Pearson
BTEC Level 2 Certificate for Hospitality Team Members

Specification

BTEC Specialist qualification

First teaching May 2019

Edexcel, BTEC and LCCI qualifications

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About Pearson

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

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1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

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 that learners develop the knowledge, understanding and skills they need for career progression or further study, so 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 and training centres by employers in the hospitality industry.

Sizes of BTEC Specialist qualifications

For all regulated qualifications, Pearson specifies an estimated total number of hours that learners are required to complete and achieve 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 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 were assigned after consultation with hospitality businesses and with training providers delivering the qualification.

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 2 Certificate for Hospitality Team Members
Qualification Number (QN)	603/4328/X
Regulation start date	01/05/2019
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 *Section 6 Access and recruitment*.
Total Qualification Time (TQT)	281 hours
Guided Learning Hours (GLH)	211
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 Pearson *Guide for Centres to Enrolling onto Qualifications* (see *Section 6 Access and recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

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

3 Qualification purpose

Qualification objectives

The Pearson BTEC Level 2 Certificate for Hospitality Team Members is for learners who are working, or who are intending to work in, a hospitality team member job role. The qualification is designed to support off-the-job training and development of apprentices who are on the Hospitality Team Members apprenticeship programme. The qualification is also for those individuals 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 team member in a hospitality business

- learn about a range of transferable skills and professional attributes that support successful performance in the workplace

- achieve a nationally recognised Level 2 qualification

- develop confidence and readiness for the apprenticeship end-point assessment.

Apprenticeships

The Pearson BTEC Level 2 Certificate for Hospitality Team Members is not a mandatory requirement within the Hospitality Team Members Apprenticeship Standard. However, as the qualification 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 a 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

Learners who achieve the qualification and who have met all other specified requirements of the Apprenticeship Standard can progress to achieving the full apprenticeship certification, which confirms competency as a hospitality team member in job roles such as food and beverage service, and housekeeping.

With further training and development, learners can progress to more senior or complex job roles such as hospitality supervisor in food and beverage, front office, hospitality outlet, housekeeping or revenue, shift leader or section leader. Alternatively, learners who have achieved the qualification but who have not completed the full apprenticeship requirements could progress to job roles such as waiting staff, bar staff, concierge, room attendant, receptionist, barista, porter. They could also progress to other qualifications such as the BTEC Level 3 Certificate for Hospitality Supervisors.

4 Qualification structure

Pearson BTEC Level 2 Certificate for Hospitality Team Members

Learners 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	6
Number of mandatory units that must be achieved	5
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided Learning Hours
1	Understanding the operations of the Hospitality Industry	2	46
2	Principles of Delivering Customer Service in a Hospitality Business	2	36
3	Principles of Working in a Hospitality Team	2	45
4	Understanding Personal Effectiveness in a Hospitality Work Environment	2	34
5	Use of Technology in Hospitality Businesses	2	16

Unit number	Optional units	Level	Guided Learning Hours
6	Principles of Food and Beverage Service	2	39
7	Principles of Housekeeping	2	34
8	Principles of Reception Services	2	38
9	Principles of Events Operations	2	40

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

- 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 *BTEC UK Quality Assurance Centre Handbook*, 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, please visit www.legislation.gov.uk

Specific resource requirements

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 our *Pearson Equality, diversity and inclusion policy,* which can be found in the support section of our website, qualifications.pearson.com

Prior knowledge, skills and understanding

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

Equality and fairness are central to our work. *Pearson's Equality, diversity and inclusion* policy document requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

- all learners achieve the recognition they deserve 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.

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 can be found in our *UK Information Manual*, available on our website.

Language of assessment

Assessments for all 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

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

Internal assessment

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. If they are not already approved, centres need to be approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on offering this qualification.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit (or part of the unit if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. 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 should make sure 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. However, 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

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 and supervising learners during the assessment period. 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, the assessor will give an assessment outcome for that 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 need to be applied.

Administrative arrangements for internal assessment

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 the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by 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 the Pearson 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, Reasonable Adjustments and Special Considerations.*

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 conducting examinations (ICE)*. The current version of this document is available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment and 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 Pearson's *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) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com

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

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

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) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

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. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

9   Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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:

  o *Pearson Centre Guide to Quality Assurance for NVQ/SVQ and Competence based qualifications*

  o *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.

For centres delivering as part of an apprenticeship:

Centres offering BTEC Specialist qualifications 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.

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.

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.

Pearson has consulted with users of the qualification and has assigned the GLH 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 sub-sections.

- *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, this section 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.

Unit 1: Understanding the Operations of the Hospitality Industry

Level: 2

Unit type: Mandatory

Guided Learning Hours: 46

Unit introduction

The hospitality industry makes a significant contribution to the UK economy. The hospitality industry offers many different types of employment, with opportunities for work both in the UK and around the world.

In this unit, you will explore different aspects of the hospitality industry by investigating the different types of businesses and range of job roles available within it. You will investigate who the customers are and the importance of meeting their needs. You will explore how to ensure that hospitality businesses are successful in adhering to their vision and values. You will look how brand standards and business vision and values contribute to the success of the hospitality business. You will explore current legislation and regulations that govern the hospitality industry and finally, you will investigate how hospitality businesses have an environmental responsibility and how they deal with 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 hospitality businesses in the hospitality industry
		1.2	Outline the job roles and career progression in the hospitality industry
2	Understand how a hospitality business achieves commercial success	2.1	Explain the general principles of operating a hospitality business successfully
		2.2	Explain the relationship between the vision statement and objectives of a hospitality business
		2.3	Explain how having clear objectives contribute to the success of a hospitality business
		2.4	Explain how customer demographics affect the products and services offered by a hospitality business
		2.5	Explain the market positioning of a hospitality business and strategies it could use to improve this
		2.6	Explain how a positive brand image and reputation contribute to the success of a hospitality business
3	Know the legal requirements for operating a hospitality business	3.1	State how the main consumer-related legislation and regulations protect customers when buying products and services
		3.2	State how the main consumer-related legislation and regulations affect the operations of a hospitality business
		3.3	Outline how legislation and regulations relating to health and safety, affect the operations of a hospitality business
		3.4	Outline how to manage health and safety and security risks in a hospitality environment
		3.5	Outline the legal and commercial consequences to a hospitality business of non-compliance to relevant legislation and regulations

Learning outcomes		Assessment criteria	
4	Understand the effect a hospitality business has on the environment	4.1	Outline the effects that a hospitality business has on the environment
		4.2	Explain how a hospitality business reduces its impact on the environment
		4.3	Explain the benefits of adhering to environmental controls for a hospitality business

Unit content

What needs to be learned
Learning outcome 1: Know the structure of the hospitality industry

1A Types of hospitality businesses

- Types of hospitality businesses and the nature of the services offered, including:

    o restaurants, e.g. fast food and fine dining; clubs, classification by cuisine, e.g. European, Asian
    o pubs, bars
    o overnight accommodation, e.g. hotels (1 to 5 star), bed and breakfast, hostels, halls of residence
    o membership clubs, e.g. sports
    o tourism, e.g. holiday centres, cruise liners
    o contract catering, e.g. corporate such as factory or office canteens, airlines, schools
    o events, e.g. sport, music, themed, meetings and conferences, exhibitions
    o food and beverage providers, e.g. coffee shops, street food stalls
    o entertainment, e.g. cinemas, theme parks, casinos.

1B Range of jobs in hospitality businesses

- The range of jobs available and progression paths in hospitality businesses, including:

    o entry level roles, e.g. waiting staff, bar staff, concierge, room attendant, receptionist, barista, porter
    o 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
    o management, e.g. assistant manager in a section, head of a section, conference and events management, front office, hospitality outlet management, housekeeping management, revenue management.

What needs to be learned

Learning outcome 2: Understand how a hospitality business achieves commercial success

2A   General principles for achieving success in hospitality businesses

- Strategic management and leadership, including clear vision and SMART, smart, measurable, achievable, realistic and time bound objectives, sound business plan, managing change (evolving the product and service offer), clear business positioning, managing financial performance, cost savings, 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: 4Ps, (price, product, place promotion), 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.

2B   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.

2C   Hospitality business objectives

- Focus of hospitality business objectives, including areas such as profitability, competitive position, provision of excellent customer service, brand standard, employee relations, return on investment.

- The 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 such as using celebrities to promote values.

What needs to be learned

2D Impact of customer demographics on product and service offer

- Types of customers, including:

  o external customers - not employed or linked to the business, e.g. individuals, groups, suppliers, agents, business people, non-English speakers

  o internal customers - employed by the business or organisation

  o corporate customers, e.g. business travellers, groups, meetings, conferences, events, conference and banqueting customers, VIPs

  o events customers, e.g. celebrations, funerals, sporting events

  o customers with specific needs/requirements - people with young children, religious beliefs, cultural and traditional needs, mobility-impaired, sensory problems, dietary.

- Meaning of customer demographics.

- Customer demographic factors, including race, age, gender, ethnicity, education, occupation, income level.

- Impact of customer demographics on product and service offer of a hospitality business, including:

  o mix of product and services based on factors such as customer age, gender, ethnicity, lifestyle

  o price of products/services based on customer income level

  o value-added service offered on particular needs of target customers, e.g. cots/feeding chairs for customers with babies, extra pillows/blankets.

2E Market positioning

- Meaning of market positioning, including:

  o reverse positioning - assumes customers want more than the basic, e.g. value for money

  o breakaway positioning (brand standard) - customers recognise product/service based on its features, e.g. design, functionality, appearance, feel, luxury, distribution channel, pricing.

- Improving market positioning, including:

  o use of sales techniques such as upselling, e.g. specials, upgrades

  o unique selling points (USPs), e.g. high-quality food for reasonable prices, menu variety, room offer

  o increasing market share, e.g. pricing, expansion.

What needs to be learned

2F   Role of brand standards

- Brand standards, including brand identity guidelines relating to names and descriptions, colours, graphics, logo, fonts and messages used by a business.

- The need for brand standards in the hospitality industry, including**:**

  o creating a strong brand identity, personality and brand awareness
  o distinguishing own business from competitors, recognisable representation of the business
  o targeting the right customers
  o coherency and consistency in operations, including marketing, promotions, customer service, personal presentation
  o brand standards in hospitality, e.g. quality of soap in bathrooms, availability of pillows to meet different needs of customers, portion size and quality of food.

2F   Brand image, reputation and business success

- Difference between brand image (i.e. customer perception of brand) and reputation (i.e. public opinion about businesses' corporate actions); customer-centric versus organisation-centric.

- Correlated relationship between brand image and reputation, including examples of hospitality businesses with positive and negative brand image and reputation.

- Factors affecting brand image, including product quality and value, price, product/service variety and availability, customer service standards, advertising and promotional activities.

- Factors affecting reputation, including social responsibility, community building, job creation, general policies, social media presence and interactions, customer feedback, conduct of team members during and outside work hours, customer focus.

- How positive brand image and reputation contribute to the success of the hospitality business, including:

  o building trust and relationships with customers; `people buy from people'
  o increased brand loyalty, repeat purchases
  o increased sales and profits
  o competitive advantage
  o consumer confidence; 'word of mouth' marketing
  o reflecting company values.

What needs to be learned

Learning outcome 3: Know the legal requirements for operating a hospitality business

3A   Hospitality business compliance to consumer-related legislation

- Main requirements of consumer-related legislation and regulations and how they protect customers, including:

  o consumer rights legislation
  o consumer protection from unfair trading regulations
  o equality legislation
  o trade descriptions legislation.

- Impact of consumer-related legislation on hospitality businesses, including:

  o maintenance of quality standards and fit-for-purpose procedures
  o high-quality products and services, fitness for purpose
  o accuracy in advertising and promotions
  o regular staff training and development.

3B   Hospitality business compliance to health and safety, and legislation

- Main requirements of legislation and regulations related to health and safety, and security, including:

  o health and safety legislation, e.g. emergency signage and procedures, manual handling
  o food safety, e.g. cooking, holding and storage temperatures, hygiene
  o requirements of regulations related to licensing, serving alcohol, serving food, premises approval
  o data protection legislation
  o food labelling
  o Hazard Analysis and Critical Control Point (HACCP) principles.

3C   Management of health and safety, and security risks

- Regular risk assessments, e.g. the five steps in conducting risk assessments

- Staff training

- Clear policies and procedures, e.g. emergency procedures, fire drills

- Audits and review.

What needs to be learned
3B Legal and commercial consequences of non-compliance
• Consequences of non-compliance, including:
o Legal e.g. financial and health and safety investigations, legal action against the hospitality business and/or the individual, personal financial penalties and non-financial penalties.
o Commercial e.g. poor reputation, customer dissatisfaction, loss of sales, difficulties gaining insurance and credit.

What needs to be learned
Learning outcome 4: Understand the effect a hospitality business has on the environment

4A   Environmental issues

- Use of non-renewable energy resources, e.g. heating, air conditioning, petrol for transporting of goods.

- Depletion of natural resources, e.g. water, energy, food, raw materials.

- Incorrect collection, disposal or recycling of potential polluting materials, e.g. oil, hazardous liquids and gas.

- Environmental health issues, e.g. noise pollution, littering, air pollution.

- Inappropriate car parking.

- Disposing of food waste and packaging incorrectly.

- Using non-sustainable products, e.g. single-use plastics (food packaging, straws, plastic bags), effects on future food sources.

4B   Solutions to environmental issues

- Solutions to environmental issues, including:
  - reducing carbon monoxide emissions
  - increased use of renewable energy, green buildings
  - noise pollution reduction
  - waste management systems, e.g. waste pollution reduction, water consumption reduction, use of ecological food, sustainable procurement practices
  - staff development on environmental issues, green awareness training for team members and customers.

4C   Benefits of adhering to environmental controls

- Hospitality business benefits of adhering to environmental controls include: cost reduction, eco-friendliness, sustainability.

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

T**o satisfy the assessment criteria for this learning outcome** learners research the hospitality businesses in their local area to find out about the range of businesses and opportunities available. The evidence will be in the form of notes that they can then refer back to when completing the rest of the unit. The research can be undertaken by using the internet and/or by visiting different types of hospitality businesses. In their notes, learners will:

1   describe at least **four** types of hospitality businesses in the hospitality industry. The description of each must include the type of services that it offers. (AC1.1)

2   outline a total of **four entry level** job roles in **two** different types of hospitality businesses. Learners will then outline the progression available from **two** of the four entry level jobs. (AC1.2)

Learning Outcome 2

To satisfy the assessment criteria for this learning outcome, learners research information about a single hospitality business that they are working for or if not employed, one that they are familiar with to help them to understand how it operates. The research will be carried out by talking to team members, a line manager and/or

from information of organisational-specific resources such as the website, intranet or internal publications.

Learners could then present the information in an 'information sheet' on the hospitality business. The information sheet could include graphics and images. Learners who are not working in a hospitality business could prepare an information sheet on a hospitality business with which they are familiar. Learners will:

1. outline **three** principles that are applied by the hospitality business in operating its business, and give at least **one detailed reason** for each principle to show why it would help the organisation to be successful. (AC2.1)

2. outline a vision statement for the hospitality business including:

   - a minimum of **three** objectives that the hospitality business has identified as being important

   - showing how **one** of the objectives above, helps the hospitality business to meet its vision statement

   - reasons why the remaining **two** objectives will help the hospitality business be successful. (AC2.2, AC2.3)

3. include information about the customers of the hospitality business by:

   - providing the demographics of customers including:

     o where they live

     o age

     o gender

     o ethnic background

     o income level.

   - detail of how the hospitality business meets its customer needs in terms of product mix, pricing and value added service. (AC2.4)

4. describe the market position of the hospitality business and provide **two** ways it could improve its market position and better meet the needs of customers. (AC2.5)

5. give **three** reasons why a positive brand image is helpful for the hospitality business, including:

   - for team members

   - for customers

   - for the local area. (AC2.6)

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners produce a leaflet on consumer-related and health, safety and security legislation and regulations for the hospitality industry, to be used as a learning resource for their work team. Learners who are employed will use the hospitality business they are employed by, while learners who are not employed will use a single hospitality business they are familiar with. For the leaflet, learners will:

1. outline **two** consumer-related pieces of legislation and/or regulations and how they protect consumers when they buy products and services from the hospitality business. (AC3.1)

2. give **three** impacts of consumer-related legislation and/or regulations have on the hospitality business. (AC3.2)

3. give **three** ways in which health and safety legislation impacts on the hospitality business. (AC3.3)

4. give **one** way in which the hospitality business manages risk to each of the following:

   • health and safety

   • security (AC3.4)

5. give at least **one** legal and **one** commercial consequence of non-compliance to the legislation and regulations. (AC3.5)

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners produce notes to show their understanding of the environmental issues relevant to a single hospitality business and the effect these have. If learners are not employed, they should focus on a relevant hospitality business of their choice. Learners' notes will:

1. give **three** negative effects that the hospitality business can have on the environment in the local area.

   • for each negative effect provide realistic suggestions of how the effects of these can be minimised. (AC4.1, AC4.2)

2. give **two** reasons why controlling environmental impact will be beneficial for the hospitality business. (AC4.3)

Unit 2: Principles of Delivering Customer Service in a Hospitality Business

Level: 2

Unit type: Mandatory

Guided Learning Hours: 36

Unit introduction

Consistent and excellent customer service is vital for hospitality businesses as it ensures that customers enjoy their experience and that they keep returning thereby making the business a success. A high level of customer service can potentially set the hospitality business apart from its competitors. So when working in the hospitality industry in a customer service role, it is important that you understand the key principles, concepts and practices of customer service, as they form the basis of interaction with both customers and team members.

In this unit, you will gain an understanding of the principles needed to deliver excellent customer service in hospitality. You will develop an understanding of who the customers are, their needs and expectations, and how hospitality businesses can meet and exceed these needs. You will learn how hospitality businesses need to maintain a certain quality in line with their brand. Finally, you will understand the importance of customer feedback and learn how to handle it effectively.

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 need for excellent customer service in hospitality	1.1	Explain what is meant by 'customer experience'
		1.2	State the principles of customer service in the hospitality industry
		1.3	Explain the importance of excellent customer service to the success of a hospitality business
		1.4	Explain the effects of poor customer service on a hospitality business
		1.5	Describe the compliance requirements for customer service in a hospitality business
2	Understand how hospitality businesses meet the needs of customers	2.1	Describe the different types of hospitality customers and their expectations and needs
		2.2	Explain how to recognise different customer types in hospitality businesses
		2.3	Describe how customer needs are met by a hospitality business
		2.4	Explain the importance of respecting customer diversity
3	Know how to communicate effectively with customers in hospitality businesses	3.1	State the importance of excellent communication when dealing with customers
		3.2	State the effects of poor communication when delivering customer service
		3.3	Describe communication methods and techniques used to effectively interact with customers in different customer service situations
		3.4	Describe how to communicate with customers in line with standard operating procedures in customer service
		3.5	Describe how to build rapport when communicating with customers

Learning outcomes		Assessment criteria	
4	Understand the importance of receiving and dealing with customer feedback	4.1	Describe the processes used by a hospitality business to obtain and record customer feedback
		4.2	Explain how a hospitality business responds to customer feedback
		4.3	Explain how a hospitality business uses customer feedback to improve its products, services and brand standard

Unit content

What needs to be learned

Learning outcome 1: Understand the need for excellent customer service in hospitality

1A   The customer experience

- Definition 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, depending on whether expectations were 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.

1B   The need for excellent customer service

- Definition of customer service.

- Different types of customer service, including sales and marketing, the 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, timeous, 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.

- 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 and profitability, increased customer complaints, higher stock wastages, low employee morale, poor brand reputation.

What needs to be learned
1C   Customer service compliance requirements
- Service offer, including customer charter, service standards, standard operating procedures, e.g. customers receive product or service advertised, honesty about services and products, consumer rights protected when purchasing products or services, e.g. refund, replacement or repair service.   - Consumer rights and legislation, including customer's legal and statutory rights, establishment of hospitality business' legal and statutory responsibilities, products and/or services meeting regulations and legislation, team members follow clear procedures to remain compliant.

What needs to be learned
Learning outcome 2: Know how hospitality businesses meet the needs of customers

2A   Types of customers and their needs

- External hospitality customer types, including:

  o conference and banqueting customers, e.g. business meetings conferences and seminars
  o corporate customers, e.g. business events, conferences
  o events customers, e.g. gala dinners, banqueting, weddings, christenings
  o families, e.g. children
  o cultural, religious or traditional events
  o tourists and leisure, e.g. travel by air, rail, coach, cruise liners, holiday centres, groups and lone travellers.

- Recognising hospitality customer types, including:

  o type of booking requested, e.g. corporate, group, in situ, leisure
  o time of booking, e.g. customers requesting a specific time for afternoon tea or dinner
  o time of arrival, e.g. pre-booked, walk-in
  o facilities of the establishment, e.g. relaxation, tourist information, meeting rooms.

- 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.

- Customer demographics, including elderly, non-native English speakers, customers with physical or mental disabilities, customers with children.

- Ways of meeting customer demographic needs in hospitality e.g. dietary, cultural, religious translators, accessible rooms or access control.

- Products offered (range, price), including:

  o dietary needs, e.g. allergens, health-related (diabetic, gluten-free, intolerances)
  o lifestyle choices, e.g. vegan, vegetarian, religious.

- Services offered to meet customers' needs, including:

    o meeting special needs, e.g. ramps, allowing guide dog access, induction loop system
    o meeting cultural needs, e.g. halal menus
    o children's requirements, e.g. high chairs, entertainment, children's menu
    o venues, e.g. spa resorts for relaxing, event rooms and resources for conferences
    o business equipment, e.g. EPOS, handheld order pads, table-top ordering systems
    o accommodation to meet needs, e.g. double rooms, cots
    o restaurants, e.g. different cuisines, halal
    o time restrictions, e.g. limitations on customers' time (fitting around lunch breaks or appointments), time of event.

- Organisational procedures to meet customers' needs, including bookings, checking in, cancellations, services (restaurant, room service, dining, laundry, concierge, payments, complaints).

- Policies to meet customers' needs, e.g. customer charter, service standards.

- Impact of customer expectations on business, including budget, spending power, disposable income, products and/or service delivery, awareness of cultural differences.

2C   Respecting customer diversity and individuality

- Definition and examples of diversity in customers, including differences in personal beliefs, personal style and appearance, religion, ethnicity, culture, language, socio-economic status, physical and mental ability.

- The 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.

What needs to be learned
Learning outcome 3: Know how to communicate effectively with customers in hospitality businesses

3A   Importance of excellent customer communications

- Characteristics of excellent customer communications, including being friendly and helpful, polite, understanding the customer's needs, using appropriate tone of voice for the situation.

- The importance of excellent communications when dealing with customers, e.g. supports positive customer interaction, relevant and important information can be provided to customers, gives opportunity to increase, gain or maintain customer loyalty.

- Effects of poor communications on the customer, including misunderstanding, customer dissatisfaction, customer complaints.

- Effects of poor communication on the hospitality business, including recurring mistakes, repeated or missed tasks, loss of business, damage to the organisation's reputation.

3B   Communication methods and techniques

- Methods of communicating with customers, including written, verbal.

- Effective communication techniques with customers, including:

  o appropriate communication methods to meet customers' needs, adapting style based on customer behaviours and needs
  o friendly, welcoming, organisational greeting
  o active listening techniques, non-judgemental, ascertaining feelings and emotions of customers
  o questioning skills, e.g. using different types of question appropriately, avoiding negative questions
  o confirming understanding, e.g. summarising, paraphrasing
  o using positive and appropriate language, e.g. avoiding technical organisational-specific language, jargon and informal language, e.g. slang, text speak
  o body language, e.g. positive, awareness of customers' body language
  o effective speaking, e.g. clear, moderate speed, appropriate volume, tone and pitch, pauses, confidence.

- Range of hospitality situations where communication is used, including initial contact, product/service purchase, customer complaints, customer queries.

What needs to be learned

3C Body language and communications

- Body language, e.g. facial expressions, eye contact, gestures, posture, body movement, personal space.

- Positive, negative, open and closed body language examples.

- Impact of body language to enhance and reinforce verbal communications, e.g. potential negative impact of body language on communications or where body language communicates a different message to the verbal message.

3D Communicating in line with standard operating procedures in customer service

- Standard operating procedures for communicating with customers, including customer greeting protocols, code of conduct, professional dress in line with organisational standards, using words and messaging that align with the organisational brand standards, product service offer.

3E Building rapport with customers

- Meaning of 'building rapport' in communications.

- Ways to build rapport with customers, including paying attention, responding to customer needs, being welcoming, friendly, courteous, knowledgeable about products and services, efficient, flexible, consistent, using effective communication, exceeding customer expectations.

What needs to be learned
Learning outcome 4: Understand the importance of receiving and dealing with customer feedback

4A   Methods for obtaining and recording customer feedback

- Definition of customer feedback.

- Types of customer complaints, including:

    o product, e.g. availability, timing, overbooking, substandard facilities, poor equipment, poor compliance with meeting health and safety standards, quality
    o service, e.g. poorly trained team members, inadequate staffing levels, poor product knowledge, poor use of personal protective equipment and hygiene, poor customer service, negative interactions with customers, inconsistent service, slowness.

- Methods of collecting feedback from customers, e.g. compliments and complaints, including direct (face to face, email, customer surveys) and indirect, (social media, review websites, feedback forms).

4B   Procedures to respond to feedback

- Business standard operation procedures for responding to feedback (listening, acknowledging the incident), including positive feedback (compliments) or negative feedback (issue or complaint), escalating/referring to supervisor if appropriate, offering a response (acknowledgement, apology), reacting (offering a solution), resolving (put into action a solution), keeping the customer informed, following up with the customer to check their satisfaction with the solution, working within the boundaries of the role (limitations of what can be offered to the customer), keeping records.

4C   Benefits and use of a customer feedback

- Customers reassured and confident, including obtaining products, using services, recommending to friends and family.

- Hospitality business benefits, including areas of strengths and weakness, implementing changes to improve service (staff training, extra staff, service rotas, equipment), maintains/enhances reputation.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 Assessment*.

This unit is internally assessed. To pass this unit, the evidence that learners present 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. Assessment must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident that 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 set of written notes, which could include pictures or video, on the importance of excellent customer service in their employer's hospitality business, to be shared with team members. Learners who are not working in a hospitality business could gather information based on a single hospitality business with which they are familiar. For the written information and/or video, learners will:

1. illustrate how customer experience is created by giving detail of the nature of **two** different customer interactions that take place at **two** touchpoints in each customers' journey in the hospitality business. (AC1.1)

2. identify **three** principles of customer service used by the hospitality business to deliver excellent customer service. (AC1.2)

3. show why customer service is so important to the hospitality business by including:

   - **three** detailed reasons to show why excellent customer service is important to the success of the hospitality business

   - **two** detailed examples of effects that poor customer service has on the hospitality business. (AC1.3, AC1.4)

4. give examples of how compliance requirements for the customer service offer impact on the hospitality business including:

- customer charter

- service standards

- standard operating procedures. (AC1.5)

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners produce a presentation on the needs of the different types of customers of the hospitality business in which they are working. The presentation could be shared with other apprentices in the training environment to use as a basis for a group discussion. Learners who are not working in a hospitality business are to produce the presentation on the customers in a hospitality business with which they are familiar. For the presentation, learners will:

1. provide details of **three** different customer types including:

- examples to illustrate how each customer type can be recognised

- description of the expectations and needs of each customer type

- description of how the hospitality business meets the needs and expectations of each customer type. (AC2.1, AC2.2, AC2.3)

2. explain **two** ways of showing respect for diversity and individuality when dealing with customers in the hospitality business and provide reasons why it is important to act in this way. (AC2.4)

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes, to be included in their learning log, on how to communicate effectively with their customers when delivering customer service. They could gather information by talking to more experienced team members and by their own experiences of working in a single hospitality business. Learners who are not working in a hospitality business are to base their notes on a hospitality business with which they are familiar. For the notes, learners will:

1. state **two** reasons why excellent communication is important when dealing with customers and **two** examples of poor communications that can have negative affect the hospitality business. (AC3.1, AC3.2)

2. describe communication methods and effective techniques used to interact with customers in **two** different customer service situations in line with the customer service standard operating procedures of the hospitality business. Learners must clearly show how:

- the communication is in line with the customer service standard operating procedures

- the chosen methods are relevant for the situation and build rapport with the customer. (AC3.3, AC3.4, AC3.5)

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes or a report to explain the processes for obtaining and recording customer feedback, as adopted by their employer business or a single hospitality business of their choice if not employed. This must include how to respond to feedback. The notes or report could be based on discussions with their team members, line manager and/or mentor, and from information gained from organisational-specific resources such as a website, intranet or internal publications. For the notes or report, learners will:

1. give details of at least **two** processes adopted by the hospitality business for obtaining and recording customer feedback including:

   - the type of feedback

   - how it was collected (AC4.1 and 4.2)

2. provide **three** detailed examples of how the hospitality business responds to positive and negative feedback. Include how feedback is used to improve its products, services and brand standard (AC4.3)

Unit 3: Principles of Working in a Hospitality Team

Level:	**2**
Unit type:	**Mandatory**
Guided Learning Hours:	**45**

Unit introduction

Successful teamwork is essential if a hospitality business is to be efficient and financially viable in today's economic climate.

In this unit, you will develop your understanding of the role of effective teamwork in hospitality businesses, and its importance in meeting business objectives. You will explore the ways in which different members of a team will each contribute something unique to the agenda. You will look at the impact of buddying up with team members, new or otherwise, and how supervisors delegate this responsibility. You will examine how, as a first-line supervisor, you could support and influence other team members. You will learn the best communication techniques to use in a team, and with supervisors. You will develop an understanding of how effective communications helps to resolve problems. Finally, you will learn the effect of poor teamwork on the operations 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 effective team working in hospitality businesses	1.1	State what is meant by team dynamics
		1.2	Explain how different factors affect team dynamics
		1.3	Outline the characteristics of an effective team
		1.4	Explain the importance of effective team working in a hospitality business
		1.5	Describe the effects of poor teamwork on a hospitality businesses operations
2	Understand how team diversity creates effective teams	2.1	State what is meant by 'team diversity'
		2.2	Explain how Belbin's theory identifies strengths that team members use to contribute to a team
		2.3	Explain how team members can support each other to meet business objectives
3	Understand how first-line supervisors support team members	3.1	Outline the principles of first-line supervision
		3.2	State ways in which a first-line supervisor supports team members through a buddying system
		3.3	Explain how first-line supervisors can positively influence team members
		3.4	Explain different leadership styles and their effects on team members
4	Understand how to communicate effectively with team members	4.1	Explain how to adapt communications to meet the needs of different team members
		4.2	Describe the impact of choice of language, non-verbal communication and language styles on team members' perceptions of each other
		4.3	Describe how conflicts can be resolved in teams
		4.4	Explain the importance of managing conflict in teams

Unit content

What needs to be learned

Learning outcome 1: Understand effective team working in hospitality businesses

1A   Teamwork

- Definition of team dynamics.

- Factors that affect team dynamics, including:

  o   attitudes and how they impact on decision making, e.g. their effect on interpersonal interactions, performance and productivity, and recognition for personal effort

  o   loyalty to a specific person/group, e.g. how this affects potential to recognise poor practice, to report concerns

  o   competition among team members, e.g. healthy productivity, can create tension or frustration.

1B   Effective team working

- Meaning of teamwork.

- Characteristics of effective teams, including shared purpose, clear expectations and goals, defined roles, good balance of skills and abilities, good communication, strong leadership, interdependence, mutual co-operation, openness and trust, good personal relationships.

- Importance of effective team working to a hospitality business, e.g. high level of customer satisfaction, increased commitment and staff engagement, increased productivity, improved staff morale, lower staff turnover.

- Effects of poor team working on a hospitality business, e.g. high staff turnover, poor customer service, sales targets not achieved, low productivity, poor stock control.

What needs to be learned
Learning outcome 2: Understand how team diversity creates effective teams
2A   Understanding team diversity   • Definition of 'team diversity', e.g. age, culture, religion, ethnicity, personality types, disabilities, language, strengths and weaknesses.

2B   Diversity of team members
 	
 • Belbin's theory, including:
 	
     o shaper – drives work forward, gets things done
     o implementer – gets things done, turns talk into action, generates practical activity, e.g. team leader or supervisor
     o completer-finisher – focuses on completing tasks
     o co-ordinator – manages the group dynamics, often in a leadership role
     o team worker – helps the team to work effectively by supporting personal relationships, e.g. a team leader, supervisor or team member who intervenes if there are issues between team members
     o resource investigator – gathers external resources and shares information to help the team
     o plant – generates ideas and creative solutions (although sometimes not practical), e.g. a team member who offers solutions to problems
     o monitor-evaluator – critically assesses ideas and proposals, and is good at making decisions, e.g. a team leader or supervisor who gives the team guidance
     o specialist – brings knowledge and expertise to the team, e.g. a more experienced staff member, such as a team leader or supervisor, who is capable of upskilling team members.

2C   Supporting and influencing other team members   • Ways of supporting other team members to meet the hospitality business objectives, including positive support, direction for new team members, reliability, achieving goals and targets, sharing information and keeping promises.

What needs to be learned
Learning outcome 3: Understand how first-line supervisors support team members

3A First-line supervision in hospitality businesses

- Definition of first-line supervision.

- Principles of first-line supervision, including participation in a buddying system, work shadowing, organisational skills, adaptability to support and assist new and existing team members, promotion of organisational values and brand standards.

- Responsibilities of a buddying system in assisting a manager/supervisor in supporting team members, including providing information on policies and procedures, identifying resources in the workplace, introducing new team members to the department and its business, coaching, providing feedback on skills development and achievements, providing advice on areas for improvement.

3B Influencing the team positively

- Leading by example, e.g. conduct, behaviour and appearance, rapport with customers, sharing knowledge and experiences to support others to improve their skills, working within the boundaries of job role, recognising where job role aligns in the organisational structure, respecting lines of authority.

- Leadership styles and effects, including:

  o autocratic/authoritarian – aggressive, controlling, low job satisfaction, high staff turnover
  o laissez-faire – free-rein leadership, relies on talents of team, can create errors, team insecurities
  o democratic – collaboration, team ownership of decisions, motivated team, sense of belonging.

What needs to be learned

Learning outcome 4: Know how to communicate effectively with team members

4A Communicating in teams

- Verbal communications, including formal and informal language.

- Non-verbal communications, including positive and negative body language, facial expressions, eye contact, posture, personal space.

4B Adapting communications to meet different needs of team members

- Adaptive communications, including active listening to identify needs of team members, paraphrasing, reacting to differences in culture and personality type (Analytical, Driver, Amiable, Expressive), adapting vocabulary, varying speech or tone of voice in context of the situation, providing accessibility when giving instructions or communicating with team members, e.g. using coloured paper, finger spelling, sign language.

- Impact of choice of language and non-verbal communications on the perceptions of others, including misinterpretations due to cultural and geographical differences, body language not aligned to verbal communications.

- Building relationships in communications, including giving others the opportunity to speak, being friendly and polite, effective use of reinforcement and clarification skills, building rapport and showing empathy.

- Importance of communication for team members, including promoting teamwork and working relationships, information giving and receiving - avoiding errors, timeous task completion, task feedback.

4C Resolving conflict in teams

- Sources of team conflict, including misunderstandings, personal and structural factors such as team members failing to follow instructions, poor communication.

- Resolving conflict, including informal one-to-one with supervisor (collaboration), mediation, team counselling in a team meeting, allowing other opinions, listening, being non-judgemental.

- The impact of minimising conflict in reaching agreements between team members, including showing respect for each other, self-development, improved communication identifying own strengths and weaknesses, learning from others, helping build rapport with other team members, ensuring work efficiency.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 about their team at work, to be shared in their training environment and used as a basis for group discussion. Learners who are not working in a hospitality business will base the presentation on a team with which they have worked with at college or in a hospitality context. For their presentation, learners will:

1. show how different factors affect team dynamics by providing:
   - a definition of team dynamics
   - details about own team, giving reasons for the following factors affecting the dynamics of the team:
       - attitudes
       - loyalty
       - competition (AC1.1, AC1.2)

2. outline **two** characteristics that have made, or would make, their/a team more effective. (AC1.3)

3. show the importance of effective team working for the hospitality business by providing:

- **three** characteristics of effective team working with examples of how it helped the hospitality business.
- **three** ways in which poor team working could affect the operations of the hospitality business (AC1.4, AC1.5)

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes on how to work effectively in their team, to be included in their learning log. Learners who are not working in a hospitality business will base their evidence on a hospitality team with which they are familiar. For their notes, learners will:

1. show the contribution that the diversity of team members contribute to the team by:
   - giving a definition of team diversity
   - identifying **three** individual team members, each with a different strength outlined in Belbin's theory and give examples of how these team members benefit the team. (AC2.1, AC2.2)

2. using examples to illustrate the support that team members give each other to achieve business objectives, providing:
   - at least **two** examples of positive support between team members
   - details about how this support helps achieve the business objectives. (AC2.3)

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes on how to work effectively in their team, to be included in their learning log. Learners who are not working in a hospitality business are to base their evidence on a hospitality team with which they are familiar. In the notes, learners will:

1. outline the principles of first-line supervision including the following:
   - definition of first-line supervision
   - **four** principles of first-line supervision with **one** example for each (AC3.1)

2. state **three** ways in which a first-line supervisor supports team members through a buddying system. (AC3.2)

3. give reasons why different approaches/styles can positively influence team members in a specific situation, including all of:
   - leading by example supported with an example
   - **two** relevant leadership styles
   - importance of sharing information with **two** examples (AC3.3, AC3.4)

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes on how to work effectively in their team, to be included in their learning log. Learners who are not working in a hospitality business are to base their evidence on a hospitality team with which they are familiar. In the notes, learners will:

1. provide a detailed account about how communication has been adapted in **two** situations with a team member to meet the needs of the team member (AC4.1)

2. describe the impact that communication has on team member perceptions of each other including:

   • the impact of **one** identified form of non-verbal communication

   • the impact of **one** language style (AC4.2)

3. describe **two** approaches that a team could use to resolve a conflict. (AC4.3)

4. give **two** detailed reasons why it is important for the hospitality business to manage conflict in teams. (AC4.4)

Unit 4:

Understanding Personal Effectiveness in a Hospitality Work Environment

Level: 2

Unit type: Mandatory

Guided Learning Hours: 34

Unit introduction

Employers are no longer looking for people with just technical specialist skills; they are also looking to find 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 more personally effective in carrying out their job role.

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.

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	State what is meant by professionalism
		1.2	Describe the requirements for professionalism in a hospitality work environment
		1.3	Describe the characteristics of professionalism in a hospitality work environment
		1.4	Explain where to find information on employer expectations and standards for professionalism in a hospitality work environment
		1.5	Explain the importance of professionalism in a hospitality work environment
2	Understand how to develop positive work behaviours	2.1	Explain what it means to have good work ethics in a hospitality job role
		2.2	Explain how to develop personal adaptability and the benefits of this has for a team member and the hospitality business
		2.3	Explain how to build personal resilience and the benefits this has for a hospitality team
		2.4	Explain how to self-manage in a hospitality work environment and the benefits this has for a hospitality team
		2.5	Explain how problems are solved in a hospitality team
3	Understand how to manage personal performance in the hospitality work environment	3.1	Explain how to manage personal performance in a hospitality team
		3.2	Explain the importance of managing personal performance in the hospitality work environment

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.

- 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.

1B   Characteristics of professionalism

- Competence in the job role, including:

    o technical skills and knowledge
    o relevant generic workplace competencies (team working, basic computer skills, communication)
    o responsibilities of the job role
    o deadlines and performance standards
    o legislative requirements (consumer protection, data protection, health and safety, food safety)
    o personal dress and appearance, including good personal hygiene
    o cleanliness, following organisational dress code
    o 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   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, organisational intranet.

What needs to be learned
1D 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: mutual respect between team members, clear boundaries, good team spirit, increased job satisfaction and personal growth.

What needs to be learned
Learning outcome 2: Understand how to develop positive work behaviours

2A   Good work ethics

- Meaning of work ethics.

- Elements of good work ethics with relevant behavioural examples: responsibility, punctuality, commitment, honesty, integrity, professional behaviours, communications, positive approach, taking initiative, being proactive, self-development, self-motivation.

- 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 and relevant regulations and legislation, developing positive working relationships with colleagues.

2B   Personal adaptability in the workplace

- Meaning of adaptability in a workplace context (i.e. willingness and ability to readily respond to changing circumstances and expectations).

- The need for adaptability: 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 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:

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

What needs to be learned

2C Personal resilience in the workplace

- Meaning of resilience, i.e. 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: 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:

  o for individuals – increased confidence, being more able to manage stress, increased opportunities for career progression
  o for hospitality businesses – more stable workforce, increased productivity, improved performance.

2D Self-management in the workplace

- Meaning of self-management skills, i.e. 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), scheduling tasks and allowing flexibility in scheduling, setting realistic goals and deadlines, regularly reviewing workload, minimising distractions.

- 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.

2E   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 solution, seeking feedback, monitoring and evaluating success.

What needs to be learned
Learning outcome 3: Know how to manage personal performance in the hospitality work environment

3A Managing personal performance in the workplace
 	
• Identifying own responsibilities, including job description, contract, staff handbook, code of conduct, organisational structure.
 	
• Goal setting, including agreeing SMART objectives with line manager, alignment of personal objectives with organisational aims/goals, relationship of personal objectives to those of team members and other colleagues.
 	
• Measurement standards, including agreeing criteria for measuring progress and achievement with line manager, varying criteria depending on organisation and role, e.g. quality of work, volume of work, timeliness of completion, customer satisfaction.
 	
• Completing tasks/work, including meeting quality standards and agreed timescales, reporting problems beyond own level of competence.
 	
• Monitoring and assessing performance, including:
 	
   o asking for performance feedback from relevant team members
   o attending and engaging in regular one-to-one meetings
   o actively participating in annual performance appraisal, e.g. regularly updating performance review systems, preparing evidence for discussion at meeting.
   o being receptive to feedback on performance, using feedback from performance appraisals to inform personal development planning.
 	
3B Importance of managing personal performance in the workplace
 	
• Benefits to individuals, including clear understanding of job expectations, enhanced employment opportunities, job satisfaction, career progression, financial rewards or recognition for good performance.
 	
• Benefits to the hospitality business/organisation, including delivery of strategic and operational goals, increased efficiency and productivity, reduced staff turnover.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 make a booklet about professionalism, work ethics and managing personal performance in a single hospitality business. In the booklet learners will:

1. give the meaning of professionalism (AC1.1)

2. describe **three** examples of requirements and **four** characteristics of professionalism for professionalism in the hospitality work environment (AC1.2, AC1.3)

3. give detail as to where to source **two** types of information about the expected behaviours and professional standards of a job role in the hospitality business. (AC1.4)

4. give 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. (AC1.5)

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. show how positive behaviours can be developed or displayed and the benefits that these have including:

   - what is meant by work ethics in a hospitality business context

   - **two** examples of how to develop own ability to adapt to changes in the work environment. For each example give a reason why this development will benefit the hospitality team and the hospitality business.

   - **two** examples of how to build personal resilience in a work environment. For each example give a reason why this resilience will benefit the hospitality team.

   - details of how to self-manage in the work environment giving **two** examples.   For each example give a reason why this self-management will benefit the hospitality team. (AC2.1, AC2.2, AC2.3, AC2.4)

2. give a detailed account how a problem in the workplace could be resolved including:

   - **one** type of problem which has occurred/could occur in their workplace and the potential impact of this problem

   - a description of the process that would be followed, including the people with whom they would engage. (AC2.5)

Learning outcome 3

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 own responsibilities; goal setting; measurement standards; completing tasks/ work and monitoring/ assessing performance. (AC3.1)

2. give reasons why it is important for individuals to manage their own personal performance in the workplace including:

   - **three** benefits for the individual

   - **two** benefits for the hospitality business. (AC3.2)

Unit 5:   Use of Technology in Hospitality Businesses

Level: **2**

Unit type: **Mandatory**

Guided Learning Hours: **16**

Unit introduction

The use of technology in hospitality businesses is increasing as a way of helping to assure the efficient delivery of customer service. The use of technology is helping hospitality businesses to achieve a positive customer experience and to enhance business productivity.

In this unit, you will investigate how managerial and operational technologies are used in hospitality businesses, from reception services through to restaurants. You will learn how management and operational technology improves the customer experience and the efficiency of the business itself.

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 hospitality businesses use technology	1.1	State how management technology is used in a hospitality business
		1.2	State how operational technology is used in a hospitality business
2	Understand how technology improves productivity and the customer experience	2.1	Explain how technology can enhance business productivity
		2.2	Explain how technology can enhance the customer experience

Unit content

What needs to be learned

Learning outcome 1: Know how hospitality businesses use technology

1A   Managerial technology

- Customer relationship management (CRM) platforms, e.g. marketing, customer service, customer support, customer tracking, analysing customer interactions and relationships.

- Property management systems (PMS) (room usage, availability, maintenance, intelligently optimising energy usage according to room status, fire detection), parking management (pay and display machines, licence plate recognition), danger management (fire control panels and evacuation).

- Cloud-based technology, e.g. storing and accessing data and programs over the internet.

- Digital work management system, e.g. team members' rotas, tasks.

- Inventory management system (IMS), e.g. electronic stock control system.

1B   Operational technology

- Biometric authentication for team members and customers, e.g. limiting access to different areas using the biological characteristics of individuals.

- Internal telephone systems, including Voice over Internet Protocol (VoIP) for team members and customers.

- High-speed internet access (HSIA).

- Electronic charging points, e.g. in customer areas, rooms.

- Payment systems, including electronic point of sale (EPOS), PayPal, mobile phone apps, e.g. Apple Pay, Google Pay.

- Processing data quickly (PDQ) card machine, e.g. chip and pin, portable and mobile terminals, radio frequency identification (RFID).

- Reservation systems, including online booking systems, digital self- order, digital and kiosk self-service, mobile check-in and check-out systems, smart room keys, e.g. card keys, mobile Bluetooth® digital key apps.

- In-room technologies, including high-definition televisions (HDTV), -interactive televisions (entertainment), virtual concierge, interactive remotes, smartphone apps to control room environment, -voice assistants/voice-enabled room controls.

- Wireless sensors, e.g. fridge and freezer continuous temperature checks.

- CCTV for customer and team member security.

- Digital conference facilities, including video conference, smartboards, wireless presenters.

What needs to be learned
Learning outcome 2: Understand how technology improves productivity and the customer experience
2A   Technology to enhance business productivity and customer experience   • Time-saving, including improving efficiency, minimising human error, semi- or full automation, improving team member efficiency, fast access to information.   • Increasing cost-effectiveness, including minimal staffing, value for money, e.g. initial investment over outputs, reduction of resources, including emailed receipts, online questionnaires, cost reduction of overheads achieving increased growth.   • Customer service quality, including recording and predicting the purchasing power of current and future customers, types of customers, repeat customers.   • Wider consumer reach, including global communication.   • Improved agility and competitiveness resulting in increased promotion and sales outcomes.   • Services, e.g. pay-per-view, internet connection.   • Increased security e.g. use of biometrics and surveillance.   • Electronic monitoring of stock levels, e.g. immediate stock orders.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 and 2

To satisfy the assessment criteria for this learning outcome, learners produce a presentation to show an understanding of the use of managerial and operational technology in the hospitality industry. For their notes, learners will:

1. identify **three** types of management technologies used in hospitality businesses, using examples to give details of:

   - how they are used

   - how they enhance business productivity. (AC1.1, AC2.1)

2. identify types of operational technologies used in hospitality businesses, using examples to give details of:

   - how they are used

   - how they enhance business productivity. (AC1.2, AC2.2)

Unit 6: Principles of Food and Beverage Service

Level:	**2**
Unit type:	**Optional**
Guided Learning Hours:	**39**

Unit introduction

Food and beverage service skills are key to working in the hospitality industry. Interacting with customers and giving them information on the food and drink available is a vital part of the work of food and beverage servers.

In this unit, you will learn how to greet and serve customers following the hospitality business' standard operating procedures. You will gain an understanding of different service styles, learning which equipment is used for each style. You will also learn how to prepare a service area safely and hygienically and, finally, how food and beverage service areas are cleared down.

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 about food and beverage service	1.1	Describe the different food service standards and styles
		1.2	Outline legislation and regulations related to the sale and service of food and beverages
2	Know the standard operating procedures for a food and beverage service	2.1	Outline how a food service and dining area is prepared, complying with the standard operating procedures of a hospitality business
		2.2	Explain how to greet and take orders from customers in a hospitality business
		2.3	Describe a food and beverage service which complies with the standard operating procedures of a hospitality business
		2.4	Describe the clearing-down procedures at the end of a food and beverage service, complying with the standard operating procedures of a hospitality business
3	Understand the importance of an effective food and beverage service	3.1	Explain the importance of an effective food and beverage service

Unit content

What needs to be learned
Learning outcome 1: Know about food and beverage service
1A   Food and beverage service standards and styles • Formal dining, e.g. fine dining, silver service, dining in luxurious settings. • Casual dining, e.g. plate service, refectory service, café waiting service, pub service; where menus meet the varying quality standards and are affordable, and dining is in practical settings. • Quick-service dining, e.g. fast-food outlets, drive-through, street/market traders, which meets the minimum quality standards and are affordable. • Carvery/buffet dining, e.g. self-service, which meet the minimum quality standards and are affordable. **1B   Legislation and regulations relating to sale and service of food and beverages** • Trading standards, including consumer rights. • Consumer protection, including correct display of promotional material, clear and correct pricing, correct ingredient/menu description, correct weights and measures. • Food safety legislation, e.g. Hazard Analysis and Critical Control Points (HACCP) covering correct storage, preparation, cooking, food temperatures and labelling to comply with the safer food, better business practice. Traceability of food source on journey to consumer. • Weights and measures legislation, e.g. ingredients, alcohol dispensing.

What needs to be learned

Learning outcome 2: Know the standard operating procedures for a food and beverage service

2A Preparation of food service and dining areas, complying with standard operating procedures

- Cleanliness, including good personal hygiene, food preparation areas, dining areas, condiment dispensers, waste containers, e.g. hygienic, empty, ready for use.

- Safety, including removal of potential slip/trip/fall hazards.

- Routine checks, including layout of furniture, wear and tear equipment, furnishings, pests, bathrooms and restrooms, adequate provision linen, cutlery, table decorations, glassware, menus, food and beverages, condiment stocks, payment points (float for till, card machine), temperature, lighting, cooked food storage areas, e.g. temperature-controlled to prevent cross-contamination.

2B Greeting and taking orders complying with standard operating procedures

- Greeting and settling customers, e.g. timely, identifying requirements, checking booking records, assisting to table, requesting to take outer clothing.

- Know the menu composition to meet customer needs, including ingredients (allergens, special dietary and cultural requirements), preparation methods, food pairing with wine, e.g. white wine with fish.

- Upselling, e.g. local fish catch of the day, regional foods, side orders, appetisers, coffee.

- Order taking, including manual or electronic systems, beverage orders before food orders, facing the customer, clarifying, repeating order back to customer, communicating order to the kitchen, adjusting the cover according to order, serving food in line with service style and complying with standard operating procedures.

2C Standard operating procedures serving food and beverage

- General principles of all food and beverage services, including serving food as required by the service style, e.g. cutlery, linen, flats, serving cloths, crockery, serving hot food as soon as available, compliance to legal requirements for food temperatures, maintaining cleanliness of food service and dining area, payments, e.g. (cash, credit cards).

What needs to be learned

- General principles specific to food and beverage table service, including serving beverages from the right, serving food from the left side, clearing away from the right, serving all customers the same course at the same time (unless they request otherwise), replenishing water/condiments, replacing cutlery, serving drinks before food, collecting used plates and cutlery with minimal disruption.

2D Maintaining service and dining areas, complying with standard operating procedures

- Routine checks, e.g. wear and tear of furniture and furnishings.

- Deep cleaning, e.g. a twice-yearly deep clean of areas.

- Equipment checks, e.g. wear and tear.

2E Clearing down procedures at end of service complying with standard operating procedures

- Clearing down at end of service, including sanitising bar counter, bar equipment and tables, stock tidying, cashing up, pot washing, rubbish removal and floor cleaning.

What needs to be learned
Learning outcome 3: Understand the importance of an effective food and beverage service

3A   **Importance of an effective food and beverage service**
 	
• Meeting standards required, including:
 	
    o hygiene meeting legislative and regulatory standards
    o quality of service e.g. utensils, table layout, customer service
    o food serving temperatures
 	
• Meeting customer and other departments' needs
 	
    o menu knowledge e.g. allergens, addressing customer needs
    o ensuring clear communications between the service and kitchen
    o turnaround times e.g. from order to cooking to serving ensuring customer satisfaction
    o providing an efficient food and beverage service to other departments e.g. room service, events.
 	
• Consequences of not meeting standards or customer or departmental needs e.g. fines for not following legislation/regulations, customer complaints, loss of customers, business reputation.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 to share with other team members. They will use their own experiences in their own hospitality business as well as observations in other hospitality businesses. They will include notes and photographs of the food service styles they have prepared or observed, if not offered by their own hospitality business or are not employed. For their presentations, learners will:

1. describe food service standards and styles including:

    *   **three** food service standards and styles (AC1.1)

    *   a brief account of the compliance requirements for food and beverage service, including: Trading standards, Consumer protection, Food safety legislation, Weights and Measures. (AC1.2)

Learning outcomes 2 and 3

To satisfy the assessment criteria for this learning outcome, learners prepare a presentation, including photographs and notes on how they prepared a food and beverage service area, served customers, maintained the food service area and cleared it down to meet organisational standards. They could use film footage or photographs of their preparation, serving and clearing down, with either spoken or written explanations. Learners who are not employed, will do the above by observing in a single hospitality business of their choice. For their presentations, learners will:

1. outline how the food service and dining area is prepared for a particular service style, using the standard operating procedures of the hospitality business. (AC2.1)

2. give details of the standard operating procedures for greeting customers and taking food and beverage orders to a particular service style including:

   - greeting and settling customers

   - the importance of menu knowledge including:

     o **one** allergen for a special dietary need, one cultural need

     o **one** seasonal offering for meeting customer needs

     o **one** example of food and wine pairing

   - how to upsell with **one** example

   - how customer orders are taken and communicated to the kitchen including the system used. (AC2.2)

4. describe the standard operating procedures for serving food and beverages to customers including serving food and beverage to customers in accordance to a service style including:

   - equipment to be used

   - serving methods and times

   - legal requirements. (AC2.3)

5. describe how the food service and dining area is cleared down using standard operating procedures of the hospitality business. (AC2.4)

6. provide a detailed account of the importance of an effective food and beverage service:

   - to meet standards

   - to meet customer needs

   - outline the consequences of not meeting standards and customer and departmental needs. (AC3.1)

Unit 7: Principles of Housekeeping

Level: 2

Unit type: Optional

Guided Learning Hours: 34

Unit introduction

Housekeeping involves the maintenance, cleaning and presentation of guest rooms and public areas for a variety of hospitality businesses, including hotels, cruise ships, holiday centres and halls of residence. Good housekeeping and presentation always set the expectation for customers. Ensuring a high standard of quality and service will help to advance brand recognition and customer loyalty.

In this unit, you will investigate the different roles and responsibilities in housekeeping. You will learn to appreciate the part played by housekeeping teams in ensuring the smooth running of a hospitality business. You will also learn about the procedures for cleaning and maintaining a variety of areas, investigating how to work safely with cleaning materials, equipment
and chemicals.

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 roles and responsibilities in housekeeping	1.1	Outline the job roles in housekeeping of a hospitality business
		1.2	Outline the standard operating procedures for cleaning in a hospitality business
		1.3	Outline the standard operating procedures for servicing rooms in a hospitality business
		1.4	Outline the standard operating procedures for dealing with laundry in a hospitality business
		1.5	Describe the documentation that is used in housekeeping
		1.6	State how housekeeping maintain their housekeeping supplies
2	Understand how housekeeping contributes to the operational success of a hospitality business	2.1	State the consequences for not adhering to standard operating procedures in housekeeping
		2.2	State the reasons for communicating the status of rooms to other departments
		2.3	Explain the importance of housekeeping to other departments
3	Know about the importance of health, safety, security and environmental considerations in housekeeping	3.1	Outline the standard operating procedures for dealing with chemicals in housekeeping to be compliant with current legislation
		3.2	Outline the standard operating procedures for infection control to be compliant with current legislation
		3.3	Outline the health and safety considerations for housekeeping team members
		3.4	Explain how hospitality team members deal with unexpected situations
		3.5	Describe how housekeeping team members are environmentally aware

Unit content

What needs to be learned
Learning outcome 1: Know the roles and responsibilities in housekeeping

1A   Housekeeping roles

- Range of job roles in housekeeping, including executive housekeeper, assistant or deputy housekeeper, floor supervisor, room attendant, linen porter, public area cleaner.

- Responsibilities of job roles in housekeeping, e.g. servicing of bedrooms, bathrooms, public areas, handling soiled linen, checking for pests or other infestations, correct use and storage of cleaning materials and equipment, record keeping.

1B   Standard operating procedure for cleaning

- Range of areas requiring cleaning, e.g. bathrooms, bedrooms, public areas such as hallways and lobbies.

- Protective clothing, e.g. overalls, gloves.

- Cleaning materials used in different areas, e.g. colour-coded dusters and cloths.

- Features of cleaning equipment, e.g. rotary and vacuum cleaners, steam cleaners, scrubbers.

- Standard operating procedures for the safe cleaning of surfaces, furnishings, fixtures, fittings and floors, including:

  o using cleaning equipment as per manufacturer instructions – enhances safety, timesaving, decreases chances of equipment failure
  o safely using the correct products (chemicals, water) to ensure that all is free from dust and debris, ensuring waste removal (enhances aesthetics, hygiene, avoids accidents, e.g. water in contact with electricity, slips)
  o disposal of waste and dirty water correctly and safely (hygiene).

- Standard operating procedure for cleaning, including:

  o cleaning fixtures, appliances, walls and mirrors safely and hygienically, using the correct chemicals so that they are free from dust, dirt, debris and removable marks
  o restocking and arranging customer supplies and accessories
  o emptying and cleaning wastepaper bins.

What needs to be learned

1C Standard operating procedure for servicing rooms

- Room cleaning, including bathrooms and toilets, e.g. cleaning from ceiling down before bed making, e.g. eliminate dust, debris on bed.

- Types of beds, including double, single, cots, folding beds, zip and link, and sofa beds.

- Sourcing linen and bedcovering stock, including checklist, e.g. quality and quantity required, projected occupancy rates.

- 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 and quality.

- Standard operating procedure for making and re-sheeting beds, including the removal of soiled bed linen, storage, laundry or disposal of soiled linen, checking mattress, bed base, checking bed head for damage, stains, cleaning/vacuuming, turning mattress or replacing as necessary, selection of correctly sized linen, bed making complying to the standard operating procedure, e.g. fit pillow cases facing away from the door, sorting linens both fresh and soiled, and separating into types/sizes.

- Standard operating procedure for dealing with bedbugs or other infestations, including recognition of bed bugs and faecal stains, reporting to supervisor/line manager, infected linen disposal, inspection of adjoining rooms, linen washing, e.g. hot water, linen drying, room closure until the infestation is eradicated.

1D Standard operating procedure for dealing with laundry

- In-house laundry service (located within the hospitality business).

- Outsourcing laundry (an external laundry service) for all or some laundry.

- Soiled linen, e.g. bedding, towels, kitchen and table linen.

- Linen sorting, including complying with the standard operating procedures of the hospitality business.

1E Housekeeping documentation and records

- Housekeeping documentation, including duty rotas/work schedules, task analysis, job procedure cards, cleaning schedules, checklists, stock control reports, order lists.

What needs to be learned

1F   Storage of housekeeping supplies

- Housekeeping supplies used, e.g. clean linen, cleaning equipment, customer supplies and accessories, cleaning materials and chemicals.

- Storage areas used in housekeeping, e.g. linen stores, storage areas for equipment, customer supplies, cleaning materials, housekeeping carts.

- Importance of stock separation, e.g. keeping chemicals separate from food items.

- Importance of maintaining minimum stock levels, e.g. ensuring that there is enough stock to carry out the work, PAR (Periodic Automatic Replenishment) stock, e.g. expected minimum stock levels.

- Importance of securing storage areas, e.g. pilfering, wastage.

What needs to be learned
Learning outcome 2: Understand how housekeeping contributes to the operational success of a hospitality business
2A   Consequences of not adhering to standard operating procedures
• Consequences for non-adherence to standard operating procedures for housekeeping including: time wastage affecting room availability, accidents customer dissatisfaction, loss of customers.
2B   The importance of communicating status of rooms to other departments
• Communicating status of rooms to different departments including: reception, front office, concierge (rooms ready for occupation), room service (removal of trays), facilities (repairs/maintenance needed).
2C   Importance of meeting internal and external customers' needs
• The importance of meeting customer needs to the hospitality business including: internal and external customer satisfaction (e.g. expectations met in respect of quality standards – cleanliness, clean linen) repeat customers, word of mouth.

What needs to be learned
Learning outcome 3: Know about the importance of health, safety, security and environmental considerations in housekeeping

3A Current safety legislation for chemical use

- Safety legislation for the use of chemicals, including:

  - use of personal protective equipment (PPE), including eye protection, gloves, face masks and visors
  - maintenance of hazardous and non-hazardous chemical records
  - risks and hazards of using chemicals, including to health (burns, irritation, inflammation, asthma, breathing problems), potential accidents, incidents or emergencies, first aid
  - 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.

3B Infection control standard operating procedures

- Equipment and resources, including disposable equipment, colour-coded clothes, protective clothing, cleaning methods, cleaning frequency, e.g. toilet, public areas, laundry.

3C Health and safety considerations for housekeeping team members

- Lifting and handling, including furniture moving (lifting/lowering/carrying/ pushing or pulling), effect of repetitive movements, strenuous movements:

  - minimising the effects of lifting and handling, including an assessment of how to use the task equipment to prevent excessive bending and twisting
  - carrying techniques, e.g. smaller quantities, use of trolleys, bending techniques
  - space constraints, e.g. preventing trips or falls, assessing own fitness, levels of heating and lighting, hazard signs.

- Standard operating procedures for working alone, including signing in and out of building, access control of rooms, daily work plan compliance, contact with supervisor.

3D Dealing with unexpected situations

- Standard operating procedures for dealing with suspicious items and lost and found, e.g. not approaching, reporting.

- Emergency action plan, e.g. code words, alarm systems, exits and entrances, first-aid supplies.

What needs to be learned
3E Environmental awareness
• Characteristics of different recycling opportunities for waste, e.g. plastics, food waste.   • Minimising energy consumption, e.g. hot and cold water, water wastage, drying, ironing, towel and linen usage.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 outcomes 1 and 3

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes to support their performance and development in a housekeeping role in a single hospitality business. This would demonstrate an understanding of the features of housekeeping roles and standard operating procedures for cleaning areas, servicing rooms and handling laundry. Learners will include copies of documents that are used in their hospitality business. Learners who are not working in a hospitality business will use a relevant hospitality business of their choice. In their notes, learners will:

1. give examples of the job roles in a housekeeping department of the hospitality business by creating an organisational chart, selecting and describing **three** job roles from this chart. (AC1.1)

2. outline the standard operating procedures for safe cleaning of the hospitality business including:

   - legislation compliance for chemical usage

   - how infection control is handled

   - the cleaning materials used and how they are used

   - the equipment used and how it is used

   - standard operating procedures for cleaning (AC1.2, AC3.1, AC3.2, AC3.3)

3. outline how a room is safely serviced to a standard required by the hospitality business including:

   - legislation compliance for servicing rooms

   - the process for making and re-sheeting beds

   - the actions to take if an infestation (e.g. bedbugs) is discovered

   - infection control. (AC1.3, AC3.2, AC3.3)

4. outline the standard operating procedures for dealing with laundry in the hospitality business. (AC1.4)

5. describe **three** types of housekeeping documentation used in the hospitality business (AC1.5)

6. state where and how the housekeeping supplies are stored and how the stock levels are maintained in the hospitality business . (AC1.6)

7. give **two** detailed examples of how housekeeping team members have had to deal with unexpected situations. (AC3.4)

8. describe **three** ways housekeeping team members seek to minimise the impact of the hospitality businesses impact on the environment during their work. (AC3.5)

Learning Outcome 2

To satisfy the assessment criteria for these learning outcomes, learners produce a set of notes to support their performance and development in their own or a housekeeping role. Housekeeping is a key function in a hospitality business that has a range of impacts on different teams within the business. This is the section that allows learners to show their understanding of this. Learners who are not employed will create their notes from observing in a housekeeping department of a single hospitality business. Learners will:

1. give **one** example of the consequences of non-adherence to standard operating procedures of the hospitality business for each of:

   - room servicing

   - cleaning

   - laundry (AC2.1)

2. state **two** reasons for communicating the status of rooms to other teams. (AC2.2)

3. give a detailed reason why each of the following departments rely on housekeeping:

   - reception

   - food and beverage service

   - conference and events (AC2.3)

Unit 8: Principles of Reception Services

Level:	**2**
Unit type:	**Optional**
Guided Learning Hours:	**38**

Unit introduction

Reception services involves the management of daily activities such as check-in, check-out and making reservations, all of which need to adhere to hospitality business procedures. Reception services plays a key role in looking after customers, from their initial enquiry 'first point of contact', through to their departure. It is, therefore, a significant and integral part of any hospitality business.

In this unit, you will learn about the varied role and responsibilities of the receptionist. You will explore the products and services on offer in a hospitality business as well as the security and emergency procedures that a receptionist needs to know. Finally, you will learn how to process personal and sensitive data.

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 role of a receptionist in a hospitality business	1.1	Outline the role of the receptionist for the reservations and checking-in process
		1.2	Outline the role of the receptionist for the checking-out process
		1.3	Describe the general duties of a receptionist
		1.4	Outline the legislation a receptionist needs to be aware of
2	Understand how a receptionist contributes to customer experience	2.1	Describe the products, facilities and services on offer to customers in a hospitality accommodation business
		2.2	Explain how to source and communicate the information required about products, services and facilities to meet customer needs
		2.3	Explain the importance of providing accurate information to customers
		2.4	Explain how the receptionist promotes and protects the brand image
3	Know security measures and emergency procedures	3.1	Outline the security measures of a hospitality business to safeguard customers
		3.2	Outline the emergency standard operating procedures of a hospitality business
		3.3	Outline the first-aid standard operating procedure of a hospitality business

Unit content

What needs to be learned
Learning outcome 1: Know the role of a receptionist in a hospitality business

1A   Role of the receptionist for reservations and checking-in process
 	
• Types of customers, including external customers, e.g. paying guests, and internal customers, e.g. team members, other departments, senior management.
 	
• Reservation types (direct, travel agents, corporate), customer types, customer diversity, customer needs, booking types (provisional, confirmed, guaranteed), accommodation types (e.g. rooms, access requirements), accommodation availability (e.g. inclusive, bed and breakfast), tariffs (e.g. deposits, room-only rate).
 	
• Receptionist role for reservations and checking-in, including:
 	
   o sourcing customer reservations, e.g. electronically, automated (mobile, kiosk), using manual systems, face-to-face, addressing customer needs from reservation information or profile histories, e.g. ground-floor room, sea view, checking deposits paid, following up on unconfirmed bookings
   o cancelling reservations, including verifying any charges, confirming with customer
   o upselling other services, e.g. spa, restaurants, trips
   o taking payments, e.g. cash, credit card authorisations
   o issuing keys, e.g. key, electronic key card
   o providing safety deposit boxes, if necessary
   o offering additional services, e.g. early morning calls, newspapers, extra bed
   o requesting concierge to take luggage to room, if necessary.
 	
• Legal requirements, e.g. legislation relating to guest registration, fire safety, data protection, disability discrimination.

What needs to be learned

1B   Role of the receptionist for the check-out process

- Types of customer check-out, e.g. electronic and manual systems, express checkout, e.g. mobile or kiosk, using guest histories.

- Receptionist role for checking-out, including requesting concierge for luggage collection, feedback from customer, offering further services (e.g. transport arrangements), sourcing reservation records (e.g. electronically), invoicing for accommodation and extras, payments, retrieving keys, communicating to housekeeping (e.g. availability of rooms, room vacancy, room renovation, refurbishment).

1C   Receptionist general duties

- First point of contact, externally and internally for the hospitality business - telephone, face-to-face, unexpected situations, accepting mail and courier deliveries.

- Telephone answering service, e.g. answer, screen, forward, take messages.

- Schedule and confirm appointments for team members/departments, e.g. informing departments, team members of visitor arrivals or cancellations.

- Dealing with customers' special requests, e.g. bookings, storing valuable items.

- Dealing with and recording customer complaints or issues.

- Administrative duties, e.g. organising currency exchange, emails, customer database updates, updating noticeboards, information folders in rooms, liaising with housekeeping to manage the availability of rooms for check-ins/check-outs, handling sensitive data appropriately.

- Quiet times and out-of-season activities, e.g. spring cleaning, training, upskilling.

- Reasons why additional duties are carried out during quiet periods, including reducing impact on customer services, ensuring organised and efficient hospitality business operations.

1D   Current relevant legislation

- Data protection legislation, including customer confidentiality, handling sensitive data, consequences for breach of confidentiality.

- Customer protection, including price information.

- Equality and diversity legislation, e.g. dealing with guests with special needs, different cultures, languages.

- Liabilities legislation, e.g. property damage, theft, payments.

- Health and safety legislation, e.g. safety when cash and key handling, security, hygiene, risk assessments, emergency procedures, first aid.

What needs to be learned
Learning outcome 2: Understand how a receptionist contributes to customer experience
2A Products, facilities and services   - Sourcing information on available product and service provision e.g. electronically, leaflets, enquiries relevant departments, noticeboards in reception, information folders in rooms, information and booking facilities on website.   - Accommodation e.g. single rooms, suites, executive rooms, classic/regular rooms.   - Entertainment facilities e.g. high definition televisions, sound systems, live entertainment space.   - Amenities e.g. ironing board, hairdryer, room safe, shampoo, tea and coffee making facilities, internet access, air conditioning.   - Dining e.g. restaurants, bars, in-room dining.   - Guest external services e.g. vehicle hire taxi, flowers, theatre, trips, tours   - Guest internal services including leisure e.g. spa, beauty treatments, gym, live entertainment, laundry service, parking, swimming pool, bars/restaurants.   - Outlet/local hospitality information e.g. locally sourced produce, jewellery, traditional ware.   - Resources/services for hospitality business guests e.g. conference suites, seminar rooms, business centre.   **2B Ways to source and communicate information to customers/visitors and staff**   - Guest information to be supplied, including menus, laundry service information, hotel facilities, opening hours, tourist information.   - Ways of communicating information to guests, including directly informing, information pack/brochure, menus, promotional cards, internet, noticeboards, TV welcome message.   - Marketing around the hospitality business – posters, advertisements, social media posts, internet/website/newspapers, tours of the hospitality business.

- Types of internal communications, including housekeeping (room availability, out-of-service rooms), conferences and events (number of meetings, attendees, additional requests from customers, start and end times), food and beverage information (daily deals, availability of products), spa and leisure (prices, services on offer), maintenance (updates on repairs, equipment in or out of service).

- Internal communication methods, including meetings/briefings, emails, phone, private social media groups, intranet, noticeboards.

2C   The importance of providing accurate information to customers

- Protecting brand image by maintaining a positive hospitality business reputation.

- Consistency of products and services.

- Providing important information and advice, e.g. allergies, intolerances, personal choice (vegan) for customer health.

- Promoting an efficient and speedy service.

- Promoting an impression of staff professionalism.

- Improving and maintaining customer confidence and satisfaction in the brand and services on offer to increase customer loyalty.

- Increasing profitability by increasing customer spending, repeat business, upselling.

2D   Receptionist's effect on customer experience

- First impression of the hospitality business.

- Relationship building, including building customer confidence and satisfaction in the brand, loyalty, repeat custom, fewer complaints.

2E   Receptionist's role in promoting and protecting the brand image

- Promotes and protects the brand image, including efficient and speedy service, professionalism.

What needs to be learned
Learning outcome 3: Know security measures and emergency procedures
3A   Entry and security measures • Types of entry and security measures, including closed-circuit television (CCTV) to deter crime, identification badges, key card electronic systems to deter theft or as access control for certain areas, security guards as a deterrent of criminal behaviour, card-operated guest elevators for VIPs, valet parking close to entrance, e.g. VIPs, safes in rooms. **3B   Types of emergency and other situations** • Emergency situation definition, e.g. poses an immediate risk to health, life, property or property, including terrorism threat, bomb threat, suspicious items, gas leaks, explosions, floods, fire, accident, illness, death. • Other situations, including theft, unruly customers. **3C   Emergency standard operating procedures** • Knowledge of emergency procedures for different emergencies, including moving customers away either from the area or by raising the alarm, responding to alarm system, e.g. exiting building, assembly points, building lockdown, internal and external emergency numbers, ensuring guests are informed about emergency procedures and the contact person, provision of sign-in sheets/visitor book to contact person at assembly point. • Knowledge of first-aid standard operating procedure, including checking the immediate area for signs of danger, removing or controlling the incident, dealing with the casualty, contacting the first aider, completing witness statements, recording in the incident book, reporting accident to supervisors.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 outcomes 1 and 2

To satisfy the assessment criteria for this learning outcome, learners produce diary entries of work they have conducted, to be included in their learning log. This would support their understanding of their role in reception and the products, facilities and services at their own or a chosen hospitality business. Learners who are not working in a hospitality business can conduct an observation of a reception service in a single hospitality business and interview the receptionist and take notes. Learners will:

1. outline of the role of a receptionist for reservations, checking in and checking out. This will include the tasks that a receptionist is expected to carry out during these processes. (AC1.1 and 1.2)

2. describe the general duties of the receptionist by selecting and giving detail about the requirements for a minimum of **four** of the following:

   - being first point of contact

   - telephone answering service

   - scheduling and confirming appointments

   - dealing with customer special requests

- dealing with customer complaints/ issues

- administrative duties

- quiet time/ out of season activities (AC1.3)

3. outline **three** separate pieces of legislation that impact on receptionists' carrying out their role. (AC1.4)

4. describe what is on offer in the hospitality accommodation business by describing at least **three** of the following: (AC2.1)

- accommodation

- entertainment facilities

- amenities

- food and beverage service

- guest external services

- guest internal services

- outlet/ local hospitality information

- resources/ services for hospitality business guests (AC2.1)

5. give detailed examples of how the receptionist is able to:

- source information required about products, services and facilities

- communicate information required about products, services and facilities. (AC2.2)

6. give **two** detailed reasons why it is important for receptionists to provide accurate information to customers. (AC2.3)

7. give **two** detailed examples of how the receptionist promotes and protects the brand image. (AC2.4)

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners write detailed notes on how a hospitality business handles different types of emergencies. Learners are to provide examples from real situations as well as discuss procedures used in a single hospitality business of their choice or where they are employed. Learners could interview their manager or learners who are not working in a hospitality business could interview a reception manager of the hospitality business they observe in, in order to give detail about the types of security used for safeguarding team members and customers. Learners will:

1. outline the entry and security measures in place in the hospitality business to safeguard customers providing at least **three** features to support the answer. (AC3.1)

2. outline the hospitality businesses emergency standard operating procedures for **two** types of emergencies. (AC3.2)

3. outline the first-aid standard operating procedure of the hospitality business. (AC3.3)

Unit 9:   Principles of Events Operations

Level: 2

Unit type: Optional

Guided Learning Hours: 40

Unit introduction

The provision of a consistently excellent events operation is vital for many hospitality businesses today. A service such as this, which ensures repeat custom, will do much to support the hospitality business' current and future success.

In this unit you will learn about the essential principles required for preparing, setting up and running different types of events. You will also learn about the importance of complying with legislation. You will explore different customer types, their specific needs and how to communicate with them and other team members at the different stages of the event operations in order to exceed customer expectations.

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 effective communication for servicing an event	1.1	Explain the use of effective communication for setting up and running events
		1.2	Outline the importance of communication in ensuring the success of an event
2	Know the legislative and environmental considerations for servicing an event	2.1	Outline the legislative considerations for events operations
		2.2	Describe the environmental considerations when servicing an event
3	Know how to prepare, run and close down an event	3.1	Describe the requirements needed for venue set-up of an event
		3.2	Describe the processes for servicing an event
		3.3	Describe the processes for clearing-down after an event

Unit content

What needs to be learned
Learning outcome 1: Understand the importance of effective communication for servicing an event
1A Effective communication • Communication skills, including speaking (appropriate language use, tone, pitch, pace, avoiding use of jargon), listening skills (asking customers appropriate questions about their requirements, repeating important information back to customer, attentive), body language (posture, facial expression, hand gestures, eye contact). • Styles of communication, e.g. face-to-face, on the telephone, in writing (letter, email, fax), urgent, non-urgent, difficult, routine, writing skills, interpreting written information, appropriateness of communication style to situation. • Formal or informal communication for different contexts, e.g. formality when setting up a conference but informality when setting up a social event such as a wedding or a party. • The importance of using appropriate and effective communication methods, including giving accurate information, making judgements, avoiding mistakes, clarifying, maintaining standards, giving information to the relevant people in order to maintain standards, reduce workplace conflict, improve team efficiency, maintain profitability, maintain good working relationships, perform tasks to agreed standards, provide support. • Importance of event/conference key contact, including understanding of the plan, quick decision making and more effective communication.

What needs to be learned
Learning outcome 2: Know the legislative and environmental considerations for servicing an event

2A   Legislative considerations for events operations
 	
• Health and safety at work legislation, including:
 	
   ○ electrical safety and safe working practices, e.g. not overloading sockets
   ○ manual handling, e.g. correct techniques for lifting heavy objects and moving tables, chairs
   ○ working at height, e.g. ladders, scaffolding, harnesses
   ○ 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
   ○ importance of health and safety legislation, e.g. avoiding fatalities, serious injuries, promoting public confidence
   ○ food safety, e.g. labelling, temperature control, correct storage, personal hygiene
   ○ use of chemicals regulations, e.g. correct chemical usage, storage, dosage and mixes.
 	
• Data protection legislation, including staff and customers data.
 	
• Environmental legislation, including chemicals and waste.
 	
• Consumer protection, including trade descriptions.
 	
2B   Environmental considerations
 	
• 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.

What needs to be learned

Learning outcome 3: Know how to prepare, run and close down an event

3A   Types of events and room layouts

- Range of events, including:

  - formal events, e.g. business conferences, meetings, promotions, exhibitions
  - informal events, including social, e.g. weddings, parties.

- Types of rooms for events, e.g. meeting rooms, conference rooms, marquees, conference and convention centres.

- Types of layout, including herringbone, cabaret style, U-shaped, hollow-square:

  - theatre style – straight rows, facing a central point, e.g. presentations, conferences, meetings, performances, product launches
  - classroom style – square or rectangular tables, chairs in rows behind the tables facing the central presentation area, e.g. for presentations, training and note taking
  - cabaret – circular banqueting tables, seating around tables with one side open facing the stage, e.g. awards evenings, luncheons, conferencing, workshops
  - banquet – seating around round tables, e.g. formal meals, weddings/ receptions/birthday parties, evening events
  - boardroom – square/rectangle, all participants facing the middle, e.g. business meetings, conferences and break-out sessions
  - horseshoe/U-shape – without tables or with tables, focus on stage or front/head of the table, e.g. workshops, training sessions.

3B   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.

- Checklists for checking resources, e.g. work schedules, job procedure cards, liaising with maintenance team members and external contractors.

- Ensuring availability of equipment and facilities e.g. equipment appropriate for the event, undamaged and in working order.

- Contingency plans for eventualities such as fire, floods, adverse weather, including alternative venues and communicating to relevant stakeholders, e.g. customer, suppliers.

- Following procedures and protocols, including licensing conditions, insurance requirements, legal requirements.

- Other requirements, including catering and customer needs, e.g. venue accessibility, first aid and triage areas, facilities, i.e. toilets.

- Hospitality service; e.g. timetabled refreshments, pastries/biscuits, light snacks/buffet, water station.

3C   Event setup

- Reason for advance venue setup e.g. allows for prior checking by event manager and/or customer.

- Venue setup, including room setup and layout, moving furniture, preparing equipment, cleaning, consumables, e.g. stationery, preparing refreshments.

- Importance of managing venue setup, including meeting contractual agreements e.g. to minimise impact on the venue, to reduce disruption to the locality, to ensure safety requirements are met.

- Additional equipment if not already available, including LCD projector, web conferencing, audio equipment, visual equipment, laser pointer, lectern, interactive whiteboards.

3D   Servicing events

- Timings and timelines, e.g. duration of the event, specific timings during the event, delays identified, action taken.

- During events, including welcoming customers, identifying any requirements they have, providing information on food and beverage items, providing a food and drink service, refreshing the room, e.g. meeting customer requests, responding to unexpected occurrences, meeting ongoing requirements, e.g. replenishing refreshments, dealing with issues and requests, rearranging furniture, assisting with equipment use, clearing customer areas.

3E   Clearing-down events

- Clearing down, including waste disposal, hygienic cleaning of glasses, crockery, cutlery and disposable items, safe storage of surplus food and drink.

- Dismantling of equipment and items, e.g. packing ready for transportation, loading onto transport, removing from site, clearing the area, cleaning and restoring the area:

  o range of equipment and event items needing dismantling, e.g. stages, lighting and sound towers, dance floors, tables, seating, catering points
  o 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 site sequentially to minimise disruption, following plans for setup and breakdown as agreed.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This section must be read in conjunction with *Section 8 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 outcomes 1, 2 and 3

To satisfy the assessment criteria for this learning outcome, learners produce a set of notes to demonstrate their understanding of the nature, role and importance of events team members in a single hospitality business. The notes will be based on servicing an event, discussions with other team members, line manager and/or mentor, and/or from information from organisational-specific resources such as the website, intranet or internal publications. Learners who are not working in a hospitality business are to produce a set of notes based on a single hospitality business with which they are familiar. For the notes, learners will:

1. provide detailed instructions on what is expected of team members when carrying out the following stages of servicing an event:

   - the requirements for setting up the venue for the event (including the layout and equipment)

   - the process for running the event (including staff usage)

   - the process for clearing down after an event (AC3.1, 3.2 and 3.3)

2. give **two** detailed examples of how communication improves efficiency when servicing an event. Include in the examples details of:

    - the style of communication used

    - the context of the communication (AC1.1 and 1.2)

3. outline how the following types of legislation impact on event operations:

    - health and safety

    - food safety

    - data protection

4. describe **two** ways that team members consider the environment when servicing an event.

13 Further information and useful publications

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

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

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Guide for Centres to Enrolling onto Qualifications* (Pearson)

- *Access and Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ)

- *Supplementary Guidance for Reasonable Adjustment 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 Policy* (Pearson)

- *Equality and Diversity Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

- *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.

14 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

Annexe A

Mapping of the Hospitality Team Members Apprenticeship Standard to the qualification content

The grid below maps the knowledge, skills and behaviours (KSBs) of the Hospitality Team Members Apprenticeship Standard to the content covered in the Pearson BTEC Level 2 Certificate for Hospitality Team Members.

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 KSBs from the Hospitality Team Members Apprenticeship Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
C1	Know the type of customer that the organisation serves, e.g. family, leisure, business, single traveller, religious needs	✓	✓						✓	✓
	Know the different needs of customer types across hospitality businesses, e.g. a leisure guest in a hotel may want relaxation whereas a city centre guest may want tourist information	✓	✓				✓		✓	✓
	Know how the organisation's products and services meet different needs	✓	✓				✓		✓	✓

BTEC Specialist units KSBs from the Hospitality Team Members Apprenticeship Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
C2	Know business/brand standards, why they are implemented and why both consistency and compliance are important	✓		✓							
	Know how to exceed expectations within the framework of business/brand standards		✓							✓	
	Provide examples of the difference between meeting and exceeding customer needs		✓								
	Explain the impact on both the customer and the organisation of meeting and exceeding customer needs	✓	✓	✓					✓		
	Know the characteristics of excellent customer service (attitude, behaviour, quality of service, knowledge, timing, value, problem solving)		✓								
	Recognise benefits such as increased spend, repeat business, loyalty, feedback, e.g. word of mouth		✓								

BTEC Specialist units KSBs from the Hospitality Team Members Apprenticeship Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
C3	Recognise the specific processes adopted by the individual organisation for obtaining and recording feedback	✓								
	Identify the procedures in place to respond to feedback within the organisation, either face-to-face or via social media		✓						✓	
	Understand own responsibility in responding to feedback		✓							
	Know the limitations of what can be offered to the customer		✓							
	Know what type of actions can make customer problems worse		✓							
	Know ways of keeping the customer informed		✓							
	Recognise the commonly used customer feedback platforms/outlets		✓							

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 Team Members Apprenticeship Standard										
B1	Recognise the different organisations within the hospitality industry by their product and service	✓								
	Understand how an organisation applies its values and vision through its staff and procedures	✓								
	Understand the positioning of the organisation in the market and what differentiates it from its competitors locally, nationally or internationally	✓								
	Understand the importance of reputation and its impact on the business	✓								
	Explain and understand how own role contributes to achieving business targets				✓			✓		

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 Team Members Apprenticeship Standard										
B2	Understand the waste procedures and own responsibility to maintain procedures	✓						✓		✓
	State and explain cost-saving measures in the workplace	✓								
	Understand safe systems of work and security measures	✓			✓	✓	✓	✓	✓	✓
	Explain different payment types and transactions					✓	✓			
B3	Understand the impact of the organisation's standards in relation to work ethics and expectations				✓					
	Understand the relevant standards of conduct according to the organisation		✓		✓					
	Understand the personal discipline skills required in maintaining work standards		✓		✓	✓	✓	✓	✓	
	Understand the need for deadlines and how they impact the business if not met			✓	✓					

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 Team Members Apprenticeship Standard										
B4	Understand the local products and service and to whom they are appropriate	✓	✓							
	Explain the provenance of products, where applicable	✓	✓							
B5	Understand how an organisation would aim to increase their market share		✓							
	Explain the term 'USP'	✓	✓							
	State the organisation's USP and how this is shared with staff to promote the business	✓	✓	✓						
B6	Explain how technology enhances a customer's experience and improves the efficiency of the business				✓					
B7	Understand the current legislative requirements and responsibilities that relate to the products and services of the business, including Trades Description Act, Food Safety Act, consumer rights legislation, Health and Safety at Work etc. Act, Licensing Act (where applicable)	✓				✓	✓	✓	✓	✓

BTEC Specialist units KSBs from the Hospitality Team Members Apprenticeship Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
B8	Understand current environmental issues within hospitality	✓			✓					
	Explain how the level of environmental responsibility can benefit the business	✓			✓			✓		✓
P1	Know the correct methods of communication to be used for a variety of situations		✓	✓						
	Understand how using an inappropriate method of communication can affect the customer experience		✓	✓	✓					✓
P2	Identify team dynamics			✓						
	Know how to work as a positive team member			✓	✓					
P3	Identify how to exhibit equality diversity and ethical awareness								✓	
	Knowledge of local demographics and how this is reflected in products and services available	✓								
	Understand how cultures, backgrounds and belief conventions affect the organisation's products and services offered	✓							✓	

Glossary of terms used in assessment criteria

This is a summary of the key terms used to define the assessment requirements in the units.

Terms	Definition
Describe	Give a clear account in their own words, including all the relevant information, e.g. qualities, characteristics or events, etc. Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Explain	Provide details and give reasons and/or evidence to support an argument or point. *OR* Provide details and give relevant examples to clarify and extend a point. This would usually in the context of learners showing their understanding of a technical concept or principle.
Outline	A description setting out the main characteristics or points; write a clear description but without going into too much detail
State	Express information in clear and precise terms.