.7)

## Unit 7: Principles of Front Office Supervision

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>46</b>

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### Unit introduction

Front office is critical to the operation of hospitality businesses. Commonly known as 'reception', it is the focal point of most of the activities in a hospitality organisation, whether it is a large or small hotel, a cruise liner or a holiday centre. This is generally the first and last point of contact between a guest and the organisation and is consequently very visible. Therefore, the impression that guests gain from the front desk can impact hugely on their satisfaction and, ultimately, on the success of an organisation.

This unit is about ensuring the front office runs an efficient and reliable service. You will investigate the roles and responsibilities of those people working in the front office environment, including reservations and reception. It is important that you understand how the front office links to other departments. You will explore the administration activities that are involved at the different stages of customers' stay and the importance of communicating with team members. Finally, you will learn how to monitor team members' compliance with standard operating procedures and legislation.

This unit gives you the opportunity to take the knowledge and understanding you have gained from the core units and apply them to your chosen specialism.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the standard operating procedures of front office operations	1.1	Describe the structure of front office operations
		1.2	Describe the standard operating procedures for reservations in a hospitality business
		1.3	Describe the standard operating procedures for checking in customers in a hospitality business
		1.4	Describe the standard operating procedures for checking out customers in a hospitality business
2	Understand how to monitor compliance with legislation in front office operations of a hospitality business	2.1	Explain how the front office supervisor monitors team members compliance with data protection
		2.2	Explain the importance of compliance to price information under consumer protection legislation
		2.3	Explain how the front office supervisor monitors team members compliance with equality and diversity under consumer protection legislation
		2.4	Explain how the front office supervisor monitors team members compliance with liabilities under consumer protection legislation
		2.5	Explain how the front office supervisor monitors team members compliance with health and safety legislation



Learning outcomes		Assessment criteria	
3	Understand the role of the front office supervisor in maintaining the efficiency of the department	3.1	Explain how to plan a weekly rota for front office team members
		3.2	Assess the need for effective communication by the front office supervisor for efficient business operations
		3.3	Explain the responsibilities of a front office supervisor in maintaining the efficiency of the department
		3.4	Compare the impact of leadership styles on front office quality of service

## Unit content

### What needs to be learned

#### **Learning outcome 1: Know the standard operating procedures of front office operations**

##### **1A Structure of front office operations**

- Front desk, including: reservations, checking in, checking out, dealing with customer queries.
- Switchboard, including: telephone bookings, dealing with customer queries.
- Guest services, including: directly upselling, advice on local attractions, hotel facilities, internet information, TV welcome message, satisfaction surveys.

##### **1B Standard operating procedures for reservations**

- Reservations types, including: direct requests from customers, travel agents, corporates, central reservation system.
- Types of customers, e.g. VIP, corporate, tourist.
- Customer diversity and needs, e.g. special needs, language barriers, culture.
- Types of accommodation, including:
  - single, family, interconnected rooms
  - special requirement, e.g. disabled access
  - inclusive, e.g. with meals
  - dietary needs, e.g. gluten free, halal.
- Accommodation availability, e.g. vacancy, arrival and departure lists.
- Tariffs, e.g. cost, deposits.
- Type of bookings, e.g. provisional, confirmed, guaranteed.

##### **1C Standard operating procedures for checking-in customers**

- Types of customer registration, e.g. electronic and manual systems, automated check-in, guest histories.
- Sourcing records, e.g. customer reservation details, profiles, histories and personal requirements electronically or manually.
- Issuing keys, e.g. key, electronic key card, biometric access, mobile phone access.
- Taking guest requests, e.g. early-morning calls, newspapers.

### **1D Standard operating procedures for checking out customers**

- Types of customer check-out requests, e.g. electronic requests, approaching front desk.
- Front office procedures for check-out, including:
  - luggage collection, e.g. concierge
  - feedback from customer, e.g. complaint, suggestions
  - offering further services, e.g. transport to airport
  - providing invoice/folio to customer for accommodation and extras, e.g. food and beverage, Wi-Fi usage, telephone charges
  - taking customer payments
  - key retrieval
  - communicating room vacancy to housekeeping.

### **Learning outcome 2: Understand how to monitor compliance with legislation in front office operations of a hospitality business**

#### **2A Monitoring team member compliance with data protection legislation**

- Providing guidance and monitoring team members compliance with data protection legislation, including:
  - customer confidentiality
  - handling sensitive data
  - consequences for breach of confidentiality.

#### **2B Monitoring team member compliance with customer protection legislation**

- Providing guidance and monitoring team members compliance with customer protection legislation, including:
  - importance of price information, including: honesty, service pricing information
  - providing product and service details
  - treating customers fairly
  - product liability e.g. property damage, theft, payments.
- Equality and diversity legislation, e.g. dealing with guests with special needs, different cultures, languages.

#### **2C Monitoring team member compliance with health and safety legislation**

- Providing guidance and monitoring team members compliance with health and safety legislation, including:

- safe cash and key handling
- security
- hygiene
- risk assessments
- emergency procedures, e.g. first aid, fire, emergency evacuations.

### **Learning outcome 3: Understand the role of the front office supervisor in maintaining the efficiency of the department**

#### **3A Planning work rota/schedule for team members**

- Work rota definition.
- Work scheduling definition.
- Planning principles, including:
  - comprehensive - considering the options and impacts
  - efficiency - using time and resources in the best way
  - inclusive - ensuring the relevant skilled team members are allocated
  - informative ensuring the rota is understood by being logical, transparent.
- Factors to be considered in work rota/schedule planning, including: available budget for labour, wage costs, team member job roles and skills required for each shift, staff availability considering time, leave, contracted hours of team members, manageable workload allocation.
- Review of work allocation, including: monitoring hours of work considering start times, timesheets, flexibility of hours of work, overtime, monitoring labour costs considering wage costs, staff turnover, efficiency.
- Reasons for staffing and resourcing levels, including: controlling of expenses.
- Routine checks on team members' work.

#### **3B Communicating with team members and other departments**

- The importance of providing accurate information to team members in team briefings or one to one, including:
  - staffing issues, e.g. redeployment of team members
  - uniform, e.g. maintaining brand standards
  - promotions and special offers promoted leading to increased revenue.
- Communication between departments, e.g. liaising with housekeeping of status of rooms, bookings.
- Communication methods, including: email, radio, reservation system, telephone.

- Communicating work rota/schedule work rota/schedule amendments to team members, e.g. swapping shifts, contingencies for sickness absence.

### **3C Front office supervisor responsibilities during reservation**

- Front office supervisor responsibilities during reservation, checking-in and checking out of customers, including:
  - monitoring front office team members
  - assisting team members
  - excellent customer service for smooth transition from reservation to checking-in to checking out
  - upselling e.g. room upgrades
  - resolving customer issues or complaints
  - dealing with reservation amendments or cancellations e.g. refunds
  - dealing with payment adjustments e.g. deposits, discounts
  - occupancy management e.g. room availability
  - briefing staff e.g. specials
  - secure cash handling e.g. cash float and currency restricted access by staff
  - generating reservation reports e.g. occupancy report; arrivals report; revenue forecast report; turn-away report; occupancy forecasting; trend analysis.

### **3D Front office supervisor general responsibilities**

- Front office supervisor responsibilities during reservation, checking-in and checking out of customers, including:
  - selecting, hiring and training staff
  - ensuring availability of front office staff e.g. rotas for shift work
  - communicating with team members, e.g. team meetings/briefings, noticeboards, electronically
  - establishing and updating front office policies and procedures
  - security policy, e.g. risk assessments, safety deposit boxes, lost property e.g. records, handling procedure, secure storage
  - interdepartmental communications, e.g. housekeeping, facilities, food and beverage, sales and marketing.

### **3E The impact of leadership styles on quality of service**

- Definition, characteristics of leadership styles and the effects on team members and hospitality businesses, including:

- transformative
- autocratic
- authoritarian
- laissez-faire
- democratic.

## Essential information for tutors and assessors

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners produce a presentation to support their performance and development in their front office supervisory role. The presentation will show an understanding of the monitoring of procedures in the front office of their employer organisation, or if they are not employed, in a single hospitality business of their choice. In their presentation, learners will:

1. describe the structure of front office operations, giving **two** examples of activities to be carried out for each part of the structure (AC1.1)
2. describe the requirements for team member compliance with the standard operating procedures for customer reservations by front office team members of a hospitality business, including details of the following:
  - **two** types of reservations
  - **one** different room tariff for each reservation
  - **one** different type of booking for each reservation
  - **one** different type of accommodation request for each reservation
  - **two** responsibilities of the front office supervisor during the reservations. (AC1.2)
3. describe the requirements for team member compliance with the standard operating procedures for checking in customers in the front office of a hospitality business, including details of the following:

- **two** types of customer check-ins (AC1.3)
- 4. describe the requirements for team member compliance with the standard operating procedures for checking out customers by front office team members of a hospitality business, including details of the following:
  - procedure for checking out a customer
  - **one** example of attending to a guest request in relation to the checkout. (AC1.4)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the presentation they started in learning outcome 1. They will show their understanding of the monitoring of team member compliance to legislation relevant to the front office of their own hospitality business, or if they are not employed, a relevant front office in a single hospitality business of their choice. In their presentation, learners will:

1. give the details of the requirements of each type of legislation. For each type of legislation, they will include examples of how the front office supervisor monitors team members, including:
  - **one** example of how a front office supervisor monitors team member compliance with data legislation (AC2.1)
  - **one** example of how a front office supervisor monitors team member compliance to equality and diversity (AC2.3)
  - **one** example of how a front office supervisor monitors team member compliance to customer protection product liability (AC2.4)
  - **one** example of how a front office supervisor monitors team member compliance with health and safety legislation (AC2.5)
2. give **two** detailed reasons why price information under consumer protection legislation is important for the front office. (AC2.2)

## Learning outcome 3

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the presentation they started in learning outcome 1. They will outline the responsibilities of a front office supervisor in their own hospitality business, or if they are not employed, a relevant front office in a single hospitality business of their choice. In their presentation, learners will:

1. give details of how a front office supervisor plans a weekly rota, including:
  - **three** principles of planning a work rota
  - **three** factors to be considered when planning a work rota for a front office. (AC3.1)



2. give detailed reasons for the importance of the front office supervisor passing on accurate information to team members and other departments, including:
  - **two** types of information communicated
  - reasons for each type of information, giving **one** reason for why it needs to be communicated and **one** reason for why it needs to be accurate
  - **one** reason for each method of communication chosen (AC3.2)
3. describe **four** responsibilities of the front office supervisor and how each of these responsibilities ensures the efficiency of the department, including:
  - **one** responsibility of the supervisor for each of the following: during reservation, check-in and check-out of customers
  - details of at least **one** type of reservation report that the front office supervisor is responsible for, including content and purpose of the report
  - **one** general responsibility of the front office supervisor (AC3.3)
4. select **two** leadership styles and compare the impact of each one in managing team members in the front office (AC3.4).



## **Unit 8:**

# **Principles of Events Supervision**

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>51</b>

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### **Unit introduction**

The planning, organising and delivering of hospitality events can be demanding, exciting and rewarding. Delivering hospitality events allows for involvement in the whole process of events, from liaising with the client, establishing, meeting and exceeding their requirements, right through to running the event itself.

In this unit, you will learn about the range of events and room layouts and how to plan an event. You will explore the responsibilities of an events supervisor in monitoring team member compliance to standard operating procedures and legislation when preparing, running and clearing down an event. Finally, you will learn how you would ensure the efficiency of events as an events supervisor.

This unit gives you the opportunity to take the knowledge and understanding you gained in the core units and apply them to your chosen specialism.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know how to plan for an event	1.1	Describe suitable room layouts for different types of events
		1.2	Describe the factors that must be considered when planning an event
		1.3	Describe the factors to be considered in planning a budget for an event
		1.4	Explain the importance of adhering to and communicating a budget for an event
		1.5	Explain how to plan a rota for events team members
2	Know the standard operating procedures for supervision of events operations	2.1	Describe the standard operating procedures for preparing for and setting up an event
		2.2	Describe the standard operating procedures for servicing an event
		2.3	Describe the standard operating procedures for clearing down an event in a hospitality business
3	Understand how to monitor compliance with legislation and environmental awareness in events	3.1	Explain how the events supervisor monitors team members' compliance with health and safety legislation
		3.2	Explain how the events supervisor monitors team members' compliance with equality and diversity legislation
		3.3	Explain how the events supervisor monitors team members awareness of the environment
4	Understand the role of an events supervisor in maintaining the efficiency of events	4.1	Explain the process of briefing team members in events
		4.2	Explain the responsibilities of an events supervisor in maintaining the efficiency of events
		4.3	Compare the impact of leadership styles on the quality of events

## Unit content

What needs to be learned
<b>Learning outcome 1: Know how to plan for an event</b>
<b>1A Types of events and room layouts</b> <ul style="list-style-type: none"><li>• Types of events, including:<ul style="list-style-type: none"><li>○ formal events, e.g. business conferences, meetings, promotions, exhibitions</li><li>○ informal events, including social, e.g. celebrations, parties.</li></ul></li><li>• Types of rooms for events, e.g. meeting rooms (small or large), conference rooms, marquees, banquet, conference and convention centres.</li><li>• Types of layout, including room setup and purpose, including:<ul style="list-style-type: none"><li>○ theatre style</li><li>○ classroom style</li><li>○ cabaret</li><li>○ banquet</li><li>○ boardroom</li><li>○ horseshoe/U-shape.</li></ul></li></ul>
<b>1B Event plan</b> <ul style="list-style-type: none"><li>• Information sources e.g. customer feedback, reflection and evaluation of prior events, competitors, event websites, supplier costings, other departments/specialists in the hospitality business.</li><li>• Event proposal e.g. customer requirements</li><li>• Event plan factors to be considered, including:<ul style="list-style-type: none"><li>○ feasibility study</li><li>○ date/time of the event</li><li>○ venue requirements</li><li>○ availability of entertainment or guest speaker</li><li>○ event timings e.g. registration, refreshments</li><li>○ resourcing team members e.g. number, responsibilities</li><li>○ sustainable event management e.g. consideration of environment, economic and social issues</li><li>○ legislative issues, e.g. licensing, health and safety</li><li>○ security, e.g. signing in and out of event, passes</li><li>○ record keeping e.g. plan, communications with customer</li></ul></li></ul>

- Review event plan against the event proposal.

### **1C Event budgeting plan**

- Budget a forecast of expenditure, including: team member wages, stock, supplies, catering, security and entertainment contractors, license applications, contingencies, potential profit.
- Budget considerations, including: guaranteed minimum numbers, number of guests to be paid for, different rates for additional guests, fixed costs, variable costs; pricing, including cost-plus mark-up, gross profit margin, market rate, discounts, service charges, Value Added Tax (VAT).
- Importance of adhering to budgets, including: covering requirements and contingencies for the event, ensuring profitability.
- Importance of communicating budgeting needs and costs accurately to customers, including: customer needs being met/exceeded, communicating unexpected costs, encouraging positive customer feedback.

### **1D Planning work rota/schedule for team members**

- Work rota definition
- Work scheduling definition.
- Planning principles, including:
  - comprehensive – considering the options and impacts
  - efficiency – using time and resources in the best way
  - inclusive – ensuring the relevant skilled team members are allocated
  - informative – ensuring the rota is understood by being logical, transparent.
- Factors to be considered in work rota/schedule planning, including: available budget, team member job roles and skills required, team member availability, contracted hours of team members, manageable workload allocation.
- Review of work allocation, including: monitoring hours of work, timesheets, working hour flexibility, overtime, monitoring labour costs, team member turnover, team member efficiency.
- Communicating, e.g. work rota/schedule to team members, work rota/schedule amendments, i.e. swapping shifts; contingencies for sickness absence.
- Review of work allocation, including: monitoring hours of work considering start times, timesheets, flexibility of hours of work, overtime, monitoring labour costs considering wage costs, staff turnover, efficiency.

- Reasons for staffing and resourcing levels, including: controlling of expenses e.g. operating expenses, specific area expenses and purchasing.

## **Learning outcome 2: Know the standard operating procedures for supervision of events**

### **2A Preparing for event setup**

- Preparing for event setup, including: following an event plan under supervisor guidance e.g. equipment and items being brought onto site sequentially to maximise access and minimise disruption.
- Liaising with maintenance team members and external contractors.
- Checks to be made, including:
  - job procedure cards
  - equipment and facilities availability
  - procedures and protocols, including: licensing conditions, insurance requirements, legal requirements
  - food and beverage requirements e.g. timetabled refreshments, special requests
  - other requirements, including: customer needs, e.g. venue accessibility, first aid and triage areas, facilities
  - contingency plans for eventualities such as fire, floods, adverse weather, including: alternative venues and communicating to relevant stakeholders, e.g. customers, suppliers.

### **2B Event setup**

- Reason for advance venue setup, e.g. allows for prior checking by event manager and/or customer.
- Venue setup considerations, including: room setup and layout, moving furniture, preparing equipment, cleaning, consumables.
- Importance of managing venue setup, including: meeting contractual agreements.
- Additional equipment, including: LCD projector, web conferencing, audio equipment, visual equipment, laser pointer, lectern, interactive whiteboards.

### **2C Servicing events**

- Timings and timelines, e.g. event duration, specific timings, delays identified, action taken.
- Team member activities during events, including: welcoming customers, identifying requirements, providing information, food and drink service,

refreshing the room, dealing with issues and requests, rearranging furniture, assisting with equipment use, clearing customer areas.

## **2D Clearing-down events**

- Clearing and cleaning up, including: waste disposal, cleaning of glasses, crockery, cutlery and disposable items, safe storage of surplus food and drink.
- Dismantling equipment and items, including:
  - range of equipment and event items needing to be dismantled, e.g. stages, lighting and sound towers, dance floors, tables, seating, catering points
  - checking of resources during dismantling, including by observation, monitoring, CCTV, communication with key contact/managers.
- Safe storage of resources and equipment.
- Removing equipment and items from venue sequentially to minimise disruption, following plans for setup and breakdown as agreed.

## **Learning outcome 3: Understand how to monitor compliance with legislation and environmental awareness in events**

### **3A Monitoring team members compliance with health and safety legislation for events**

- Providing guidance and monitoring team members compliance with health and safety legislation, including:
  - electrical safety and safe working practices, e.g. not overloading sockets
  - manual handling
  - working at height
  - public liability insurance to cover the cost of legal action and compensation claims made against the hospitality business by an injured third party or for third-party property damage
  - emergency procedures, including site evacuation procedures, muster points, fire points, first-aid facilities, emergency contact numbers
  - food safety, e.g. labelling, temperature control, correct storage, personal hygiene
  - use of chemicals regulations, e.g. correct chemical usage, storage, dosage and mixes
  - importance of health and safety legislation, e.g. avoiding fatalities, serious injuries, promoting public confidence.



### **3B Consumer protection**

- Consumer protection, including:
  - equality and diversity legislation, e.g. dealing with guests with special needs, different cultures, languages.

### **3C Monitoring team members' compliance to environmental awareness**

- Providing guidance and monitoring team members compliance, including:
  - controlling waste, e.g. recycling, reducing waste
  - use of alternatives to plastics, e.g. paper or reusable cups, paper straws, recycled packaging
  - controlling of resources, including water, electricity and gas.

## **Learning outcome 4: Understand the role of an events supervisor in maintaining the efficiency of events**

### **4A Supervisor role in conducting team briefings**

- Pre set-up briefings, including:
  - providing information from the plan, e.g. venue, layout, resources
  - confirming team member duties
  - encouraging team members to ask questions regarding plan.
- Post-service event, including:
  - assessing whether objectives and service targets have been achieved
  - giving team members the opportunity to talk about their experiences
  - discussing how team members managed their duties
  - identifying individuals in need of support
  - giving support and monitoring future performance.

### **4B Responsibilities of events supervisor in maintaining efficiency of events operations**

- Events supervisor's other responsibilities, including:
  - monitoring team member engagement, e.g. following standard operating procedures; compliance with legislative requirements; participation in setup, servicing, clearing down of events
  - responding to emergency situations, additional customer requests
  - maintaining records, e.g. customer proposal, event plan, inventories of equipment, furniture, food and beverage
  - liaising with other hospitality departments, e.g. food and beverage, facilities

- managing and coordinating suppliers, e.g. food and beverage, equipment or furniture hire
- organising guest speakers
- organising delegate packs
- organising facilities, e.g. parking, security, first aid
- acting as a role model for customer service
- preparing a post-event report, including: event happenings, timelines, contact information and team member duties to inform future events.

#### **4C The impact of leadership styles on team members**

- Definition, characteristics of leadership styles and the effects on team members and hospitality businesses, including:
  - transformative
  - autocratic
  - authoritarian
  - laissez-faire
  - democratic.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners will produce a booklet for event team members in their employer organisation or, if they are not in employment, in a single hospitality business of their choice, to enhance their understanding about the types of events and how they are planned. The booklet will give details of the range of events and layouts, how to develop an event plan and work rota. In their booklet, learners will:

1. describe **two** types of events, including:
  - **one** example each of a formal and informal event
  - **one** suitable room for each example
  - **one** suitable room layout for each example (AC1.1)
2. describe how an events supervisor plans an event, including:
  - at least **five** factors that need to be considered when developing an event plan (AC1.2)
  - **four** factors that need to be considered when developing the event plan budget (AC1.3)

3. give **one** detailed reason for the importance of adhering to the event budget (AC1.4)
4. describe how an events supervisor plans a weekly rota, including:
  - **three** principles of planning a work rota
  - **three** factors to be considered when planning a work rota for events team members. (AC1.5)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the booklet they started in learning outcome one. They will show their understanding of the monitoring of the standard operating procedures of an event in their employer organisation or if they are not in employment, in a hospitality business of their choice. Learners will:

1. describe the requirements of team member compliance to the standard operating procedures for preparing for and setting up a specific event, including:
  - a detailed description of how an event was prepared for and set-up
  - **three** different types of checks that need to be done with examples for each
  - **one** contingency plan for **one** eventuality
  - a detailed description of **three** venue setup considerations (AC2.1)
2. describe the requirements of team member compliance to the standard operating procedures for servicing an event, including:
  - **one** example of **one** specific timing
  - **four** activities that take place during the event (AC2.2)
3. describe the requirements of team member compliance to the standard operating procedures for clearing down an event, including:
  - **two** examples each for activities of clearing and cleaning up
  - **two** examples of dismantling activities
  - a detailed description of how equipment and items are removed from the venue. (AC2.3)

## Learning outcome 3

**To satisfy the assessment criteria for this learning outcome**, learners continue to add to the booklet they started in learning outcome 1. They will show their understanding of monitoring team member compliance with legislation relevant to events operations in their own hospitality business or, if they are not in employment, in a single hospitality business of their choice. In their notes, learners will:

1. give details of the requirements of each type of legislation. For each type of legislation they will include examples of how the events supervisor could monitor team members to ensure their compliance, including:

- **three** examples of how an events supervisor monitors team member compliance with health and safety legislation (AC3.1)
- **one** example of how an events supervisor monitors team member compliance with equality and diversity (AC3.2)
- **one** example of how an events supervisor monitors environmental effectiveness among team members. (AC3.3)

## Learning outcome 4

**To satisfy the assessment criteria for this learning outcome**, learners produce a set of notes for new events supervisors to train them in maintaining efficiency of operations. If they are employed, they will use the events operations of their own hospitality business, or if not employed they will use a single hospitality business of their choice. In their notes, learners will:

1. give details of the team briefing process of events operations, including:
  - **one** detailed example of information that should be communicated in a pre-setup team briefing to team members, giving **one** reason for the importance of this information
  - **two** detailed examples of information that should be communicated in a post-service event, giving **one** reason as to why each is important (AC4.1)
2. describe **four** other responsibilities of the events supervisor and how each of these responsibilities ensures the efficiency of the department. (AC4.2)
3. select **two** leadership styles and compare how effective each one would be in managing team members in events operations. (AC4.3)



## **Unit 9:**

# **Principles of Hospitality Outlet Supervision**

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>44</b>

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### **Unit introduction**

Hospitality outlet supervisors support the manager in the day-to-day business operations of hospitality outlets. Hospitality outlets such as quick-service restaurants, branded coffee or sandwich shops are found on most high streets. The focus of these hospitality outlets is to meet customers' needs and expectations efficiently and with consistency for both the products and services on offer.

In this unit, you will learn the role of the outlet supervisor and of their team members. You will explore how to monitor team members' compliance with standard operating procedures and legislation and their awareness of the environment. Finally, you will learn how branding and effective visual merchandising displays contribute to the success of the hospitality outlet.

This unit gives you the opportunity to take the knowledge and understanding you have gained in the core units and apply them to your chosen specialism.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand how the roles of supervisors and team members contribute to the efficiency of a hospitality outlet	1.1	Describe the types of hospitality outlets in the hospitality industry
		1.2	Describe the general duties of hospitality outlet supervisors and team members in maintaining the efficiency of the hospitality outlet
		1.3	Describe factors affecting efficient resource management in a hospitality outlet
		1.4	Explain why stock control is important for maintaining the efficiency of a hospitality outlet
		1.5	Describe the stock requisitioning and receiving process of a hospitality outlet
		1.6	Explain the importance of the supervisors role in budget control to maintain the efficiency of a hospitality outlet
		1.7	Compare the possible impact of leadership styles on the quality of outlet operations
2	Understand how to monitor compliance with legislation and environmental awareness in hospitality outlet businesses	2.1	Explain how the hospitality outlet supervisor monitors team members compliance with health and safety legislation
		2.2	Explain how the hospitality outlet supervisor monitors team members compliance with food safety legislation
		2.3	Explain how the hospitality outlet supervisor monitors team members compliance with weights and measures legislation
		2.4	Explain how a hospitality outlet complies with the licensing regulations
		2.5	Explain how the outlet supervisor monitors team members awareness of the environment



Learning outcomes		Assessment criteria	
3	Understand the role of team communications in hospitality outlets	3.1	Explain the outlet supervisor's role in briefing team members
		3.2	Explain the importance of providing accurate information to hospitality outlet team members
		3.3	Explain the importance of providing accurate information to hospitality outlet customers
4	Understand the importance of maintaining brand standards in hospitality outlets	4.1	Analyse a hospitality outlet's branding
		4.2	Evaluate a hospitality outlet's visual merchandising

## Unit content

### What needs to be learned

#### **Learning outcome 1: Understand how the roles of supervisors and team members contribute to the efficiency of a hospitality outlet**

##### **1A Types of hospitality outlets**

- The types, purpose and layout of hospitality outlets, including:
  - cafes and coffee shops
  - fast food outlets
  - grill rooms
  - bars
  - pubs
  - cafeterias.

##### **1B Outlet team member and supervisor general duties**

- Outlet team members and supervisors responsibilities, including:
  - preparing outlet for start of trading e.g. restocking shelves; checking sell-by dates on product labels; removing products past sell-by date
  - customer service, including: serving, advising, handling customer complaints
  - managing cash register e.g. taking payments, supervisor responsibility for cashing up at the end of a shift
  - ensuring food and beverage areas are hygienically clean
  - stock taking
  - ordering new stock – supervisor responsibility
  - locking up – supervisor responsibility.

##### **1C Resource management**

- Factors to be considered for efficient use of resources, including:
  - portion size control e.g. using the allocated amount of product to meet standard recipes
  - staff resourcing, including meeting business demand using business level indicators, e.g. reservations, year, forecasts; skills level required against business needs
  - type of bookings
  - seasonal fluctuation in demand.

## **1D Stock control**

- Definition of stock control.
- Stock control systems, including manual, semi-automated and fully automated; documented manual/computerised stock counts, e.g. monthly, annually, bin cards.
- Stock control of resources, e.g. minimum stock, maximum stock, special requests, analysis of fast-moving/slow-moving items, expensive ingredients/items for limited-quantity orders, lead time for orders.
- Importance of stock takes, including rotation, checking products, efficiency of resources, use of promotional offers for near obsolete stock, storage space efficiency, meeting customer needs.
- Financial and operational impact of stock takes, including financial efficiency, identifying damaged goods, highlighting discrepancies, maintaining security, avoiding loss of revenue, ensuring enough products are available to meet customer needs.

## **1E Stock requisitioning**

- Types of stock, including consumables, non-consumables.
- Stock ordering types, including manual, bar coding, online.
- Factors that influence stock levels, including: seasonal, costed recipes, portion control.
- Supply options, including: contract purchasing, tender purchasing, centralised purchasing, market lists or quotations, wholesaler, cash and carry, retail outlets, websites.
- Factors for choosing approved suppliers of stock, including stock types, delivery lead times, supplier relationships.
- Maintaining stock ordering documentation, including requisitions, quotations, purchase order, invoicing, methods of payment.

## **1F Receiving stock**

- Maintaining stock received documentation, including:
  - delivery notes, goods received notes, returns, credit notes, invoices
  - quantity checks of stock received against documentation
  - quality checks of stock received against documentation
  - updating stock control systems
  - returns methods
  - dealing with wastage and contamination.

## **1G Storing and issuing stock**

- Reasons for storing stock correctly, including: preventing deterioration, cross-contamination, infestation, ensuring hygiene, cost effectiveness, security.
- Issuing stock, including: first in first out (FIFO), best-before date or use-by dates, food labels.

## **1H Budget control**

- Spending limits, e.g. the maximum amount that can be spent with each supplier or until it needs to go up the business hierarchy.
- Spending limit control measures, e.g. purchase orders, management agreement.
- Importance of following procedure in spending limits and budgeting, including:
  - data awareness
  - financial targets
  - revenue forecast
  - expenditure forecast.
- Minimising overspends, including: overspend procedure, awareness of price changes.
- Strategic priorities awareness, e.g. business expansion, cost reductions.
- Team communication, e.g. operational targets/goals for daily/weekly sales, business strategic priorities.
- Fraud reduction, e.g. controls on resources.
- Importance of recording accurate information against budgets, including profitability, sales monitoring, efficiency stock control, services added/reduced, deviation/variance minimisation, accurate spend reflection, highlighting customer trends.

## **1I The impact of leadership styles on team members**

- Definition, characteristics of leadership styles and the effects on team members and hospitality businesses, including:
  - transformative
  - autocratic
  - authoritarian
  - laissez-faire
  - democratic.

## **Learning outcome 2: Understand how to monitor compliance with legislation and environmental awareness in hospitality outlet businesses**

### **2A Monitoring team members' compliance with legislation**

- Providing guidance and monitoring team members' compliance with health, safety and security legislation, including:
  - safe equipment use
  - safe lifting
  - dealing with unexpected situations
  - lone working
  - first aid, e.g. suitably stocked, designated first aider(s)
  - safety signage.

- Providing guidance and monitoring team members' compliance to food safety, e.g. temperatures, personal hygiene, safe food handling.
- Risk assessments identifying potential health and safety risks to employees and non-employees, measures to reduce the likelihood of risk and hazards.
- Providing guidance and monitoring team members' compliance to weights and measures, e.g. team member training, ensuring the provision of legally approved, suitable and accurate measuring tools.
- Licensing, including: personal licence, e.g. underage staff, premises licence; Temporary Event Notice (TEN) for licensable activity on unlicensed premises, e.g. selling alcohol, providing entertainment, opening times.

## **2B Environmental and waste control**

- Environmental control definition.
- Organisational standard operating procedure compliance, e.g. sustainable produce, ethical business.
- Sustainable practices, including: organic products, recycling, chemical usage, waste and plastic minimisation, energy-saving fittings.

## **Learning outcome 3: Understand the role of team communications in hospitality outlets**

### **3A Supervisor role in conducting team briefings**

- Pre-service briefings, including:
  - providing information before the start of service about service/product offer, e.g. menu changes, 'specials', items not in stock
  - reminding team members about service standards
  - confirming team member duties
  - encouraging team members to ask questions regarding service and product offer
  - product testing, e.g. taste test.
- Post-service briefings, including:
  - assessing whether objectives and service targets have been achieved
  - giving team members the opportunity to talk about their experiences
  - discussing how team members managed their duties
  - identifying individuals in need of support
  - giving support and monitoring future performance.

### **3B Importance of providing team members with accurate information**

- Team members' needs, including product knowledge, promotions, loyalty schemes, reward schemes, cross selling/upselling purposes.

- Importance of accurate information for team members, including service efficiency, professionalism, brand image, positive working environment, increased revenues, profitability.

### **3C Importance of providing customers with accurate information**

- Internal customers from other departments, e.g. front of house, back of house, support team members.
- External customers, e.g. individuals, groups, business travellers, corporate, people with young children, with specific needs.
- Importance of providing accurate information, including: promoting and maintaining brand standards, increased customer confidence, fewer complaints, avoidance of civil and public liability, enhanced business reputation, consistency of products and services, information and advice, e.g. allergies, intolerances, personal choice (vegan).

## **Learning outcome 4: Understand the importance of maintaining brand standards in hospitality outlets**

### **4A Branding**

- Branding, including brand standards, logos, slogans.
- Translating brand image, e.g. image, colour, display signs, labelling, layout, logos, customer perception of quality, service, value for money, name, lighting, location.
- Seasonal and calendar events, including thematic displays, seasonal.

### **4B Visual merchandising display**

- Visual merchandising display, e.g. displaying goods in the most attractive manner possible in line with the brand.
- Effective product and service display, including:
  - AIDA model (Attention, Interest, Desire, Action).
- Types of visual merchandising displays, including:
  - display windows, e.g. branded signage, special posters
  - outlet layout, including: brand colours used, placement of shop fittings, posters, lighting, point of sale (POS), e.g. upselling of other products
  - branded menus
  - food samples.

### **4C Importance of branding and visual merchandising displays to hospitality outlets**

- The importance of effective branded visual merchandising displays in hospitality outlets, including:
  - promote the sale of goods and services
  - develop customers' trust
  - build the hospitality outlet's reputation

- increased customer loyalty
- support advertising, e.g. packaging, quality of service and food and beverage
- build the financial value of the hospitality outlet business, e.g. increased future business
- inspire employees, e.g. pride in quality of service provided.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is provided below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

### Learning outcome 1

**To satisfy the assessment criteria for this learning outcome**, learners produce a booklet they can refer to in order to develop and refresh their understanding of their own and outlet team members' roles in their employer organisation, or if they are not employed, in a single hospitality outlet business of their choice. In their booklet, learners will:

1. describe different types of hospitality outlets, including:
  - **three** hospitality outlet types
  - for each, the products and services on offer
  - for each, the type of dining service. (AC1.1)
2. describe **four** general duties of hospitality outlet team members and supervisors, one of which must be managing the cash register. (AC1.2)
3. describe **three** factors to be considered for a hospitality outlet to efficiently manage its resources. (AC1.3)
4. give detailed notes on the importance of stock control in maintaining the efficiency of the hospitality outlet, including:
  - the type of stock control system used



- how often the stock counts are conducted
  - **three** reasons why stock control is important
  - **one** financial and **one** operational impact of stock control on the hospitality outlet with **one** example for each. (AC1.4)
5. describe how a hospitality outlet requisitions and receives stock, including:
    - **one** type of stock requisitioned
    - how the suppliers are selected
    - the type of stock ordering system used
    - at which point the stock was requisitioned
    - procedures for receiving stock (AC1.5)
  6. give **two** detailed reasons for following procedures for spending limits and budgeting (AC1.6)
  7. select **two** leadership styles and compare how effective each one would be in managing team members in a hospitality outlet. (AC1.7)

## Learning outcome 2

**To satisfy the assessment criteria for this learning outcome**, learners continue with the booklet they started in learning outcome 1 to develop and refresh understanding of relevant legislation for outlet operations and to show their understanding of monitoring team member compliance with legislation. In their booklet, learners will:

1. for each type of legislation, include detailed examples of how the outlet supervisor ensures team member compliance to:
  - health and safety – with **three** examples (AC2.1)
  - food safety – with **two** examples (AC2.2)
  - weights and measures – with **one** example (AC2.3)
2. **one** detailed example of how the outlet supervisor monitors team member compliance with environmental awareness (AC2.5)
3. make detailed notes on how a hospitality outlet business complies with licensing regulations by giving **two** examples (AC2.4).

### Learning outcome 3

**To satisfy the assessment criteria for this learning outcome,** learners continue with the booklet they started in learning outcome 1 in order to develop and refresh understanding of the role of the team in communication in their own hospitality outlet, or if they are not employed, in a relevant hospitality outlet of their choice. They will make detailed notes on how a hospitality outlet supervisor passes accurate information to team members, including:

1. **one** piece of information communicated at a pre-service briefing and **one** piece of information communicated at a post-service briefing (AC3.1)
2. **two** detailed reasons for why each piece of information must be communicated to team members accurately (AC3.2)
3. **two** detailed reasons for providing accurate information to hospitality outlet customers (AC3.3).

### Learning outcome 4

**To satisfy the assessment criteria for this learning outcome,** learners continue with the booklet they started in learning outcome 1 to develop and refresh understanding of the importance of maintaining brand standards in their own hospitality outlet business, or if they are not employed, in a relevant hospitality outlet of their choice. Learners can include photographs to support their answers. In their booklet, learners will:

1. examine the effectiveness of a hospitality outlet businesses brand, including:
  - a description of the hospitality outlet's brand
  - customers' perception of the brand
  - how the brand is used seasonally
  - **four** ways that the brand impacts on the hospitality outlet business (AC4.1)
2. consider all aspects of visual display merchandising and draw a valid conclusion as to the effectiveness of the display, including:
  - the type of display
  - the AIDA model (AC4.2).

## 13 Suggested teaching resources

This section lists resource materials that can be used to support the delivery of the units across the qualification.

### Textbooks

Bowie D and Buttle F - *Hospitality Marketing: Principles and Practice*. 3rd edition (Oxford: Routledge 2016) ISBN 978-1138927483

McVety P, Ware B and Ware C - *Fundamentals of Menu Planning*. 3rd edition (Chichester: John Wiley & Sons 2009) ISBN 978-0470072677

Paskins P et al – *Hospitality Supervisor and Leadership*. 3rd edition (Hodder Education 2015) ISBN 978-1471847523

Schaefer J *Serving People with Food Allergies and Menu Creation*. 1st edition (Boca Raton: CRC Press 2011) ISBN 978-1439828045

Weber MR – *Strategic Hospitality HR Management*. 1st edition (Pearson, 2015) ISBN 978-0133055788

Wheeler, A. *Designing Brand Identity: An Essential Guide for the Whole Branding Team*. 5th edition (Holboken NJ: Wiley and Sons 2017) ISBN 978-1118980828

### Websites

[www.gov.uk](http://www.gov.uk)

Official government website that explains all legislation

[www.greenhotelier.org](http://www.greenhotelier.org)

Website detailing environmental awareness

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive - information on all aspects of health and safety

## 14 Further information and useful publications

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

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

Books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *Access and Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *Guidance for reasonable Adjustments and special consideration in vocational internally assessed units* (Pearson)
- *Suspected Malpractice in Examinations and Assessments Policies and Procedures* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Centre Guide to Quality Assurance for NVQs/SVQs and Competence based qualifications*
- *Pearson Delivery Guidance and Quality Assurance Requirements NVQs/SVQs and Competence based qualifications*
- *Centre Guide to Managing Quality* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website.

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

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

### **Additional resources**

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

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

## 15 Professional development and training

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

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

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

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

### **BTEC training and support for the lifetime of the qualifications**

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

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

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

### **Your Pearson support team**

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

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

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

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

## Annexe A

### Mapping of the Hospitality Supervisor Apprenticeship Standard to the qualification content

The grid below maps the knowledge, skills and behaviours (KSBs) of the Hospitality Supervisor to the content covered in the Pearson BTEC Level 3 Certificate for Hospitality Supervisors

#### KEY

# indicates coverage of the knowledge, skills or behaviours in the qualification.

A blank space indicates no coverage of the knowledge, skills or behaviours in the qualification.

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
Business	Understand own role in motivating the team to work according to the business vision and values and to achieve business targets, always focussing on and the importance of providing the best service for customers	#	#	#		#	#	#	#	#
	Understand the financial operations of hospitality businesses and know how to source and use financial information relating to own area of work	#		#		#				#

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
	Understand how own business area interacts with others and the organisation as a whole					#	#	#	#	#
	Know the standard business operating procedures					#	#	#	#	#
	Understand how to identify, plan for and minimise risks to the business and service	#				#	#	#	#	#
	Understand how a variety of technologies support the delivery of hospitality products and services									
People	Understand how to effectively organise and coordinate a team to provide required levels of service to meet customer demand		#		#	#	#	#	#	#
	Understand how to work with hospitality team members to achieve targets and support business objectives		#		#	#	#	#	#	#

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
	Know how to select the best methods of communication to motivate and support team members in a hospitality environment		#		#					
	Identify the knowledge and skills required of hospitality teams; know how own team fits within the wider business and how to maximise team members' potential to drive the best results for the business	#	#		#	#	#	#	#	#
	Understand the importance of customer profiles, how to build them and understand how this enables the business to meet their needs profitably and in line with business / brand standards	#		#						
	Know the marketing and sales activities of the business and how to support them to achieve the desired outcome			#		#		#		#
	Understand the requirements of the product and brand standards of the business	#		#						#



BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
Leadership	Identify the different leadership styles and supervisory management skills which are effective in hospitality businesses		#			#	#	#	#	#
	Understand how to work fairly with individuals that have diverse needs		#			#	#	#	#	#
Food and Beverage Supervisor	Understand the basic principles of menu design, layout and presentation; know the specifications of menu items, how to match food and beverages and how to keep up to date with trends in food and beverages					#				
	Know how to keep up to date, source information and brief the team on service requirements, special requests that will impact on service, promotions and details on specials, dish content and beverage product features					#				

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
Housekeeping Supervisor	Know how to allocate tasks and timescales on a daily basis to ensure areas are cleaned in line with business requirements ; know how to ensure team follows procedures for responsible use of cleaning materials and equipment in line with business requirements						#			
	Understand how to monitor standards and identify, prioritise and deal with maintenance, repairs and refurbishment issues						#			

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
Front office supervisor	Understand how to implement, and the importance of, check-in, check-out and reservation procedures to ensure they are efficient and reliable for customers							#		
	Identify the standards of personal presentation, recognise their importance to positive customer first impression and know how to ensure team uphold them							#		
	Know how to source information, keep up to date with and brief team on customer requirements; understand how to implement and the importance of procedures to maintain customer confidentiality in line with legislation and business requirements							#		

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
KSBs from the Hospitality Supervisor Apprenticeship standard										
Events Supervisor	Identify the information required and know how to source, evaluate and use it to plan events which meet customer and business requirements								#	
	Understand how to develop and implement an event agreement to meet customer needs during the event								#	
	Understand the budget requirements for the event and know how to ensure these are adhered to and accurate records kept								#	
Hospitality outlet Supervisor	Identify the correct levels of stock and consumable items to ensure sufficient for customer demand									#
	Understand the importance of opening, monitoring and closing procedures to the efficient running of the outlet									#
	Understand how to maintain effective displays and recognise their importance on sales and brand / business reputation									#

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