

Pearson Edexcel Level 4 Diploma in Hospitality Management

Specification

Competence-based qualifications

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Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel Level 4 Diploma in Hospitality Management (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 4 Diploma in Hospitality Management specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Page 7
Guided learning definition updated	Page 15
QCF references removed from unit titles and unit levels in all units	Pages 19-325

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

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

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

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

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

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

NVQ/Competence-based qualifications are 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).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 4 NVQ Diploma in Hospitality Management.

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 4 Diploma in Hospitality Management	600/6684/2	01/10/2012

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.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 4 Diploma in Hospitality Management

This qualification:

- is nationally recognised
- is based on the Management and Leadership National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by People 1st.

The Pearson Edexcel Level 4 Diploma in Hospitality Management has been approved as a component for the Hospitality Management Higher Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed for learners employed in management roles in the hospitality industry who need to develop or consolidate their skills. Learners must take mandatory units that cover aspects of managing the performance of teams and individuals, working as part of a hospitality management team to achieve strategic goals, managing compliance with regulatory and legislative requirements, and managing own professional development within an organisation.

Learners choose optional units covering different areas of hospitality management, such as recruitment and selection of hospitality staff and use of customer service as a competitive tool. Learners then choose further optional units from a wide range of units that cover kitchen management, front of house reception, accommodation management and food and beverage service, enabling learners to meet the needs of their own work role.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

At level 4, learners are expected to be in an operational role within the workplace.

The Pearson Edexcel Level 4 Diploma in Hospitality Management is suitable for people already employed in the hospitality industry and for those wishing to gain entry into the industry.

This qualification is for people working, or wishing to work, in a wide range of hospitality and catering businesses, for example:

- armed forces
- bed and breakfasts
- care homes
- contract caterers
- fine dining restaurants
- holiday parks
- hotels
- quick service restaurants
- schools
- youth hostels.

What are the benefits of this qualification to the learner and employer?

This is a work-based qualification which will enable learners to develop the knowledge, understanding and skills essential for working in a hospitality environment, such as management skills, working with others, and managing and improving own and other's performance.

What are the potential job roles for those working towards this qualification?

The Hospitality Management National Occupational Standards cover a diverse range of job roles, for example:

- hotel manager
- bar manager
- conference and banqueting manager.

What progression opportunities are available to learners who achieve this qualification?

This qualification offers various opportunities for progression to further learning. Learners can progress to other Pearson Edexcel Level 4 competence-based qualifications in Hospitality and to the Edexcel Level 4 HNC Diploma and Level 5 HND Diploma in Hospitality Management.

What is the qualification structure for the Pearson Edexcel Level 4 Diploma in Hospitality Management?

Individual units can be found in the *Units* section. The level and credit value for each unit are given below.

The Total Qualification Time (TQT) for this qualification is 590.

The Guided Learning Hours for this qualification are 310.

To achieve the full Pearson Edexcel Level 4 Diploma in Hospitality Management, learners must attain a minimum of 59 credits in total, of which a minimum of 45 credits must be at or above level 4.

Learners must complete all mandatory units from Group A (22 credits), 14 credits from Optional Group B, 8 credits from Optional Group C and the remaining 15 credits from either Optional Group B or Optional Group C.

Pearson Edexcel Level 4 Diploma in Hospitality Management				
Unit reference number	A – mandatory units <i>Credit value required: minimum 22.</i>	Level	Credit	GLH
Y/504/1057	Unit 1: Manage the Performance of Teams and Individuals	4	6	16
D/504/1058	Unit 2: Work as Part of a Hospitality Management Team to Achieve Strategic Goals	4	6	33
H/504/1059	Unit 3: Manage Compliance With Regulatory and Legislative Requirements in Hospitality	4	6	28
L/600/9586	Unit 4: Manage Own Professional Development Within an Organisation	3	4	20
Unit reference number	B – optional units <i>Credit value required: minimum 14.</i>	Level	Credit	GLH
H/504/1045	Unit 5: Manage Purchasing Costs in Hospitality	4	9	39
J/504/1054	Unit 6: Manage the Payroll Costs of a Hospitality Team	4	8	30
K/504/1063	Unit 7: Manage Staffing Rotas for a Hospitality Team	4	6	18
L/504/1055	Unit 8: Manage Feedback from Customers of Hospitality Services	4	8	23
R/504/1056	Unit 9: Manage a Team Meeting	3	3	14
Y/504/1060	Unit 10: Recruit and Select Hospitality Staff	4	8	29
K/504/1046	Unit 11: Devise and Implement Training and Development Plans	4	7	30
M/504/1047	Unit 12: Information Systems Management in	4	11	50

Pearson Edexcel Level 4 Diploma in Hospitality Management				
Unit reference number	A – mandatory units <i>Credit value required: minimum 22.</i>	Level	Credit	GLH
	Hospitality			
T/504/1048	Unit 13: Determine Market Opportunities for Hospitality Services	4	11	44

Pearson Edexcel Level 4 Diploma in Hospitality Management				
Unit reference number	B – optional units <i>continued</i>	Level	Credit	GLH
A/504/1049	Unit 14: Maximise Sales and Profit from Hospitality Services	4	10	47
M/504/1050	Unit 15: Manage Operational Aspects of Hospitality Premises Refurbishment Programmes	4	9	40
T/504/1051	Unit 16: Manage Supplier Contracts	4	7	36
A/504/1052	Unit 17: Manage Hospitality Functions	4	8	34
K/600/9711	Unit 18: Manage Physical Resources	4	3	25
M/600/9659	Unit 19: Implement Change in Own Area of Responsibility	4	6	25
K/600/9692	Unit 20: Managing Grievance Procedures	4	3	10
H/600/9691	Unit 21: Know How to Follow Disciplinary Procedures	4	4	20
A/600/9695	Unit 22: Manage a Budget for Own Area or Activity of Work	5	7	30
K/601/1524	Unit 23: Handle Referred Customer Complaints	4	10	67
D/601/1228	Unit 24: Use Customer Service as a Competitive Tool	3	8	53
D/601/1231	Unit 25: Organise the Promotion of Additional Services or Products to Customers	3	7	47
J/601/1238	Unit 26: Review the Quality of Customer Service	4	8	53
M/600/9712	Unit 27: Manage the Environmental Impact of Work Activities	4	5	10
T/601/7214	Unit 28: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16
Unit reference number	C – optional units <i>Credit value required: minimum 8.</i>	Level	Credit	GLH
A/504/0998	Unit 29: Design, Implement and Manage a Food Safety Management System	4	7	23
H/504/1000	Unit 30: Develop and Create Innovative Dishes and Recipes	4	11	34
H/504/1062	Unit 31: Develop Menus to Meet the Organisation's Cost Requirements	4	10	32
H/504/1028	Unit 32: Manage the Presentation and Portion Size of Dishes	4	7	21
M/504/1064	Unit 33: Manage a Team to Prepare, Cook and Present Food	4	12	38

Pearson Edexcel Level 4 Diploma in Hospitality Management				
Unit reference number	C – optional units <i>continued</i>	Level	Credit	GLH
K/504/1029	Unit 34: Current Hospitality Industry and Food Trends	4	10	23
A/504/1066	Unit 35: Plan And Design Food Production Areas	4	8	25
J/504/1068	Unit 36: Manage Customer Profile Information to Improve Service	4	11	47
L/504/1069	Unit 37: Manage Statutory Fire and Security Procedures for a Hospitality Establishment	4	9	35
D/504/1030	Unit 38: Manage Arrivals and Departures of Guests to Maximise Revenue	4	9	34
F/504/1070	Unit 39: Manage the Billing and Payment Processes	4	10	42
J/504/1071	Unit 40: Manage Front of House and Guest Relations	4	10	57
H/504/1031	Unit 41: Manage the Reservation Systems	4	7	34
K/504/1032	Unit 42: Implement and Manage Housekeeping Procedures in Hospitality	4	8	30
M/504/1033	Unit 43: Manage the Security and Privacy of Hospitality Guests	4	4	16
A/504/1035	Unit 44: Manage Room Availability to Maximise Revenue Potential	4	5	18
T/504/1034	Unit 45: Monitor Maintenance and Repair Work Within a Hospitality Premises	4	6	19
F/504/1036	Unit 46: Manage the Provision of Additional Services	4	4	13
J/504/1037	Unit 47: Manage the Linen Service	4	4	15
L/504/1038	Unit 48: Manage the Supply of Uniforms and Housekeeping of Staff Areas	4	4	16
R/504/1039	Unit 49: Manage a Food and Beverage Service	4	7	32
J/504/1040	Unit 50: Manage the Organisation of the Food and Beverage Service Area	4	6	24
L/504/1041	Unit 51: Develop Beverage Lists to Complement Menus	4	6	26
R/504/1042	Unit 52: Manage the Production and Presentation of Menus	4	6	21
Y/504/1043	Unit 53: Manage Cellar and Beverage Operations	4	7	26
D/504/1044	Unit 54: Develop Enhanced Levels of Food and Beverage Service	4	7	26

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment strategy for the sector, or
- as part of a training programme.

Assessment strategy for competence-based units

The assessment strategy for the competence-based units has been included in *Annexe C*. It has been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

Centres should also refer to the assessment strategy for competence-based units and the assessment requirements/evidence requirements section within each individual unit.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson's appointed external examiner. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

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

For the qualification in this specification, the Pearson quality assurance model will be a twice yearly visit by an NVQ Standards Verifier to sample internal verification and assessor decisions for competence-based units and to review centre-wide quality assurance systems.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

This qualification is designed to support learners working in the hospitality industry. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learners certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.	The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.	Learners must reference the type of evidence they have produced and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	The learner should use this box to indicate where the evidence can be obtained e.g. portfolio page number.	The learner should give the date when the evidence has been provided.	
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Units

Unit 1: Manage the Performance of Teams and Individuals

Unit reference number: Y/504/1057

Level: 4

Credit value: 6

Guided learning hours: 16

Unit summary

This unit enables learners to gain an understanding of team working and skills to make the best use of their team members so that they can help to achieve the organisation's objectives. It covers agreeing objectives and setting out plans. It also involves monitoring and evaluating team members' work and providing feedback to them on their performance.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to set objectives and work plans with teams and individuals	1.1 Facilitate the development of SMART objectives and work plans with team members 1.2 Confirm that the objectives, work plans and schedules meet: a) equal opportunities legislation b) team members' abilities and development needs c) organisational objectives			
2	Be able to communicate, manage and evaluate objectives and work plans	2.1 Present organisational objectives and work plans to team members 2.2 Complete documentation as required by an organisation 2.3 Confirm at appropriate intervals that team members understand and are committed to objectives and work plans 2.4 Provide advice to team members on how to achieve objectives 2.5 Evaluate objectives and work plans regularly, taking into account individual, team and organisational changes 2.6 Monitor objectives and work plans to give equality of opportunity to all team members			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to assess the performance of teams and individuals against objectives and work plans	<p>3.1 Explain the purpose of monitoring and assessment of performance to teams and individuals</p> <p>3.2 Give team members the opportunity to monitor and assess own performance against SMART objectives and work plans</p> <p>3.3 Conduct assessments against agreed criteria at appropriate times</p> <p>3.4 Ensure that performance assessments take account of team members' personal circumstances in line with organisational constraints</p>			
4	Be able to provide feedback to teams and individuals on performance in line with organisational guidelines	<p>4.1 Provide feedback to team members, giving individuals an opportunity to respond</p> <p>4.2 Manage poor performance and performance above expectation, in line with an organisation's guidelines</p> <p>4.3 Agree actions for improved performance with team members</p>			
5	Understand how to agree and set objectives and work plans with teams and individuals	<p>5.1 Explain which factors to consider when developing objectives and work plans for the short, medium and long term which are realistic and achievable</p> <p>5.2 Describe the types of issues that teams and individuals may need advice and guidance on how to achieve objectives</p> <p>5.3 Identify methods that can be used to clearly communicate to team members</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.4 Explain the importance of following legal and organisational policy relating to equal opportunities when agreeing objectives and work plans 5.5 Explain the importance of consulting teams and individuals to encourage involvement in the development of their own objectives and work plans 5.6 Explain how to match objectives and work plans to teams and individuals' abilities and development needs 5.7 Identify organisational constraints that have an impact on objectives and work plans 5.8 Explain the implications for work planning when managing teams and individuals outside own area of responsibility 5.9 Explain the importance of accurately completing documentation and why copies should be retained			
6	Understand how to assess the performance of teams and individuals	6.1 Explain why it is important to monitor and assess the ongoing performance of team members 6.2 Explain how to make fair and objective assessments when assessing team and individuals, taking into account their personal circumstances 6.3 Evaluate different methods of monitoring and assessment 6.4 Identify the key information needed to assess performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.5 Identify the sources of obtaining key information, which can be validated for assessment purposes 6.6 Explain how to enable team members to monitor and assess their own performance			
7 Understand how to provide feedback to teams and individuals on performance	7.1 Evaluate methods for providing positive and negative feedback to teams and individuals 7.2 Explain how to provide clear and accurate feedback in a way which demonstrates respect, confidentiality and acknowledges personal circumstances 7.3 Evaluate methods to motivate team and individuals and gain their ongoing commitment when providing feedback 7.4 Explain the importance of providing constructive suggestions on how to improve performance giving teams and individuals the opportunity to suggest how they could improve their own performance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 and 3.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3 and 7.4 through questioning or witness testimony if no naturally occurring evidence is available.

Personal circumstances

Such as those relating to culture, age, gender, health or background (assessment criteria 3.4, 6.2, 7.2).

Unit 2: **Work as Part of a Hospitality Management Team to Achieve Strategic Goals**

Unit reference number: D/504/1058

Level: 4

Credit value: 6

Guided learning hours: 33

Unit summary

This unit enables learners to gain understanding of and skills to contribute fully as part of the leadership team in their organisation. Learners will have to attend and contribute to leadership meetings, agree operational objectives in line with those of the organisation and be prepared to respond resourcefully to situations that threaten the achievement of these objectives.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to participate in management team meetings	<p>1.1 Prepare for meetings in readiness to contribute to agenda items</p> <p>1.2 Present information, to meet the requirements of the meeting</p> <p>1.3 Articulate opinions, risks and issues, representing the interests of others, ensuring that proposed steps for resolution are discussed</p> <p>1.4 Respond to information and opinions provided by colleagues</p> <p>1.5 Communicate information in a timely manner to the relevant people, in line with any communication protocol agreed at the meeting</p>			
2	Be able to work interactively with the management team	<p>2.1 Work with other members of the team to achieve organisational objectives</p> <p>2.2 Work with the management team to achieve strategic goals</p> <p>2.3 Participate in ad-hoc management team meetings as required</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to recruit and develop team members	<p>3.1 Confirm that the team's recruitment needs are:</p> <ul style="list-style-type: none"> a) discussed with and justified with the management team b) factored into the organisation's recruitment plans c) based on approved budgets <p>3.2 Monitor that own team's training and development plans are aligned with other teams and with the organisation's objectives</p> <p>3.3 Benchmark own team's performance against others teams to confirm that it is maintaining the organisation's standards</p> <p>3.4 Seek advice on identified disparities in the team's performance from management colleagues</p>			
4	Be able to take responsibility for the management team at periodic times	<p>4.1 Clarify instructions from management team colleagues</p> <p>4.2 Monitor the effective operation of work activities</p> <p>4.3 Respond to queries and unplanned events in line with organisational policies and procedures</p> <p>4.4 Develop reports of key activities</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to participate in management team meetings	5.1 Explain ways of preparing for potential agenda items to achieve the required result at meeting			
		5.2 Explain how to prioritise information in own area of responsibility to raise at meetings			
		5.3 Explain the importance of consulting members of own team that have an interest in agenda items			
		5.4 Explain the importance of setting objectives for a meeting			
		5.5 Explain the importance of articulating any issues and problems emerging from discussion			
		5.6 Outline how to help resolve problems that emerge during management meetings			
		5.7 Explain why it is important to respond constructively to information and opinions provided by other people			
		5.8 Explain how to communicate decisions in an appropriate manner in line with communication protocol agreed at the meeting			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to work interactively with the management team	6.1 Describe the type of crisis management issues that require the suspension of normal duties to achieve resolution			
		6.2 Explain when management colleagues can assist in dealing with conflict within own team			
		6.3 Describe ways to offer assistance to management colleagues in a supportive and non-judgemental manner			
		6.4 Evaluate the organisation's procedures for managing large functions or events			
		6.5 Explain how to make a contribution to management meetings, to address key priorities when they are called at short notice			
		6.6 Explain how to align team objectives with organisational objectives, cascading these appropriately through the team structure			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand how to review own team's performance	7.1 Assess the alignment of recruitment needs of own team with those of other teams, to support organisational objectives and budgets			
		7.2 Examine own team's performance through internal benchmarking			
		7.3 Identify ways to rectify discrepancies to improve own team's performance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 and 4.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2 and 7.3 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 3: Manage Compliance with Regulatory and Legislative Requirements in Hospitality

Unit reference number: H/504/1059

Level: 4

Credit value: 6

Guided learning hours: 28

Unit summary

This unit enables learners to gain an understanding of, and skills to, understand legislative and regulatory requirements that can be commonly expected to govern hospitality management operations. Managers in hospitality will be expected to ensure that they and their teams comply with these requirements; that they are able to report on compliance and deal with external people, such as inspection staff, as and when required.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to keep up to date with regulatory and legislative requirements	<p>1.1 Select and justify methods to keep up to date with regulatory and legislative requirements in hospitality</p> <p>1.2 Use selected methods to monitor new developments relating to regulatory and legislative requirements in hospitality</p> <p>1.3 Review relevance of current regulatory and legislative requirements for own area of responsibility</p>			
2	Be able to monitor team member's compliance to regulatory and legislative requirements	<p>2.1 Develop policies and procedures to ensure team members meet all regulatory and legislative requirements</p> <p>2.2 Confirm the delivery of all regulatory and compliance training, including refresher training</p> <p>2.3 Check that team members understand relevant regulatory and legislative requirements before working in related areas</p> <p>2.4 Maintain records, as required by the guidelines for due diligence contained in relevant legislation and regulations</p> <p>2.5 Evaluate team member's performance in relation to regulatory and legislative requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to plan for and action outcomes of regulatory and legislative inspections and compliance visits	3.1 Prepare for inspections and compliance visits ensuring that own area of responsibility meets requirements 3.2 Respond to issues raised by inspection and compliance visits 3.3 Report on areas that are not compliant to relevant colleagues 3.4 Propose changes that will improve compliance with regulatory and legislative requirements, as necessary			
4	Understand how to monitor an organisation's compliance to regulatory and legislative requirements	4.1 Explain the regulatory and legislative requirements relating to a hospitality organisation 4.2 Explain the sources of information that may be used to keep up to date with regulation and legislation that impacts the hospitality industry 4.3 Explain the consequences of non-compliance to regulatory and legislative requirements 4.4 Identify compliance matters that should be escalated, because of the potential impact on the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to manage team member's compliance to regulatory and legislative requirements	5.1 Evaluate methods for checking team members' understanding of relevant regulatory and legislative requirements			
		5.2 Explain own responsibility for the team's compliance with regulatory and legislative requirements			
		5.3 Explain consequences of not conveying compliance messages to team members			
		5.4 Identify methods to evaluate teams' performance in relation to regulatory and legislative requirements			
6	Understand how to plan for and action outcomes of regulatory and legislative inspections and compliance visits	6.1 Explain the key factors in preparing for inspections and compliance visits, in line with relevant criteria			
		6.2 Explain how to maintain future compliance when issues are raised at inspections and compliance visits			
		6.3 Evaluate the organisation's reporting process following inspection and compliance visits			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5 and 3.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2 and 6.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learners work that they have reviewed for:

- at least **five** of the following **regulatory and legislative requirements**
 - a licensing (including weights and measures and licensing objectives relevant to the country they operate in)
 - b health and safety (e.g. COSHH, HACCP, risk assessments, Health and Safety at Work Act)
 - c food safety
 - d environmental health
 - e fire regulations
 - f data protection
 - g Trade Description
 - h human resources (e.g. permission to work, working time regulations, night-time working, absence management)

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 4: Manage Own Professional Development Within an Organisation

Unit reference number: L/600/9586

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess own career goals and personal development	1.1	Identify own career and personal goals		
		1.2	Assess how own career goals affect work role and professional development		
2	Be able to set personal work objectives	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives		
3	Be able to produce a personal development plan	3.1	Identify gaps between objectives set, own current knowledge and skills		
		3.2	Produce a development plan		
4	Be able to implement and monitor own personal development plan	4.1	Plan activities identified in own development plan		
		4.2	Explain how to monitor and review own personal development plan		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: Manage Purchasing Costs in Hospitality

Unit reference number:	H/504/1045
Level:	4
Credit value:	9
Guided learning hours:	39

Unit summary

This unit enables learners to gain an understanding of and skills to cost effectively manage resources by developing and using systems and procedures for purchasing; receipt of delivery; storage; minimising waste and promoting sustainability.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage the supply of goods from suppliers	<p>1.1 Negotiate with suppliers to maximise the potential for profit adhering to the organisation's quality criteria and procedures</p> <p>1.2 Monitor the use of suppliers to meet organisational objectives</p> <p>1.3 Evaluate purchasing costs against those of other potential suppliers</p> <p>1.4 Identify resources that are cost effective to purchase in bulk</p>			
2	Be able to manage the delivery of supplies	<p>2.1 Develop a system for checking deliveries against orders ensuring discrepancies, including damage or defects are reported as they occur</p> <p>2.2 Ensure an organisation's procedures for using purchase orders are followed</p> <p>2.3 Confirm that team has the required knowledge to check delivered supplies for:</p> <ul style="list-style-type: none"> - quality points - expiry date - discrepancies <p>2.4 Monitor the correct storage of resources</p> <p>2.5 Monitor the correct implementation of stock control procedures</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to establish procedures to reduce waste and promote sustainability	3.1 Establish a system of waste management to minimise resource waste within own area of responsibility 3.2 Brief staff on how to use waste management systems 3.3 Develop procedures to promote sustainability amongst colleagues and customers			
4	Understand how to manage purchasing costs	4.1 Analyse the methods used for negotiating with suppliers to achieve required results, within limits of own responsibility 4.2 Explain how to maximise the advantages of economies of scale when purchasing resources 4.3 Evaluate the organisation's procedures for obtaining suitable recompense when terms and conditions for supplied resources are not met 4.4 Assess the essential procedures that need to be incorporated into a system for checking deliveries 4.5 Explain how to deal with discrepancies when monitoring invoices for accuracy 4.6 Explain the importance of dealing with damages, defects or discrepancies with existing resources as soon as possible 4.7 Explore current developments regarding suppliers to the hospitality industry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work for:

- at least **one** from **resources**
 - a stock
 - b equipment

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 6: Manage the Payroll Costs of a Hospitality Team

Unit reference number: J/504/1054

Level: 4

Credit value: 8

Guided learning hours: 30

Unit summary

This unit enables learners to gain an understanding of and skills to manage payroll costs for their hospitality team, ensuring that staffing is as cost effective as possible; kept within budget and meets operational needs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to budget for required team staffing levels in line with legal requirements	<p>1.1 Calculate the direct and indirect cost of employing staff, taking into account the cost of meeting legal obligations</p> <p>1.2 Lead negotiations with recruitment agencies as necessary to meet operational needs, whilst remaining within budget</p> <p>1.3 Manage the suitable balance of permanent, temporary and casual staff to reflect fluctuating levels of operational activity</p>			
2	Be able to manage a team payroll	<p>2.1 Confirm that the team provides documentation needed for a payroll to be processed accurately and on time</p> <p>2.2 Monitor a system for gathering, recording, storing and retrieving payroll information</p> <p>2.3 Maintain the payroll system through regular review of payroll data and costs against:</p> <ul style="list-style-type: none"> a) actual records of hours worked b) allocated staff budgets, identifying potential cost savings where appropriate <p>2.4 Manage discrepancies relating to the payroll system</p> <p>2.5 Respond to payroll queries from team within limits of own responsibility</p> <p>2.6 Prepare work-related management information about own team to inform organisational planning</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to plan for and review payroll costs	<p>3.1 Evaluate different options available for employing staff</p> <p>3.2 Explain how to identify potential cost savings in relation to staffing, without affecting staff morale or efficiency</p> <p>3.3 Assess circumstances when it is necessary to use recruitment agencies to meet operational needs</p> <p>3.4 Explain methods of negotiating with recruitment agents to achieve the best rate</p>			
4	Understand how to monitor the operation of a payroll system	<p>4.1 Analyse the key requirements for processing payroll, including the documentation required according to legal and organisational requirements</p> <p>4.2 Explain the main differences in the payroll documentation requirements between the UK, EU and non-EU members of staff</p> <p>4.3 Assess the implications for team and organisation of not meeting payroll cut-off dates</p> <p>4.4 Assess the features of the payroll system that are essential to meet financial management requirements</p> <p>4.5 Evaluate the organisation's procedure for dealing with payroll discrepancies</p> <p>4.6 Assess the implications of not keeping personal data confidential</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Explain the procedures for the security of personal data 4.8 Explain circumstances when payroll queries and problems should be referred to an alternative source of expertise 4.9 Explain own responsibility for seeing all problems and queries through to resolution			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 7: Manage Staffing Rotas for a Hospitality Team

Unit reference number: K/504/1063

Level: 4

Credit value: 6

Guided learning hours: 18

Unit summary

This unit enables learners to gain an understanding of and skills to produce staff rotas for their team to ensure that there is a sufficient level of skilled staff on duty to meet operational needs. The unit requires learners to develop clear and precise plans and rotas which take into account relevant legislation and contracts of employment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to plan staffing rotas for own team</p>	<p>1.1 Produce staffing rotas for own area of responsibility, that meet operational needs, including:</p> <ul style="list-style-type: none"> a) accurate staff numbers b) appropriate levels of staff skill for hospitality services c) specification of work areas d) start and finish times e) annual leave and sick leave f) contingency to deal with unplanned situations or ad-hoc workloads <p>1.2 Plan scheduled activities for own team in a way that maximises productivity</p> <p>1.3 Schedule hours of work to adhere to relevant legislation, organisational policy and contracts of employment</p> <p>1.4 Develop staffing plans and shift patterns for own team which allow for fluctuations in organisational activity demand</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to produce rotas for own team	2.1	Produce rotas that are:		
		a)	clear for staff to understand and use		
		b)	equitable in the allocation of shifts		
		c)	reflective of individual needs and circumstances		
3	Understand how to plan and produce staffing rotas for a hospitality team	2.2	Disseminate the rota in line with an organisation's policy		
		2.3	Communicate the rota to relevant people within the organisation		
		3.1	Explain how legislation, organisational policy and contract terms and conditions affect the planning of staffing rotas		
		3.2	Select and justify the pool of skills needed to meet operational needs		
		3.3	Compare the skills required to meet operational needs to the skill-set of team members		
		3.4	Explain how to utilise the skills of individuals to benefit an organisation		
		3.5	Explain how to incorporate staff development time when planning rotas		
		3.6	Explain how to plan for fluctuations of organisational activity demand when developing staffing plans		
		3.7	Select and justify methods of contingency planning that will cope with unplanned staffing requirements		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Explain the importance of being fair and impartial, when allocating work in rotas			
	3.9 Evaluate an organisation's procedures to manage unplanned absence			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 and 2.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

Types of hospitality staff

This refers to the different working arrangements under which hospitality staff are often employed, e.g. full time, part time, seasonal, casual, as well as different levels and types of staff who may use the rotas and plans.

Unit 8: Manage Feedback from Customers of Hospitality Services

Unit reference number: L/504/1055

Level: 4

Credit value: 8

Guided learning hours: 23

Unit summary

This unit enables learners to gain an understanding of and skills to research and obtain customer feedback; analysing and implementing actions that will improve work processes and support managing staff performance.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain customer feedback on hospitality services	1.1 Identify which features of hospitality services require customer feedback in order to meet an organisation's objectives			
		1.2 Develop systems to obtain customer feedback, in line with an organisation's requirements			
		1.3 Collect feedback from customers and staff regarding the effective delivery of hospitality services			
2	Be able to analyse customer feedback on hospitality services	2.1 Analyse feedback from customers and staff			
		2.2 Match an organisation's customer profiles to feedback			
		2.3 Review feedback against organisational objectives			
		2.4 Select and justify improvements required to meet customers' needs in line with an organisation's objectives			
3	Be able to use customer feedback to improve work processes and staff performance	3.1 Check that staff understand the results of the feedback analysis			
		3.2 Demonstrate how feedback is used to improve the work processes and staff performance			
		3.3 Report actions taken as a result of customer feedback to the management team			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to obtain, analyse and implement actions in response to customer feedback	4.1 Explain an organisation's policy, procedures and systems for obtaining customer feedback			
		4.2 Explain how to maximise the use of feedback to improve working processes and staff performance			
		4.3 Select and justify research methods used to identify data sources which support the methodology and analysis			
		4.4 Assess how qualitative and quantitative feedback can be used to inform analysis			
		4.5 Explain the legal requirements relating to the use of customer information			
		4.6 Identify when feedback received could be of importance to the wider organisation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work for:

- at least **two** from **feedback**
 - a ad-hoc/face-to-face
 - b systemised
 - c customer complaints
 - d external sources
- at least **two** from **customer profiles**
 - a age
 - b gender
 - c booking type (e.g. leisure, business)
 - d social demographics

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 9: Manage a Team Meeting

Unit reference number: R/504/1056

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit enables learners to gain an understanding of and skills to plan, organise and manage a meeting. These may be team meetings or other internal meetings involving colleagues and/or external participants.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to organise and manage meetings	<p>1.1 Establish the purpose and objectives for the meeting</p> <p>1.2 Identify a cost effective venue that meets the requirements of the meeting</p> <p>1.3 Identify the role of required participants, advising them with sufficient notice of the time, location, content and purpose of the meeting</p> <p>1.4 Produce an agenda which covers the required objectives of the meeting, including flexibility to cover additional items as necessary</p> <p>1.5 Disseminate agenda and other relevant documentation to the appropriate persons, within specified deadlines</p> <p>1.6 Manage the meeting to time, adhering to allocated time slots for each item, adjusting time slots as necessary</p> <p>1.7 Provide opportunities for all participants to have an opportunity to contribute</p> <p>1.8 Summarise discussion points and confirm points of agreement</p> <p>1.9 Allocate agreed action points with timescales to participants</p> <p>1.10 Confirm that all decisions, action points, and other minutes are recorded and distributed to all relevant stakeholders in the agreed timescale</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to follow up the actions of a meeting to achieve objectives	2.1 Follow up on action points after the meeting confirming that they are implemented within the agreed timescale 2.2 Raise recurrent or serious themes with the management team when help is needed			
3	Understand how to organise and manage meetings	3.1 Explain key facts when establishing the purpose of a meeting to meet required objectives 3.2 Explain how to set the agenda with sequence and timings that will achieve the objectives of the meeting 3.3 Explain how to prepare self to lead a meeting 3.4 Explain what materials will assist in leading a meeting 3.5 Understand how to run a meeting to achieve the required objectives 3.6 Explain how to keep agenda items to their respective time slots, and when flexibility should be applied 3.7 Describe methods of dealing with internal and external disruptions 3.8 Identify potential barriers to effective communication 3.9 Describe how to give participants opportunities to contribute to the meeting			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.10 Explain the limits of own authority when making decisions at meetings			
4	Understand how to follow up the actions of a meeting to achieve objectives	4.1 Evaluate an organisation's procedures for disseminating minutes and action points 4.2 Explain the consequence of not following up on agreed action points 4.3 Explain when issues should be raised arising from meetings with management team			
5	Understand how own performance can be improved at future meeting	5.1 Identify ways to obtain feedback on own performance at meetings 5.2 Explain ways to use feedback obtained to improve own performance 5.3 Explain the importance of self-reflection of own performance at meetings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 and 2.1 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 5.1, 5.2 and 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 10: Recruit and Select Hospitality Staff

Unit reference number: Y/504/1060

Level: 4

Credit value: 8

Guided learning hours: 29

Unit summary

This unit enables learners to gain an understanding of and skills to recruit and select people having identified a justified need for additional staff. It involves taking a fair and objective approach to recruitment and selection to ensure that the right person is appointed. As recruitment and selection can be a very expensive and time-consuming process the unit also assesses the learner's understanding of addressing staff turnover.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify the need for hospitality staff	<p>1.1 Identify any shortfalls in the skills, knowledge, understanding and experience of teams and individuals through regular review</p> <p>1.2 Evaluate options for identifying ways to address shortfalls in the team</p>			
2	Be able to prepare to recruit and select hospitality staff	<p>2.1 Develop job descriptions and person specifications relevant to job roles identified for recruitment</p> <p>2.2 Agree the stages in the recruitment and selection process, with colleagues including:</p> <ul style="list-style-type: none"> a) the appropriate methods to use b) the associated timings c) who will be involved <p>2.3 Review information on vacancies to ensure it is clear, accurate and in line with legislation before roles are advertised</p>			
3	Be able to manage the recruitment and selection process of hospitality team members	<p>3.1 Utilise specialist expertise in relation to recruiting, selecting and retaining team members</p> <p>3.2 Recruit staff ensuring the process is:</p> <ul style="list-style-type: none"> a) objective b) complies with relevant anti-discrimination legislation 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.3 Confirm the appropriate checks are made to ensure applicants have the necessary legal permission to work in the country in which the role is based 3.4 Manage the use of recruitment agencies to ensure correct procedures are in place before selecting agency staff 3.5 Manage the use of probationary periods			
4	Be able to evaluate the recruitment, selection and retention of team members	4.1 Evaluate the effectiveness of the recruitment and selection process in relation to recent appointments in own area 4.2 Identify areas for improvement in the recruitment and selection process 4.3 Evaluate own management performance including its impact on staff retention 4.4 Conduct exit interviews to identify reasons for staff turnover 4.5 Employ methods to address staff turnover problems, within own area of responsibility 4.6 Share methods for addressing staff turnover with the management team			
5	Understand how to identify the need for additional hospitality team members	5.1 Review the workload in own area of responsibility to identify any shortfall with the team 5.2 Determine the different options for addressing identified shortfalls 5.3 Explain the key content requirements for job descriptions and person specifications			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.4 Explain why it is important to give clear, accurate and legally compliant information on vacancies to potential applicants			
6	Understand how to manage the recruitment process	6.1 Evaluate sources of specialist expertise in relation to recruitment, selection and retention 6.2 Explain the importance of recruiting team members with the personality and attitude to complement the organisation's values and culture 6.3 Explain the documentation required by applicants which prove their right to work in the country in which the role is based 6.4 Explain the different stages in the recruitment and selection process, including who to consult 6.5 Evaluate different recruitment and selection methods 6.6 Explain the implications of using agencies to fulfil staffing needs 6.7 Explain how to ensure the selection process meets the requirements of anti-discrimination legislation 6.8 Outline how to judge whether applicants meet the stated vacancy requirements 6.9 Explain how to use references to assist in the selection process 6.10 Explain how judicious use of probationary periods can benefit the recruitment process			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand how to evaluate the loss and retention of team members	7.1	Explain the importance of understanding why staff leave		
		7.2	Explain how to measure staff turnover		
		7.3	Explain the causes and effects of high and low staff turnover		
		7.4	Select and justify measures which can be employed to address staff turnover problems		

Learner name: _____

Date: _____

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Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.5 and 4.6 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 7.1, 7.2, 7.3 and 7.4 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 11: Devise and Implement Training and Development Plans

Unit reference number: K/504/1046

Level: 4

Credit value: 7

Guided learning hours: 30

Unit summary

The unit enables learners to gain an understanding of and skills to devise and implement training and development plans for their team members, balancing the development needs with the skills and knowledge required to achieve the organisation's objectives.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify training needs in relation to an organisation's aims and objectives	1.1 Evaluate existing training that takes place in an organisation 1.2 Establish the scope of the available training budget 1.3 Analyse opportunities to identify and implement generic training 1.4 Establish links with training providers to deliver generic training in line with requirements 1.5 Implement a training needs analysis with team members to jointly agree the skills and knowledge that need to be further developed			
2	Be able to produce and implement personal development plans with team members	2.1 Devise development plans for individual team members by identifying with them: <ul style="list-style-type: none"> a) ways of achieving both their short-term and long-term aims b) the most suitable training, that will fulfil their training needs 2.2 Monitor the training process to ensure it takes place in a timely and organised manner 2.3 Implement regulatory training to ensure it complies with legal requirements and is conducted within the required timescales			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to monitor staff training and identify the need for further development	3.1 Maintain records of training that has taken place 3.2 Obtain feedback on staff training 3.3 Evaluate the short- and long-term effects of the training, including the benefits to an organisation 3.4 Make recommendations for improvements to training based on the outcomes of evaluation 3.5 Agree further support and training required with teams and individuals			
4	Understand how to identify training needs in relation to the organisation's aims	4.1 Explain the importance of reviewing provision that is already in place within an organisation when identifying training needs 4.2 Identify key components to a training needs analysis 4.3 Explain how the training needs of individual team members must relate to organisational aims			
5	Understand how to produce and implement personal development plans with team members	5.1 Explain the importance of producing development plans with team members that are achievable, relevant and time and cost effective 5.2 Explain the importance of checking that regulatory training is carried out in line with legal requirements 5.3 Explain how to allocate the training budget to areas where it is most needed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.4 Explain how to ensure team members understand the importance of taking responsibility for agreed personal development 5.5 Compare the advantages and disadvantages of using external training providers to deliver certain types of training 5.6 Describe methods of identifying the learning outcomes of different types of training 5.7 Evaluate how different types of training can meet an organisation's and individual's aims 5.8 Explain why it is important to consider the long-term benefits as well as the short-term benefits of training			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4 and 3.5 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and 5.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work that they:

- have identified **two** of the following **training needs**
 - a individual's
 - b team's
 - c organisation's
- and assessed **one** from **aims**
 - a to meet organisational objectives
 - b to meet individuals aspirations

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 12: Information Systems Management in Hospitality

Unit reference number: M/504/1047

Level: 4

Credit value: 11

Guided learning hours: 50

Unit summary

This unit enables learners to gain an understanding of and skills to use a variety of management information systems. These are likely to be computerised systems, although other types of system may be in use. Learners will also manage their team's use of systems, ensuring training takes place which promotes methodical and secure working methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage information systems to meet operational needs	1.1 Use information systems in line with the organisation's requirements 1.2 Confirm that the relevant training is provided to team members 1.3 Manage information systems to comply with regulatory requirements 1.4 Utilise information systems to procure information that supports the analysis of performance 1.5 Manage the use of information systems to help the effective planning of the workforce			
2	Be able to evaluate information systems to meet operational needs	2.1 Evaluate the suitability of existing information systems to meet operational needs 2.2 Review the latest developments relating to information systems in the hospitality industry 2.3 Propose improvements to an organisation's information systems to the relevant people			
3	Understand how to manage information systems to meet operational needs	3.1 Explain the relevant legislation regarding the use of confidential information 3.2 State to whom confidential information is accessible 3.3 Explain how to maintain records to comply with legislative and regulatory requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Explain the importance of training when new information systems are implemented 3.5 Explain how to use information systems in a methodical manner and the impact on efficiency 3.6 Explain the importance of restricted access to an organisation's systems 3.7 Explain methods of analysing data drawn from management information systems 3.8 Explain how to deal with different information system faults 3.9 Identify when changes and improvements can be effected within limits of own authority 3.10 Identify who should be notified when changes and improvements are effected			

Learner name: _____

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(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2 and 2.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 and 3.10 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have:

- evaluated IT systems for their performance in **four** from **performance areas**
 - a personnel-related (attendance, recruitment – i.e. HR issues)
 - b financial performance
 - c supplier performance
 - d operational performance (customer feedback)
 - e resource management performance
 - f organisational performance
 - g regulatory performance (kitchen temperature checks, fire equipment checks, COSHH checks)

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 13: Determine Market Opportunities for Hospitality Services

Unit reference number: T/504/1048

Level: 4

Credit value: 11

Guided learning hours: 44

Unit summary

This unit enables learners to gain an understanding of and skills needed for strategic planning when ascertaining what services the organisation should be offering, and where the most commercially viable opportunities exist for its future success.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to determine market opportunities for hospitality services based on research and analysis	1.1 Obtain qualitative feedback on an organisation's service offer 1.2 Obtain structured quantitative customer feedback on service offer 1.3 Identify which aspects of existing service offer could be modified for improved profitability and quality 1.4 Conduct market analysis to assess an organisation's service offer in the context of the wider hospitality market 1.5 Develop competitor profiles using a SWOT analysis 1.6 Use outcomes of qualitative and quantitative feedback to produce a SWOT analysis for an organisation			
2	Be able to interpret the analysis to determine market opportunities for hospitality services	2.1 Interpret the outcomes of the SWOT analysis to establish a realistic assessment of market opportunities 2.2 Identify gaps in the provision of local hospitality services, which align to an organisation's strategic objectives and brand image, from which it could profit 2.3 Develop opportunities which meet the needs of an organisation's existing and potential new target markets			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 Prioritise opportunities, taking into account ease of implementation, ROI and alignment with existing service offer			
		2.5 Confirm that an organisation is adequately resourced to offer a new and modified service			
3	Be able to prepare for the implementation of new and modified services	3.1 Consult with the management team to reach conclusions regarding the provision of new and modified services 3.2 Identify success factors for new and modified services that fall within own area of responsibility 3.3 Produce a project plan for the successful launch of new and modified services			
4	Understand how to research and analyse data to help determine market opportunities for hospitality services	4.1 Explain the differences and benefits between qualitative and quantitative feedback 4.2 Explain how to obtain structured quantitative customer feedback on an organisation's existing service offer 4.3 Explain how to obtain detailed market research analysis for the hospitality industry			
5	Understand how to interpret the analysis to determine market opportunities in line with an organisation's objectives	5.1 Describe the benefits of conducting a SWOT analysis 5.2 Explain how to weight the outcomes of a SWOT analysis in order of relative importance 5.3 Explain the profitability and customer satisfaction levels for an organisation's existing service offer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.4 Identify an organisation's chief competitors 5.5 Evaluate the hospitality services available in the local area 5.6 Explain an organisation's strategic objectives, brand image and existing target market 5.7 Explain how to calculate ROI 5.8 Explain the impact on resources that the provision of a new and modified hospitality service would make			
6 Understand how to prepare for the implementation of new or modified hospitality services	6.1 Explain how to make an effective contribution to an organisation's decision-making process for new and modified services 6.2 Identify the factors that will define the success of new and modified services 6.3 Explain how to develop a project plan which takes account of all necessary resources and deadlines 6.4 Explain the limits of own authority for planning and managing an organisation's service offer			

Learner name: _____

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(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3 and 6.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work for:

- at least **one** from **team**
 - a departmental team
 - b leadership team
- at least **five** of the following **local services**
 - a sport and leisure
 - b health and beauty
 - c cultural and heritage
 - d entertainment (e.g. ticket bookings)
 - e dining
 - f accommodation
 - g events
 - h bar services
 - i corporate
 - j retail (e.g. concessions, vending)
 - k transport services (e.g. taxi, shuttle bus)
- evaluation of the requirements of **two** of the following **resources** when planning new services
 - a staff
 - b budget

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

SWOT (strengths, weaknesses, opportunities and threats)

ROI (return on investment)

Unit 14: Maximise Sales and Profit from Hospitality Services

Unit reference number: A/504/1049

Level: 4

Credit value: 10

Guided learning hours: 47

Unit summary

This unit enables learners to gain an understanding of and skills to maximise sales and profits and is relevant to all hospitality managers. One of the most important elements of the role is that the team make the most of sales opportunities, and when doing so, maximise profit margins, without affecting the customer experience. Managers are required to ensure staff are trained and able to do this effectively.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain information that can help maximise sales and profit	<p>1.1 Obtain current data on an organisation's existing sales and profitability</p> <p>1.2 Obtain qualitative and quantitative data which describes factors that impact on sales and profitability including:</p> <ul style="list-style-type: none"> a) known competitor activity b) trends c) customer behaviour d) costs e) Return on Investment f) sales targets g) sales volume h) changing market conditions i) possible responses to competitor behaviour 			
2	Be able to implement strategies for maximising sales and profit	<p>2.1 Determine actions to be taken to maximise sales and profit based on data findings</p> <p>2.2 Confirm actions to be taken to maximise sales and profit with the management team</p> <p>2.3 Maintain relationships with suppliers in order to maximise buying power and reduce purchasing costs</p> <p>2.4 Develop strategies for:</p> <ul style="list-style-type: none"> a) minimising waste b) saving energy 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		c) maximising the profit potential of high performing products 2.5 Establish contingency plans to manage risks that may arise from actions to maximise profit 2.6 Manage training of own team to ensure opportunities to up sell and maximise profits are taken advantage of 2.7 Meet own sales and profit targets with the aim of exceeding them			
3	Be able to analyse strategies for maximising sales and profit	3.1 Evaluate the relative impact of strategies taken to maximise sales and profits 3.2 Make recommendations for future strategies based on evaluation outcomes			
4	Understand how to obtain information that can help develop strategies to maximise sales and profit	4.1 Explain why it is critical to ensure that data used to inform decision-making is accurate and up to date 4.2 Analyse information to identify opportunities which maximise sales and profit 4.3 Explain how to run a break-even analysis			
5	Understand how to agree and implement strategies for maximising sales and profit	5.1 Explain the process for agreeing actions with the management team 5.2 Explain ways to obtain the best deal from suppliers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.3 Identify an organisation's policies related to product pricing strategies</p> <p>5.4 Explain the impact that consumer protection legislation has upon product pricing strategies</p> <p>5.5 Explain strategies to minimise waste and excess energy usage</p> <p>5.6 Explain how minimising waste and excess energy usage contributes to profit margins</p> <p>5.7 Explain methods used to ensure teams and individuals are trained to recognise and take advantage of opportunities to up sell and maximise profits</p> <p>5.8 Explain strategies which will maximise the sale of high performing products</p> <p>5.9 Explain the importance of protecting return on investment</p> <p>5.10 Explain how to conduct a risk analysis</p> <p>5.11 Explain the strategic planning needed to meet profit targets for own area</p> <p>5.12 Explain why it is important to be aware of any action needed by suppliers and others within an organisation when implementing strategies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to analyse strategies for maximising sales and profit	6.1 Explain the importance of monitoring and evaluating the impact of actions taken to maximise sales and profits 6.2 Explain how to use evaluation data to inform future decision making			

Learner name: _____

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Date: _____

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Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 and 3.2 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 6.1 and 6.2 through questioning or witness testimony if no naturally occurring evidence is available.

Waste minimisation and energy saving

This can include recycling where possible, eliminating excess packaging, avoiding unnecessary energy usage and commodity controls.

Unit 15: **Manage Operational Aspects of Hospitality Premises Refurbishment Programmes**

Unit reference number: M/504/1050

Level: 4

Credit value: 9

Guided learning hours: 40

Unit summary

This unit enables learners to gain an understanding of and skills to manage refurbishment programmes. Managers may not be responsible for décor or construction decisions, but they will have the responsibility of implementing those decisions.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan refurbishment programmes	1.1 Identify areas of the establishment both within and outside own area of responsibility which are in need of general refurbishment			
		1.2 Calculate a refurbishment budget			
		1.3 Plan refurbishment designs, in line with limits of own responsibility			
		1.4 Obtain quotations for refurbishment as required			
		1.5 Inform the management team, and other potentially affected staff of the planned refurbishment			
		1.6 Ensure that refurbishment work takes account of relevant legislation			
		1.7 Ensure procedures are in place to enable external contractors to work, while maintaining the security of private and secure areas			
2	Be able to oversee refurbishments	2.1 Manage the refurbishment work in own area of responsibility to minimise disruption, without compromising the quality and speed of completion			
		2.2 Monitor the adherence to timelines and refurbishment plans			
		2.3 Minimise disruption to guests and team member's work during refurbishment work			
		2.4 Check the adherence of completed refurbishment work to the initial plans			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to evaluate refurbishments	3.1 Evaluate the success of the refurbishment project 3.2 Communicate the outcome of the refurbishment project to the leadership team 3.3 Provide recommendations for potential improvements in the way refurbishments are managed			
4	Understand how to plan refurbishments	4.1 Explain the quality and condition points which may indicate the need for large-scale refurbishment 4.2 Identify the various elements that need to be factored into a refurbishment budget 4.3 Explain how refurbishment plans should be designed to meet organisational standards and customer expectations, and cause minimum disruption to guests 4.4 Identify levels of business activity which help to decide the best time to undertake a refurbishment programme 4.5 Explain how to obtain reasonable quotes for refurbishment within limits of own authority			
5	Understand how to oversee refurbishments	5.1 Explain how to ensure the security of areas off-limit to contractors during refurbishment work 5.2 Identify the relevant legislation that governs safe working practices for refurbishment work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.3 Explain how to keep refurbishment programmes to the planned timescales 5.4 Explain how to deal with problems relating to refurbishment work promptly, minimising disruption 5.5 Identify checks that must be made to assess the satisfactory completion of refurbishment work			
6 Understand how to evaluate refurbishments	6.1 Explain how to evaluate the success of a refurbishment project 6.2 Explain how to use evaluations to inform future refurbishment projects			

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Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1 and 6.2 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 16: Manage Supplier Contracts

Unit reference number: T/504/1051

Level: 4

Credit value: 7

Guided learning hours: 36

Unit summary

This unit enables learners to gain an understanding of and skills to research, source, negotiate and agree managing contracts with suppliers and contractors. The unit includes monitoring of suppliers' contracts and costs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to initiate contracts with suppliers and contractors to meet identified organisational needs	1.1	Identify the resources needed to satisfy operational requirements		
		1.2	Establish the purchasing budget for each resource		
		1.3	Research potential suppliers for each resource		
		1.4	Promote invitations to tender to a range of potential suppliers		
		1.5	Evaluate tenders against established criteria		
		1.6	Select suppliers based on the closest fit to an organisation's requirements		
		1.7	Negotiate contracts that maximise the potential for profit whilst adhering to an organisation's quality criteria		
2	Be able to manage supplier/contractor contracts	2.1	Identify where it is cost effective for groups of resources to be supplied together		
		2.2	Implement arrangements for resources to be supplied together		
		2.3	Oversee contracts with suppliers to ensure they are consistent and meet both legal and organisational requirements		
		2.4	Establish service level agreements that are clear and acceptable to an organisation and a supplier		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Maintain supplier relationships to achieve the outcomes required by an organisation			
		2.6 Monitor compliance with contracts, taking into account legal, regulatory and organisational requirements			
3	Be able to evaluate the success of contractual arrangements for the future benefit of an organisation	3.1 Evaluate the success of contractual arrangements on a regular basis			
		3.2 Re-negotiate contract terms to the benefit of an organisation, without detriment to the supplier relationship			
		3.3 Report on supplier contracts to management team, identifying possible synergies with other areas of an organisation			
4	Understand how to initiate contracts with suppliers/contractors	4.1 Compare different types of supplier contracts and agreements			
		4.2 Explain when it is appropriate to have different types of supplier contracts and agreements			
		4.3 Explain own authority to deal with suppliers on an organisation's preferred list and with those which are not on it			
		4.4 Explain the importance of clearly communicating requirements and specifications when establishing supplier contracts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Explain the key points to consider when evaluating tenders</p> <p>4.6 Explain why it is important to invite a range of potential suppliers to bid for contracts</p> <p>4.7 Explain the different types of information and sources of information that can be used to evaluate contracts</p>			
<p>5 Understand how to manage supplier/contractor contracts</p>	<p>5.1 Identify the basic legal, regulatory and organisational requirements governing supplier contracts</p> <p>5.2 Explain the benefits of productive working relationships with suppliers</p> <p>5.3 Explain how to balance the maintenance of good supplier relationships with achieving the best terms for an organisation</p> <p>5.4 Evaluate which groups of resources could be best supplied together within one contract</p> <p>5.5 Evaluate different methods of monitoring contract compliance</p> <p>5.6 Explain how to select the most appropriate method of monitoring contract compliance for an organisation and contractor</p> <p>5.7 Explain the importance of using a service level agreement</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 Explain the process for dealing with supplier disputes 5.9 Identify to whom supplier disputes should be referred when outside the limits of own authority 5.10 Identify how to utilise other supplier relationships within the organisation			
6 Understand how to evaluate suppliers in line with an organisation's requirements	6.1 Explain why it is important to evaluate and report on suppliers' strengths and areas for improvement 6.2 Explain how to raise the need for improvements with suppliers			

Learner name: _____

Date: _____

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Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1 and 6.2 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have identified:

- a minimum of **two** of the following **resources**
 - a stock
 - b equipment
 - c services

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 17: Manage Hospitality Functions

Unit reference number: A/504/1052

Level: 4

Credit value: 8

Guided learning hours: 34

Unit summary

This unit enables learners to gain an understanding of and skills to manage a successful function through careful planning, operating and evaluation. The unit is aimed at duty managers or conference organisers who need to show that they are able to plan and review; communicate effectively with the internal or external customers; use resources effectively; solve problems; keep accurate documentation and meet all customer expectations.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage the organisation of a hospitality function	<p>1.1 Obtain information on the specific requirement of the function</p> <p>1.2 Establish procedures to meet the agreed requirements of the function</p> <p>1.3 Conduct checks prior to the function, to confirm that the:</p> <ul style="list-style-type: none"> a) venue meets the agreed specification b) equipment and materials required for the function are available and on site at the required time c) food preparation and service takes account of specified requirements (e.g. allergies) d) function, and associated activities, comply with relevant legislation e) customers and team members are aware of relevant legislation <p>1.4 Co-ordinate with customers and other departments to confirm details of the function</p> <p>1.5 Check that customers have full schedules and costing for the function</p> <p>1.6 Establish a system to inform the customers of any changes of plan prior to the function</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to monitor the function	2.1 Monitor the function to make sure it is running to plan			
		2.2 Assess that the function is meeting customer requirements			
		2.3 Check that records of agreements made with internal and external suppliers are being maintained			
		2.4 Maintain information that will assist with planning and running of future functions			
3	Be able to evaluate the success of a function	3.1 Review feedback from customers, team members and other colleagues			
		3.2 Investigate problems and areas for improvement, distinguishing problems that were unavoidable and those resulting from systemic or individual fault			
		3.3 Make recommendations to avoid problems being repeated and to improve future functions			
		3.4 Establish a system to maintain records of evaluation			
		3.5 Report the findings to the management team			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to plan a function	4.1 Explain how to minimise the inconvenience of a function that has the potential for causing a disturbance 4.2 Explain how to calculate function schedules and costings 4.3 Describe the essential information required to plan different types of functions 4.4 Explain methods for dealing with customers' special requirements 4.5 Explain the process to select appropriate suppliers 4.6 Explain how to manage suppliers' contracts to benefit an organisation, within the limit of own responsibility 4.7 Explain how to ensure that staff and contractors have the right skills and knowledge to fulfil their responsibilities 4.8 Outline key considerations when arranging food and beverages for functions 4.9 Explain how to use the outcomes of risk assessment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to monitor a function	5.1 Describe requirements of managing staff at a function			
		5.2 Describe factors that can influence the ambience of functions			
		5.3 Identify ways of anticipating problems and requests from customers during a function			
		5.4 Identify the health and safety and other legal requirements that can affect the running of a function			
		5.5 Explain why certain legal requirements must be communicated to customers			
		5.6 Explain how to determine a procedure to evacuate the premises safely in the event of an emergency			
		5.7 Explain the importance of having qualified first aiders in the team			
		5.8 Explain how to carry out an inspection of equipment used during functions			
		5.9 Outline the procedure for dealing with loss or damage to equipment			
		5.10 Evaluate an organisation's procedures for maintaining records during functions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to evaluate a function	6.1 Explain the process of evaluating different types of functions 6.2 Explain how to deal with different types of problems including those that are one-off and unavoidable, and those that are systematic and individual 6.3 Explain how to deal with confidential material in evaluation reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4 3.1, 3.4 and 3.5 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.2 and 6.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **two** from the following **functions**
 - a banquet
 - b corporate entertainment event
 - c reception
 - d conference
- **one** from the following **customers**
 - a internal
 - b external
- **three** from the following areas of **legislation**
 - a health and safety
 - b fire regulations
 - c licensing restrictions
 - d food safety
 - e first aid
- **one** from the following **problems**
 - a supply problems
 - b power failures
 - c equipment problems
 - d staffing problems
- **two** from the following **records**
 - a manual
 - b computerised
 - c reports
 - d checklists

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 18: Manage Physical Resources

Unit reference number: K/600/9711

Level: 4

Credit value: 3

Guided learning hours: 25

Unit summary

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of sustainability when using physical resources	1.1 Explain the importance of using sustainable resources 1.2 Explain the potential impact of resource use on the environment 1.3 Explain how to use resources effectively and efficiently 1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources			
2	Be able to identify resource requirements for own area of responsibility	2.1 Consult with colleagues to identify their planned activities and corresponding resource needs 2.2 Evaluate past resource use to inform expected future demand 2.3 Identify resource requirements for own area of responsibility			
3	Be able to obtain required resources for own area of responsibility	3.1 Submit a business case to procure required resources 3.2 Review and agree required resources with relevant individuals 3.3 Explain an organisation's processes for procuring agreed resources			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1 Monitor the quality of resources against required specifications			
		4.2 Identify differences between actual and planned use of resources and take corrective action			
		4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility			
		4.4 Make recommendations to improve the effectiveness and efficiency of resource use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Implement Change in Own Area of Responsibility

Unit reference number: M/600/9659

Level: 4

Credit value: 6

Guided learning hours: 25

Unit summary

This unit helps learners to implement and evaluate a plan for change in their area of responsibility.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to implement change in own area of responsibility	1.1 Explain the main models and methods for managing change			
2	Be able to involve and support others through the change process	2.1 Communicate the benefits of and reasons for change and how they relate to business objectives 2.2 Implement and agree a plan to support change			
3	Be able to implement and monitor a plan for change in own area of responsibility	3.1 Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change 3.2 Assess opportunities and barriers to change 3.3 Review action plans and activities according to identified opportunities and barriers to change			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Managing Grievance Procedures

Unit reference number: K/600/9692

Level: 4

Credit value: 3

Guided learning hours: 10

Unit summary

This unit will ensure that learners can follow grievance procedures in their own organisation.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to prevent potential grievances	1.1 Identify situations that are likely to lead to grievances in an organisation			
		1.2 Explain how to prevent potential grievances			
2	Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally	2.1 Explain an organisation's grievance policy and procedure			
		2.2 Identify the circumstances where a concern may be dealt with informally			
		2.3 Explain the methods used to deal informally with concerns			
3	Understand how to follow grievance procedures	3.1 Explain how to follow an organisation's written grievance procedure			
		3.2 Explain the importance of communicating grievance procedures			
		3.3 Identify how to seek advice and guidance from specialists or colleagues when dealing with grievances			
		3.4 Explain how to record and store information throughout the grievance process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Know How to Follow Disciplinary Procedures

Unit reference number: H/600/9691

Level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will ensure that learners understand how to follow disciplinary issues and inform individuals of expected performance.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to understand performance expectations of an organisation	1.1 Explain an organisation's required standards of conduct and performance			
		1.2 Explain an organisation's formal disciplinary procedure			
2	Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance	2.1 Explain how to identify when an individual's performance falls below organisational standards			
		2.2 Identify communication methods used to gather information on potential cases of misconduct or unsatisfactory performance			
3	Be able to know how to deal informally with cases of minor misconduct or unsatisfactory performance	3.1 Identify the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled			
		3.2 Evaluate whether a case of misconduct or unsatisfactory performance can be dealt with informally			
		3.3 Assess methods available to improve performance or behaviour			
		3.4 Explain the importance of recording informal disciplinary proceedings			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to follow an organisation's formal disciplinary procedure	4.1 Explain the importance of seeking advice and guidance from specialists prior to taking action			
		4.2 Explain when to follow formal disciplinary procedures			
		4.3 Assess the importance of communicating disciplinary procedures to individuals			
		4.4 Explain how to record and store information throughout the disciplinary process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Manage a Budget for Own Area or Activity of Work

Unit reference number: A/600/9695

Level: 5

Credit value: 7

Guided learning hours: 30

Unit summary

This unit helps learners to prepare a budget, address variance, and monitor and review a budget for own area or activity of work.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare a budget for own area of responsibility	1.1 Evaluate information on resource requirements for own area of activity or work			
		1.2 Produce a draft budget			
		1.3 Communicate the final budget with relevant stakeholders			
2	Be able to manage a budget	2.1 Analyse variances between planned and actual expenditure			
		2.2 Provide information on performance to relevant stakeholders			
		2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments			
		2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority			
3	Be able to review budget management performance	3.1 Review performance against budget			
		3.2 Assess improvements for future budget planning and management			
		3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 23: Handle Referred Customer Complaints

Unit reference number: K/601/1524

Level: 4

Credit value: 10

Guided learning hours: 67

Unit summary

However effectively customer service is organised, customers make complaints from time to time. In some organisations, it is simply a matter of procedure for all complaints to be handled by particular people. Sometimes, front-line staff or supervisors can deal with these complaints; however, often more senior staff must deal with the complaint. This is either because of the severity of the complaint and its implications for the organisation, or because the customer will accept the solution only if it is dealt with at a senior level. This may require someone with the authority and influence to adapt existing policies and procedures to find an acceptable solution. It is also important for this person to explore patterns and trends in significant complaints and recommend changes to policies and procedures to avoid repetition.

Assessment methodology

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Investigate referred customer complaints	1.1 Collect all the available information on the nature of the complaint and identify and analyse the organisational implications of the complaint			
		1.2 Take personal responsibility for dealing with the complaint subject to the limits of their authority			
		1.3 Keep their customer informed about what steps are being taken to deal with the customer's complaint			
		1.4 Follow the correct procedures if their customer wishes to escalate the complaint even higher or if the complaint has wider implications for the organisation			
2	Take action to deal with referred customer complaints	2.1 Identify a range of possible solutions that balance customer expectations and the organisation's service offer			
		2.2 Liaise with their customer and colleagues to negotiate an acceptable solution			
		2.3 Agree a solution that adapts current policies and procedures within their own authority and furthers their organisation's aims and objectives			
		2.4 Implement the agreed solution and liaise with their customer to ensure that the customer is satisfied with the action that has been taken			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Identify repeated customer complaints and recommend changes to policies and procedures	3.1 Identify patterns and trends in customer complaints 3.2 Analyse trends in customer complaints 3.3 Identify solutions acceptable to their customers that fit the organisation's service offer 3.4 Identify possible changes to customer service policies and procedures 3.5 Consider the benefits and drawbacks of each possible change in terms of balancing customer service and organisational aims 3.6 Select an option for change and follow organisational procedures to ensure that their recommendations come to the attention of decision makers			
4	Understand how to handle referred customer complaints	4.1 Explain the importance of minimising customer complaints and dealing with them effectively and promptly when they occur 4.2 Explain their organisation's complaints procedures and the limits of their authority 4.3 Describe the procedures they must follow if a complaint is likely to be escalated or have wider implications 4.4 Describe the types of complaints that could have wider implications for their organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Explain why it is important to communicate with their customer at all stages of the complaints procedure</p> <p>4.6 Explain how to devise solutions that balance customer expectations and organisational aims</p> <p>4.7 Explain why it is important to identify and present to the customer a range of possible options</p> <p>4.8 Explain why it may be necessary sometimes to adapt organisational policies and procedures to provide a solution acceptable to their customer and how they could justify this</p> <p>4.9 Research how to identify trends and patterns in customer complaints and solutions</p> <p>4.10 Describe how to explore the implications of these patterns and trends for their organisations policies and procedures</p> <p>4.11 Explain how to recommend changes to organisational policies and procedures</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.
- 2 The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 4 The learner must provide evidence that they have collected and analysed including:
 - a qualitative information
 - b quantitative information.
- 5 The learner must show that they have dealt with complaints from customers who are:
 - a prepared to accept their proposed solutions
 - b not prepared to accept their proposed solutions.
- 6 The complaints included in the learner's evidence must include examples of:
 - a a difference between customer expectations and what is offered by their organisation
 - b a problem resulting from a system or procedure failure
 - c a problem resulting from a shortage of resources or human error.

Unit 24: Use Customer Service as a Competitive Tool

Unit reference number: D/601/1228

Level: 3

Credit value: 8

Guided learning hours: 53

Unit summary

Customer service contributes to an organisation's competitive position. Customers of many organisations have a choice about the services or products they use and who supplies them. Often the technical features and cost of the service or product are almost identical. If this is the case, the quality of the customer service offered makes all the difference about which supplier the customer chooses. This unit is about how the learner can play their part in ensuring that their organisation makes the best possible use of the competitive advantage that can be gained from offering superior customer service. It covers how the learner can use customer service as a tool to compete effectively with other providers of similar services and products. The unit is not for a learner whose organisation does not compete actively with others.

Assessment methodology

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Organise customer service to gain a competitive advantage	1.1			
		1.2			
		1.3			
		1.4			
2	Deliver a competitive service	2.1			
		2.2			
		2.3			
		2.4			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor</p> <p>2.6 Re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer</p> <p>2.7 Ensure that customers who have shown a previous interest in repeat and additional services are reminded of this</p> <p>2.8 Encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them</p>			
<p>3 Understand how to use customer service as a competitive tool</p>	<p>3.1 Identify the factors that lead to customers' belief that they are enjoying value for money</p> <p>3.2 Describe the services and products offered by their organisation</p> <p>3.3 Describe the services and products offered by competitors</p> <p>3.4 Identify the features and benefits of services and products that are seen by customers as added value</p> <p>3.5 Explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 Explain how to portray a positive image that reinforces their organisation's competitive position 3.7 Explain their organisation's customer service targets and cost implications of added value actions to improve the organisation's competitive position 3.8 Describe complementary services and products that may be of interest to their customers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any evidence within this unit.
- 2 The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 4 The learner must provide examples of when the benefits of using customer service as a competitive tool enjoyed by customers are:
 - a tangible in that they can be measured
 - b intangible in that they are represented solely by feelings and perceptions of the customer experience.
- 5 The learner's evidence must include examples of competitive analysis involving:
 - a direct competitors
 - b competitors offering substitute services or products.
- 6 The learner's evidence must include examples of when they have used customer service actions as a competitive tool to attract or maintain:
 - a loyal customers
 - b customers returning from competitors
 - c new customers.

Unit 25: Organise the Promotion of Additional Services or Products to Customers

Unit reference number: D/601/1231

Level: 3

Credit value: 7

Guided learning hours: 47

Unit summary

This unit is about expanding and extending the relationship with customers by persuading them to make use of additional services and products that the learner can offer. These could be anything available from the organisation, from offering dinner reservations at check-in to providing a coffee and liqueurs service at the end of a meal. Services or products will remain viable only if they are used by customers.

The unit covers the way the learner organises customer service to promote additional use of their services or products by communicating with customers and then delivering those services or products effectively. It is also about monitoring the successes and failures and recognising the best way to approach customers with additional services or products for the future. The learner needs to show that they are promoting the services or products by encouraging more people to use them.

Assessment methodology

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Offer additional services or products	1.1 Offer additional services or products to customers			
		1.2 Identify the benefits of offering additional services or products for customers and the organisation			
		1.3 Explain the features and benefits of additional services or products to customers			
		1.4 Identify ways of encouraging customers to ask about additional services or products			
2	Organise support to promote use of additional services or products	2.1 Discuss with others ways of promoting additional services or products to customers			
		2.2 Implement procedures to ensure that customers interested in additional services or products are dealt with promptly			
		2.3 Promote services or products which will suit customers but which are supplied from outside their own area of the organisation			
		2.4 Help customers to access services or products which are supplied outside of their own area of the organisation			
3	Monitor the promotion of additional services or products	3.1 Devise methods to inform customers about additional services or products			
		3.2 Use different methods to inform customers about additional services and products and record successes and failures against each method			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.3 Use their record of successes and failures to identify the best approach for offering additional services or products 3.4 Share information with others regarding the best approach to take when offering additional services or products to customers			
4 Understand how to organise and promote services or products to customers	4.1 Describe their organisation's procedures and systems for encouraging the use of additional services or products 4.2 Explain how the use of additional services or products will benefit their customers 4.3 Describe the main factors that influence customers to use their services or products 4.4 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products 4.5 Describe how to give appropriate, balanced information to customers about services or products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any evidence within this unit.
- 2 The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 4 The learner must provide evidence that they:
 - a use agreed organisational procedures and systems
 - b create their own opportunities.
- 5 The learner's evidence must show that they have:
 - a taken responsibility for their own actions in promoting services or products
 - b used spontaneous customer feedback to identify opportunities for promoting services or products
 - c used customer feedback that they have requested to identify opportunities for promoting services or products.
- 6 The learner's evidence must include examples of:
 - a existing customers extending their use of the learner's organisation's services or products
 - b new customers making use of the learner's organisation's services or products.

Unit 26: Review the Quality of Customer Service

Unit reference number: J/601/1238

Level: 4

Credit value: 8

Guided learning hours: 53

Unit summary

People managing customer service need to know how effectively it is being delivered. Without this information, they have no way of knowing if their customers are satisfied and are likely to remain loyal. They also need to know what to do to improve customer service to meet and exceed customer expectations. This unit is about planning how the learner can measure standards of customer service by collecting and analysing information. The learner must develop conclusions and recommendations and then report their findings to relevant people. Most of all, this unit is about approaching the review of customer service quality systematically and making full use of the findings.

Assessment methodology

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Plan how to measure customer service	1.1 Identify the features of customer service delivery that affect customer satisfaction			
		1.2 Plan how they will monitor the features of customer service delivery that affect customer satisfaction			
		1.3 Plan how they will analyse the information they have collected			
2	Collect and analyse information on customer service	2.1 Implement their plans for monitoring customer service processes and outcomes			
		2.2 Analyse the monitoring information they have collected			
		2.3 Compare the conclusions of their analysis with the criteria they identified			
		2.4 Adapt their plans if the agreed methods of collecting and analysing information are not proving effective			
		2.5 Communicate the results of their measurement of customer service to colleagues			
		2.6 Agree actions to improve customer service that result from their measurements and analysis			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to review the quality of customer service	3.1	Explain the importance of measuring the quality of customer service		
		3.2	Explain which aspects of the customer service process affect customer satisfaction		
		3.3	Explain how to select the criteria they will use for measurement of customer service		
		3.4	Explain how to construct representative samples		
		3.5	Describe the types of information collection methods they could use		
		3.6	Describe methods of analysing information on the quality of service		
		3.7	Explain how to identify recommendations that flow from their measurement of customer service		
		3.8	Explain the procedures for making recommendations on customer service improvements within their organisation		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.
- 2 The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 The learner must provide evidence that shows they have done this over a sufficient period of time for their assessor to be confident that they are competent.
- 4 The learner must include evidence of collecting and analysing information that is:
 - a quantitative
 - b qualitative.
- 5 The learner's communication of the results of their measurements may be face to face, in writing, by telephone, text message, email, internet (including social networking), intranet or by any other method they would be expected to use within their job role.
- 6 The learner's evidence must show that they have communicated the results of their measurements to three of these groups of people:
 - a front line staff
 - b supervisors or team leaders
 - c senior managers
 - d colleagues in other departments
 - e service partners.

Unit 27: Manage the Environmental Impact of Work Activities

Unit reference number: M/600/9712

Level: 4

Credit value: 5

Guided learning hours: 10

Unit summary

This unit will ensure that learners understand how to, and are able to, assess the environmental impact of their work and operate in such a way as to reduce the impact on the environment.

Assessment methodology

This unit is assessed using evidence from the workplace, i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in the Council for Administration (CfA) Assessment Strategy. For details of the CfA Assessment strategy for Management and Leadership please go to: <http://www.cfa.uk.com/qualifications/leadership-and-management.html>

To pass the unit, learners must meet all of the assessment criteria.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legal requirements and environmental policies that impact on own area of responsibility	1.1 Explain the legal requirements that impact on own area of responsibility 1.2 Explain the environmental policies that impact on own area of responsibility			
2	Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1 Explain what specialist advice is available to manage the environmental impact of work activities 2.2 Explain how to assess the impact of work activities and resources on the environment 2.3 Explain how to minimise the environmental impact of work activities			
3	Be able to assess and report on the environmental impact of work activities in own area of responsibility	3.1 Assess the environmental impact of work activities and resource use 3.2 Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement			
4	Be able to organise work activities and resource use to minimise environmental impact	4.1 Adapt the use of resources in own area of responsibility to reduce environmental impact 4.2 Organise activities in own area of responsibility to reduce environmental impact			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to promote ongoing improvement in environmental performance	5.1 Establish means by which individuals can identify and report opportunities for improving environmental performance			
		5.2 Communicate environmental benefits resulting from changes to work activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28:

Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit reference number: T/601/7214

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standard to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know employer and employee rights, responsibilities and own organisational procedures	1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health and Safety and other relevant legislation			
		1.2 State importance of having employment rights and responsibilities			
		1.3 Describe organisational procedures for health and safety, including documentation			
		1.4 Describe organisational procedures for equality and diversity, including documentation			
		1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support			
2	Know factors that affect own organisation and occupation	2.1 Describe the role played by own occupation within organisation and industry			
		2.2 Describe career pathways available to them			
		2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Identify sources of information and advice on own industry, occupation, training and career 2.5 Describe principles, policies and codes of practice used by own organisation and industry 2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Design, Implement and Manage a Food Safety Management System

Unit reference number: A/504/0998

Level: 4

Credit value: 7

Guided learning hours: 23

Unit summary

This unit enables learners to gain an understanding of, and skills to, design, implement and manage the organisation's food safety management system.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish the requirements of a food safety management system	<p>1.1 Analyse the legislative requirements for food safety to inform the design of the food management system</p> <p>1.2 Analyse the risks to food safety from various hazards</p> <p>1.3 Review current procedures and practices to determine their suitability</p> <p>1.4 Manage the allocation of resources, roles and responsibilities for specific components of a food safety management system</p> <p>1.5 Establish procedures for:</p> <ul style="list-style-type: none"> a) cleaning b) pest control c) chemical control, use and storage d) personal protective equipment e) food holding and storage f) food handling g) supplier delivery storage h) recording information i) handling waste 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to implement and manage a food safety management system	2.1	Implement new procedures for changes to working practices according to an organisation's food safety management system		
		2.2	Evaluate training provided to staff in food safety management procedures		
		2.3	Monitor visitor, supplier and staff compliance to new procedures		
		2.4	Conduct risk assessments to ensure food safety management is maintained		
		2.5	Collect feedback on new procedures following implementation		
		2.6	Evaluate implementation of food safety management procedures		
		2.7	Monitor the application of the food safety management system		
3	Understand how to design implement and monitor a food safety management system	3.1	Explain the essential factors in designing implementing and managing food safety management system		
		3.2	Explain the benefits of establishing food safety management procedures		
		3.3	Explain the consequences of non-compliance to current and ongoing legislation		
		3.4	Evaluate the organisation's risk assessment process as part of the food safety management system		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Describe the suitable corrective actions to control food safety hazards 3.6 Evaluate the organisation's policy for reporting and dealing with hazards 3.7 Explain the importance of regularly monitoring records 3.8 Outline methods to evaluate feedback on food safety management 3.9 Explain the due diligence and compliance responsibilities of food business operators			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **three** of the following **risks**
 - a physical
 - b chemical
 - c allergic
- **four** of the following **resources**
 - a equipment
 - b suppliers
 - c staff
 - d time
 - e money
 - f facilities
- **three** of the following **working practices**
 - a range of dishes on the menu(s)
 - b sourcing safe supplies and information on ingredients
 - c stages in food preparation, cooking and service
 - d range of equipment used, premises and work environment
 - e storage
 - f waste management
 - g infestation management
- **three** of the following **training processes**
 - a identifying training needs
 - b determining staff training methods
 - c implementing a training programme
 - d allocation of staff to posts that make good use of training received

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 30: Develop and Create Innovative Dishes and Recipes

Unit reference number: H/504/1000

Level: 4

Credit value: 11

Guided learning hours: 34

Unit summary

This unit enables learners to gain an understanding of and skills to apply innovation and creativity when developing and evolving dishes to the organisation's style. The development of dishes and recipes must take into account restrictions of seasonality, sourcing of local or other produce and ingredients, and the impact of costs. It must aim to ensure that dishes will enhance the reputation of the organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able develop recipes and dishes that reflect organisational style	1.1 Research ideas for dishes and recipes using diverse sources			
		1.2 Create innovative dishes and recipes that use a range of produce			
		1.3 Create dishes and recipes that are in line with an organisation's menu and style, and customer requirements taking into account: <ul style="list-style-type: none"> a) the available resources and costs b) food combinations c) flavour d) dietary requirements e) prices of existing and new suppliers 			
		1.4 Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities			
		1.5 Establish systems for recording and evaluating feedback on new dishes and recipes			
		1.6 Obtain feedback on dishes and recipes from relevant people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to cost dishes and recipes	2.1 Maintain accurate records and costing sheets on dishes and recipes			
		2.2 Calculate portion yield			
		2.3 Cost the ingredients required for the quantity of dishes being produced			
		2.4 Cost dishes and recipes to meet an organisation's financial policy			
3	Understand how to develop and introduce dishes and recipes	3.1 Evaluate sources of information that may be used to influence and inform the development of new dishes and recipes			
		3.2 Identify stages associated with new dish and recipe development			
		3.3 Explain the process of evolving a dish from a recipe			
		3.4 Explain current and expected trends in recipe and dish innovation			
		3.5 Explain methods to obtain feedback on proposed dishes and recipes			
		3.6 Explain how to determine the nutritional content of recipes and dishes			
		3.7 Explain an organisation's policy for the introduction of new recipes and dishes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the impact of the cost of dishes and recipes	4.1 Explain the key financial considerations when developing dishes and recipes 4.2 Explain the impact of inaccurately calculating portion yield for new dishes and recipes 4.3 Explain how new dishes contribute toward meeting required financial targets 4.4 Explain how to balance innovation against cost 4.5 Evaluate an organisation's policy regarding the costing of new dishes and recipes 4.6 Explain the implication of new dishes and recipes on resources 4.7 Identify the implications of large-scale preparation and cooking when using multiple components and cooking methods			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3 and 2.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **four** of the following **resources**
 - a staff
 - b equipment
 - c supplies
 - d time
 - e money
 - f facilities
 - g waste management
- **two** of the following **dietary requirements**
 - a nutritional balance
 - b religious
 - c medical
 - d allergens
 - e vegan/vegetarian
 - f cultural
- meet the needs of **two** of the **customer groups**
 - a current customer base
 - b target markets

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Range of different products includes: local or company approved providers; seasonality; different types of produce, meat, fish, poultry, vegetables.

Unit 31: Develop Menus to Meet the Organisation's Cost Requirements

Unit reference number: H/504/1062

Level: 4

Credit value: 10

Guided learning hours: 32

Unit summary

This unit enables learners to gain an understanding of and skills to plan and develop a menu that is consistent with the service offered by the organisation. The menu must suit the needs of the organisation's existing customer base and target market, while meeting financial targets. The aim of the unit is to ensure that those people ultimately responsible for providing a menu, balance costs and quality and satisfy the dining experience of the customer.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan menus	1.1 Use a variety of sources to obtain information on customer requirements when developing menus 1.2 Plan menus to take into account: <ul style="list-style-type: none"> a) the skills, experience and training needs of staff b) the equipment and facilities available c) what is logistically viable in terms of preparation time and kitchen protocols d) the sources of produce including consistency of supply with the menu plan i.e. seasonal and local e) future developments according to an organisation's business plan 			
2 Be able to develop menus	2.1 Develop menus taking into account: <ul style="list-style-type: none"> a) appropriateness to an organisation's customer base in terms of diet and price b) the sourcing of produce at prices that allow optimum profit margins c) the use of local and seasonal produce where possible d) the use of produce from appropriate sources that meet an organisation's quality standards 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>e) an organisation's style of service to ensure menu balance, creativity and imagination</p> <p>f) legal requirements</p> <p>2.2 Update menus in line with customer feedback</p> <p>2.3 Develop dishes and menus for different functions</p> <p>2.4 Develop a menu that is relevant to the quantities of dishes required</p> <p>2.5 Maintain the required records on dishes and menus</p>			
3 Be able to cost menus	<p>3.1 Calculate the proportions of the main component and accompaniments in dishes</p> <p>3.2 Calculate the sales mix and the balance of price and offers</p> <p>3.3 Identify the main sources of revenue from the menu</p> <p>3.4 Estimate the use of energy for sustainable food production</p> <p>3.5 Analyse the impact of seasonality restrictions on menu costs calculations</p> <p>3.6 Calculate the cost-to-profit margin ratios in line with organisational policy</p> <p>3.7 Calculate staffing costs associated with the production of menu items</p> <p>3.8 Cost produce to accurately price dishes</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to plan menus	4.1 Explore the principles of planning, trialling and testing new recipes			
		4.2 State the current legislation, dietary considerations and health, safety and hygiene requirements when planning menus			
		4.3 Evaluate methods for obtaining information for menu planning			
		4.4 Explain how to assess menus to ensure conformity to organisational policy and legislation			
5	Understand how to develop menus	5.1 Analyse an organisation's target market and their requirements			
		5.2 Compare different dishes and menus suitability for different formats of service			
		5.3 Describe how to achieve a balanced menu			
		5.4 Explain how to maximise the use of resources			
		5.5 Identify where to obtain accurate nutritional guidelines			
		5.6 Explain how to analyse the nutritional content of menus			
		5.7 Explain how to resource new menu ideas			
		5.8 State an organisation's buying procedures for produce			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to cost menus	6.1 Identify key considerations when costing dishes and menus			
		6.2 Evaluate an organisation's environmental policies and the extent to which they impact on the costing of menus			
		6.3 Identify the impact of costs and revenue from various sources			
		6.4 Analyse the current trends that influence menu choices			
		6.5 Analyse the current economic climate, including cost of produce, and its potential impact on menu costing and pricing			
		6.6 Explain the scope and limitation of available equipment in relation to costs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **three** of the following types of **menus**
 - a breakfast
 - b lunch
 - c dinner
 - d afternoon tea
 - e snack
 - f functions/special event menus
- take account of **two** of the **diet** considerations
 - a nutritional balance
 - b medical
 - c allergens
 - d religious
 - e vegan/vegetarian
 - f cultural
- **one** of the **function** menus
 - a conferences
 - b weddings
 - c fine dining events
- **two** of the **cost (information)** considerations
 - a cost-to-profit ratios
 - b revenue figures
 - c energy costs
 - d staffing costs

- **four of the resources**

- a staff
- b equipment
- c supplies
- d facilities
- e time
- f money
- g waste management

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Sources of data available

For example sales, popular and innovative menu items, alternative recipe sources, customer perception or satisfaction surveys

Sources of produce

For example: approved quality suppliers, alternative suppliers, provenance, quality stamps, range of acceptable produce, seasonality, foraged food

Sustainability

Carbon footprint, ethical moral process in relation to supply chain

Unit 32: Manage the Presentation and Portion Size of Dishes

Unit reference number: H/504/1028

Level: 4

Credit value: 7

Guided learning hours: 21

Unit summary

This unit enables learners to gain an understanding of and skills to control the presentation and portion size of food from a commercial kitchen. The presentation and portion size needs to meet organisational standards and guidelines, in order to ensure the efficient use of resources and/or the maximisation of profits. It must also meet the organisation's objectives in terms of enhancing the experience of the customer or recipient as well as the reputation of the organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage the portion size and presentation of dishes to meet an organisation's standards	<p>1.1 Communicate the correct portion size and presentation requirements for each dish to staff</p> <p>1.2 Calculate portion size based on:</p> <ul style="list-style-type: none"> a) cost-to-profit margin ratios b) minimising waste c) appropriate presentation protocols, ensuring value for money <p>1.3 Monitor procedures for staff training on portion size and presentation</p> <p>1.4 Monitor the availability of appropriate presentation equipment</p> <p>1.5 Justify that business-based decisions on portion size are linked to results</p> <p>1.6 Review portion size and presentation before food leaves the kitchen to conform with marketing and promotional messages</p>			
2	Understand how to manage the portion size, to minimise waste	<p>2.1 Evaluate the organisation's policy on portion control</p> <p>2.2 Analyse the impact that waste and inefficiency has on cost</p> <p>2.3 Identify how to reduce waste through robust portion control to maximise profit</p> <p>2.4 Explain the relationship between portion control and cost and profit margin ratios</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Identify how portion control contributes to business measures and key performance indicators 2.6 Explain the potential impact if the importance of portion control is not understood by staff			
3 Understand how to manage the presentation of dishes to meet an organisation's standards	3.1 Explain how to manage dish presentation to meet an organisation's standards and profit margins 3.2 Explain types of presentation appropriate for different events 3.3 Explain why the management of staff in portion control is critical in order to meet organisational objectives 3.4 Explain the techniques to use when managing the presentation of dishes to achieve organisational objectives			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6 and 3.1, 3.2, 3.3, and 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **two** of the **methods** of relaying information
 - a verbally
 - b written
 - c pictorial
- **three** of the **appropriate presentation equipment**
 - a kitchen tools
 - b servers
 - c crockery
 - d glassware
 - e cooking dishes
- **two** of the **marketing and promotional messages**
 - a menus
 - b pictures
 - c information in literature supplied by the organisation
 - d newspapers in which the marketing message may be featured
 - e magazines in which the marketing message may be featured

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 33: Manage a Team to Prepare, Cook and Present Food

Unit reference number: M/504/1064

Level: 4

Credit value: 12

Guided learning hours: 38

Unit summary

This unit enables learners to gain an understanding of, and skill to, co-ordinate and manage staff working in food production to achieve the organisation's commercial and business objective. Head chefs, executive chefs and kitchen managers have to ensure that teams, management structure, resources and knowledge are in place in the correct balance to ensure that the cost-effective, profitable, efficient and safe preparation and production of food is achieved, according to the organisation's style and business targets.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan food production to an organisation's standards	1.1 Manage the allocation of resources according to the style of service and menu 1.2 Match the skills of staff to appropriate tasks 1.3 Establish team structures to enable the smooth running of different food production sections 1.4 Implement processes, which allow working arrangements to be managed fairly and consistently 1.5 Manage supplier arrangements and procedures to ensure stocks required for food production are always available 1.6 Regularly inspect and update food production arrangements and procedures 1.7 Develop contingency plans to deal with problems as they arise 1.8 Evaluate food production procedures in light of experience or service problems 1.9 Plan the sustainable production of food			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to manage food production operations to an organisation's standards	2.1 Agree objectives and work plans with staff members			
		2.2 Confirm that staff members are trained for assigned tasks			
		2.3 Manage work plans, objectives and production procedures to make best use of resources			
		2.4 Minimise and overcome problems as they arise through constant observation of production procedures			
		2.5 Monitor production yield, portion control and costs to achieve budgetary targets			
		2.6 Confirm that staff comply with relevant legislation and organisational policy when preparing and producing food			
		2.7 Record relevant information relating to food preparation and production before and during service			
		2.8 Communicate information relating to food preparation and production as required			
		2.9 Confirm that food produced meets customer requirements			
		2.10 Evaluate the food production and service			
		2.11 Feedback evaluation of food and production service to staff			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to plan food production to an organisation's standards	3.1	Review the team to identify skills, strength and development needs		
		3.2	Explain how the allocation of staff to suitable roles affects team performance		
		3.3	Explain what individual needs should be considered in the allocation of staff		
		3.4	Outline staff members' induction, training and development programme		
		3.5	Identify techniques to assess resource requirements and costs		
		3.6	Explain how food production plans fit with the organisation's procedures and business objectives		
		3.7	Explain how budgets and resources available for food production are utilised		
		3.8	Explain sources of information for planning		
		3.9	Evaluate methods of work scheduling		
		3.10	Explain how to estimate realistic targets and deadlines		
		3.11	Explain key considerations when contingency planning		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to manage food production operations to an organisation's standards	4.1 Explain how food production impacts on other departments and services to customers			
		4.2 Identify the current legislation impacting on food production operations			
		4.3 Explain the importance of protecting customers by taking account of allergens, dietary requirements or medical considerations			
		4.4 Explain how to prioritise or re-prioritise work allocations according to the availability of resources			
		4.5 Explain what to do in the event of short-staffing			
		4.6 Analyse how changes to work allocations can impact on cost, deadlines and smooth working procedures			
		4.7 Evaluate methods that can be used to minimise the impact of change to work allocations			

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Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 and 2.11 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **three of the resources**
 - a equipment
 - b food and other supplies
 - c power
 - d staff
 - e time
- **six of the procedures** for
 - a ordering
 - b storage
 - c presentation
 - d portion control
 - e receipt of supplies
 - f preparation
 - g production
 - h heating/re-heating
 - i distribution
 - j waste disposal
- **two of the instructions**
 - a written
 - b verbal
 - c pictorial
- **one individual needs**
 - a cultural
 - b religious
 - c medical

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Suppliers of produce: local suppliers; central supply networks, fresh supplies, frozen supplies; of equipment: kitchen – large/small, crockery/serving dishes

Style of service – contract food service, fast food, high end food, fine dining, outside catering

Unit 34: Current Hospitality Industry and Food Trends

Unit reference number: K/504/1029

Level: 4

Credit value: 10

Guided learning hours: 23

Unit summary

This unit enables learners to gain an understanding of and skills to lead a team to produce new and innovative dishes, menus and operational methods by keeping up with trends and innovations. This needs to be done within the context of the organisation's resource constraints and business objectives.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to investigate current industry and food production trends</p>	<p>1.1 Identify trends by researching:</p> <ul style="list-style-type: none"> a) specialist hospitality and catering publications b) equipment publications c) websites d) publications on changing techniques and practices <p>1.2 Attend relevant industry events, to:</p> <ul style="list-style-type: none"> a) identify new developments and innovations b) impart own knowledge and exchange information <p>1.3 Identify changes in customers' preferences for food based on feedback</p> <p>1.4 Analyse changes in:</p> <ul style="list-style-type: none"> a) wider social trends b) the economic climate c) environmental issues d) health issues e) political and technological developments <p>1.5 Analyse the influence of different agricultural and food manufacturing methods on food preparation and production</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Research different design innovations' impact on improved and faster food preparation			
2 Be able to apply new methods to food production within an organisation's constraints	2.1 Confirm staff are trained in, new: <ul style="list-style-type: none"> a) equipment, processes and protocols b) developments in cooking methods using modern techniques and basic foods c) trends in different services, styles and presentations 2.2 Update staff on current principles of diet, nutrition and the control of allergens 2.3 Use new methods of food production to develop new dishes and recipes 2.4 Apply new techniques in the context of sustainability, carbon footprint and resource considerations 2.5 Implement waste management strategies 2.6 Apply different methods of food production within budgetary constraints, resources, time and the organisation's objectives			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to investigate current industry and food production trends	3.1 Explain an organisation's policy for adopting new innovations within budgetary constraints			
		3.2 Evaluate differences in locally versus centrally sourced produce			
		3.3 Evaluate the offer from different produce and equipment suppliers			
		3.4 Explain how to manage the budget when working with new produce and food production methods			
		3.5 Explain the impact of food production trends on meeting the organisation's objectives			
		3.6 Assess the risk of introducing new equipment or tools to the kitchen for optimum return			
		3.7 Explain the roles of professional, trade, awarding and merit bodies			
4	Understand how to apply new methods to food production within an organisation's constraints	4.1 Explain how food science and gastronomic principles relate to an organisation's food production			
		4.2 Compare methods of contemporary approaches to team working and development to those used in the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.3 Explain how contractual constraints can impact on the potential for change</p> <p>4.4 Examine the implications of using new methods of food production to an organisation</p> <p>4.5 Explain why staff training is essential to the implementation of new developments in food production</p> <p>4.6 Explain how new innovations and techniques may impact on regular day-to-day business activities in food production</p> <p>4.7 Compare the relative benefits of different waste management strategies</p>			

Learner name: _____

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Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **two** of the **relevant industry events**
 - a other establishments e.g. special functions, openings or social occasions
 - b exhibitions
 - c conferences
 - d competitions
 - e functions

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Gastronomy — discovering, tasting, experiencing, researching and understanding about food, culture, art and science of food

Unit 35: Plan And Design Food Production Areas

Unit reference number: A/504/1066

Level: 4

Credit value: 8

Guided learning hours: 25

Unit summary

This unit enables learners to gain an understanding of and skills to contribute to the design and development of kitchen areas by the person in charge of a commercial kitchen. The design should ensure the smooth flow of staff, processes and activities around the kitchen, as well as the effective utilisation of equipment and produce.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess the future needs of food production areas	1.1 Analyse the advantages and disadvantages of existing food production areas			
		1.2 Identify the need for new equipment based on an organisation's future requirements			
		1.3 Conduct risk assessments of existing food production areas			
		1.4 Carry out feasibility studies of possible options for food production areas			
		1.5 Assess cost and budget requirements of possible design options			
		1.6 Review the impact of current and future legislation on food production areas			
		1.7 Co-ordinate the development of proposals for kitchen design and layout in conjunction with relevant specialists			
		1.8 Seek approval for design proposals from the appropriate people			
		1.9 Modify plans for kitchen designs according to feedback from appropriate people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to re-design food preparation and production areas	2.1	Assess how the application of new equipment will impact on the design of food production areas		
		2.2	Plan the positioning of equipment to optimise workflow, improve energy use and assist cleaning, maintenance and safety		
		2.3	Participate in the modification of kitchen design and layout		
		2.4	Revise the budget to take account of the re-design of food production areas		
		2.5	Monitor the design and layout of food production areas to ensure they conform to legislative requirements		
		2.6	Confirm that services and supplies are functional and ancillary areas are accounted for		
		2.7	Deal with problems relating to the design and layout of food preparation and production areas		
3	Understand how to assess and plan for the future needs of food production areas	3.1	Explain the process of assessing the future need of food production areas		
		3.2	Evaluate the extent to which new food production operations will meet an organisation's objectives		
		3.3	Explain how to assess the cost of proposed options		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Explain the procedure for obtaining approval for changes to the food production area 3.5 Identify the legislation relevant to the areas being designed 3.6 Identify where to gain information on current and future legislation			
4	Understand how to re-design food preparation and production areas	4.1 Evaluate the impact of change on inter-departmental working 4.2 Explain the difference changes will make to operational activities 4.3 Describe how to assess the impact of current and future uses of equipment 4.4 Explain the key information to assess in equipment specifications 4.5 Outline the main points to include within a food production design specification 4.6 Identify where to get information on potential equipment 4.7 Explain the relevant legislation for the safe working of the redesigned food production area			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **two** of the **relevant specialists**
 - a architects
 - b kitchen planners
 - c designers
 - d equipment manufacturers and suppliers
- **three** of the types of **equipment**
 - a food storage
 - b food preparation
 - c cooking
 - d serving
 - e surfaces
- **four** of the **services**
 - a gas
 - b electric
 - c water
 - d supplies
 - e drainage
 - f ventilation
 - g lighting
- **four** of the **ancillary areas**
 - a pot washing
 - b dishwashing
 - c still areas
 - d cleaning and disinfections
 - e sanitary conveniences and cloakrooms

- f waste disposal
- g offices
- h storage areas
- i servicing areas
- j delivery areas and loading bays

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 36:

Manage Customer Profile Information to Improve Service

Unit reference number: J/504/1068

Level: 4

Credit value: 11

Guided learning hours: 47

Unit summary

This enables learners to gain an understanding of and skills to manage the use of customer information effectively and safely and to the benefit of the organisation in order to meet customers' needs. Customers should feel welcome and special by being recognised, and their likes and dislikes used for future marketing, as well as the provision of good customer service.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish and manage customer profile information systems	1.1 Establish systems for collecting, maintaining, and retrieving customer data 1.2 Develop customer profiles using up-to-date and accurate information 1.3 Use customer information and profiles in line with legislation 1.4 Manage the security of customer information and profiles, protecting from threats			
2	Be able to utilise customer profile information to provide an enhanced customer service	2.1 Analyse customer profiles to inform the tailoring of individual customer needs 2.2 Assess why customers use an organisation's products and services in preference to its competitors 2.3 Assess threats and weaknesses in an organisation's services 2.4 Provide customer profiles and information to senior managers as appropriate to enhance customer service 2.5 Confirm that staff are trained in data protection and appropriate use of customer data			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to forecast future trends using customer profiles	3.1 Assess current and future developments in the hospitality industry, including competitor activities 3.2 Identify opportunities to expand into new markets and innovations that meet customer needs 3.3 Profile future target markets using data available from existing customer profiles			
4	Understand how to establish and maintain systems for managing customer profile information	4.1 Explain the current legislation and ethical considerations relating to collecting, holding and sharing customer information 4.2 Explain how to prevent potential security risks and threats to customer information and profiles 4.3 Evaluate an organisation's risk management methods and procedures 4.4 Explain the importance of profiling customers correctly to developing new products and services 4.5 Analyse the cost benefit of obtaining customer feedback 4.6 Compare how different software can best be used to collect and analyse information 4.7 Explain the consequences of inappropriate use of the data collection system			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to utilise customer profile information to provide an enhanced customer service	5.1 Evaluate sources of customer information			
		5.2 Explain how to analyse and measure customer data to deliver useful information for an organisation			
		5.3 Explain the use of customer profiles when benchmarking an organisation's offer against that of its main competitors			
		5.4 Explain how to use customer profiles to support the achievement of an organisation's vision and objectives for service requirements			
6	Understand how to forecast future trends using customer profiles	6.1 Identify best practice trends in customer service			
		6.2 Explain how best practice trends in customer service relate to an organisation's vision and objectives			
		6.3 Assess the relevance of forecasted future trends to the market in which an organisation operates			
		6.4 Identify opportunities for collecting new customer data to inform future trends			
		6.5 Describe an organisation's available technologies and processes in relation to forecasting future trends			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4 and 6.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **three types of customer information**

- a personal and contact details
- b past and current bills/accounts
- c usage of services
- d personal preferences
- e frequency of custom

- **four forms of profile**

- a demographics
- b age
- c gender
- d location of origin
- e spend per head
- f spend per year
- g business/leisure customers

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Current legislation

Data Protection Act

Threats to information

IT, viruses, computer misuse/hacking, theft, data loss/back up protection, remote working and data security, information leaks

Procedures and systems

IT systems, arrival and departure data, financial information, billing information capture, software allowing convergence of information

Unit 37: Manage Statutory Fire and Security Procedures for a Hospitality Establishment

Unit reference number: L/504/1069

Level: 4

Credit value: 9

Guided learning hours: 35

Unit summary

This unit enables learners to gain understanding of and skills to manage statutory fire and other security procedures in their area(s) of work. In the front of house section there is a wider responsibility to ensure security and safety of the whole establishment as the initial entry point for the premises. The responsibility for this lies with all staff within the organisation, but the main responsibility for the building lies with the front of house manager or head of department.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to implement, monitor and review statutory fire and security procedures	1.1 Establish monitoring and review schedules to ensure procedures are being followed 1.2 Review procedures regularly confirming they are up to date 1.3 Develop new procedures determined within a review 1.4 Introduce changes to working practices to fit in with procedures if necessary 1.5 Confirm that procedures cover all aspects of operations, including normal everyday activities, emergencies and unusual occurrences			
2	Be able to conduct and act on risk assessments and compliance inspections	2.1 Carry out risk assessments to identify hazards and potential hazards 2.2 Rectify identified hazards 2.3 Carry out regular inspections to confirm compliance issues are being met 2.4 Take action to deal with failures in compliance			
3	Be able to oversee the management the statutory fire and security procedures	3.1 Confirm that staff are trained to: a) report actual and potential issues b) deal with emergencies, or out of the ordinary situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>c) comply with relevant legislation</p> <p>3.2 Confirm that there are adequate resources and appropriate systems in place to maintain compliance</p> <p>3.3 Support the implementation of inspections by agencies and authorities for fire and security procedures</p> <p>3.4 Obtain expert advice regarding statutory fire and security procedures as necessary</p> <p>3.5 Report problems with equipment to the relevant person as necessary</p>			
<p>4 Understand key factors when monitoring statutory fire and security procedures</p>	<p>4.1 Explain the relevant legislation, regulations and codes of practice</p> <p>4.2 Evaluate the organisation's procedures to deal with specific circumstances</p> <p>4.3 Explain the potential impact if the correct procedures are not in place to monitor safety and security</p> <p>4.4 Explain the implications of breaking the law to the organisation and members of staff</p> <p>4.5 Explain how to monitor activities against procedures</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to manage risk assessment and compliance	5.1	Explain why it is necessary to carry out risk assessments		
		5.2	Explain an organisation's policy for reporting hazards		
		5.3	State how to record and report information		
6	Understand how to oversee the management the statutory fire and security procedures	6.1	Explain how to use feedback from staff and customers		
		6.2	Explain the responsibilities of staff regarding safety and security		
		6.3	Explain which records need to be monitored regularly and why		
		6.4	Identify where to obtain current legal information		
		6.5	Explain the action to take if there is conflict between statutory and organisational requirements		
		6.6	Evaluate procedures for customers who need specific assistance in the case of evacuation		

Learner name: _____

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Date: _____

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Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3 and 3.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.2, 2.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **one** types of **staff**
 - a contractors
 - b in house staff (permanent)
 - c temporary staff
 - d agency staff
- **four** types of **records**
 - a accident records
 - b maintenance records
 - c fire records
 - d HACCP
 - e RIDDOR
- **four** areas of **work**
 - a front of house
 - b stock rooms
 - c offices
 - d public areas
 - e staff rooms
 - f back of house
 - g meeting rooms

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Relevant legislation

HASAWA, COSHH, RIDDOR, DDA, Fire Regulations

Relevant inspection agencies and authorities

Health and Safety Executive, Local Authority, Building Control, Enforcement officer, Fire Service/Officer, Statutory Bodies

Responsibilities

Risk assessment, Fire certificates, public liability insurance, PAT testing, fire alarm testing

Unit 38: Manage Arrivals and Departures of Guests to Maximise Revenue

Unit reference number: D/504/1030

Level: 4

Credit value: 9

Guided learning hours: 34

Unit summary

This unit enables learners to gain an understanding of, and the skills to, manage guest movement in line with room availability. It involves ensuring that liaison with relevant departments takes place and records are up to date to ensure that rooms are let out at the appropriate rate to maximise revenue targets.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish systems and procedures for the arrival and departure of guests	<p>1.1 Implement systems to set and manage room sales targets</p> <p>1.2 Design easy to use check in and check out procedures that are:</p> <ul style="list-style-type: none"> a) easy to monitor b) support guest flow c) maximise guest satisfaction <p>1.3 Implement systems that ensure staff are aware of opening and closing figures, yield management and latest set rates</p>			
2	Be able to manage procedures for the arrival and departure of guests	<p>2.1 Monitor front office staff to ensure they adhere to an organisation's room rates and tariff strategy</p> <p>2.2 Confirm that staff are trained on the process of guest arrivals and departures</p> <p>2.3 Confirm that suitable systems are in place to correctly record information</p> <p>2.4 Monitor the reception and all public areas to ensure they are maintained to an organisation's required standard</p> <p>2.5 Maintain up to date accounting and guest payment procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 Maximise revenue income when managing the accounting and guest payment procedures</p> <p>2.7 Confirm that staff are aware and up to date on room availability and status</p> <p>2.8 Confirm that staff allocate the most appropriate rooms according to availability and guest needs</p> <p>2.9 Co-ordinate the arrival of guests and departures with other relevant departments</p> <p>2.10 Monitor the smooth running of the reservations processes</p>			
<p>3 Be able to meet targets and maximise revenue potential</p>	<p>3.1 Check that staff's knowledge on products, services and promotions is accurate and up to date</p> <p>3.2 Monitor staff so that they:</p> <ul style="list-style-type: none"> a) use appropriate selling techniques b) are trained to organisational standards c) are able to identify the available range of selling opportunities <p>3.3 Manage the sale of rooms to achieve the most appropriate rate and commercial targets</p> <p>3.4 Check that staff inform guests of special offers and promotional packages</p> <p>3.5 Optimise relationships with relevant reservation sources</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.6 Meet maximum room occupancy and revenue targets, average daily rate against REVpar targets and year-on-year targets			
4	Understand how to manage procedures for guest arrivals and departures	4.1 Explain an organisation's policy on room rates 4.2 Explain the importance of briefing staff on different sources of advanced and ad-hoc reservations 4.3 Explain how to maximise revenue and at the same time improve guest relations 4.4 Explain the important factors when writing and conveying procedures and work instructions for staff and colleagues			
5	Understand how to meet targets and maximise revenue potential	5.1 Outline the basis on which an organisation's revenue targets are set 5.2 Evaluate different marketing approaches to increase revenue 5.3 Evaluate the effectiveness of different selling techniques 5.4 Explain how to communicate selling techniques to staff 5.5 Describe how to measure performance against an organisation's standards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.6 Evaluate the main hotel operating systems available to: a) compare the data they provide b) identify how they can be used to maximise sales 5.7 Explain: a) KPIs, REVpar b) average daily rate c) occupancy targets d) weekly yield targets e) year-on-year targets			

Learner name: _____

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Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **three** types of **tariffs/rates**
 - a room only
 - b room and breakfast
 - c half board
 - d full board
 - e long lets
 - f special packages
- **four** from **relevant departments**
 - a housekeeping/accommodation
 - b conference/events
 - c function rooms
 - d maintenance
 - e F&B/room service/kitchen
 - f sales
 - g reservations
 - h revenue
- **two** from **reservation sources**
 - a individuals
 - b travel agents
 - c tour operators
 - d businesses/companies
 - e central reservations
 - f airlines
 - g conference organisers

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Glossary

Hotel reservation systems

For example Opera, Fidelio, Protel

Unit 39: Manage the Billing and Payment Processes

Unit reference number: F/504/1070

Level: 4

Credit value: 10

Guided learning hours: 42

Unit summary

This unit enables learners to gain an understanding of, and skills to, manage good payment and credit control procedures to not only maintain business cash flow, but to also maintain customer satisfaction. It covers the need to ensure that systems are in place to receive monitor, secure and reconcile payments received with the relevant documentation, and ensure that records and accounts are up to date and conform to good practice. It provides another means of checking that bookings and sales of products and services are confirmed, and all departments operate collaboratively.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to manage the billing and payment process</p>	<p>1.1 Monitor systems and procedures to ensure that they are:</p> <ul style="list-style-type: none"> a) adequately resourced b) being followed in line with an organisation's policy <p>1.2 Gather feedback from staff and customers regarding systems and procedures</p> <p>1.3 Propose new methods and systems to respond to feedback, in keeping with the organisation's requirements</p> <p>1.4 Monitor payments to confirm that:</p> <ul style="list-style-type: none"> a) staff work in line with the organisation's policy b) payments and refunds are correctly authorised c) discount and promotion data is up to date <p>1.5 Check that billing systems are appropriate to an organisation's requirements</p> <p>1.6 Make recommendations for alternative billing systems where necessary</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to manage the operation of payment handling system and procedures	2.1	Confirm that staff training is in place for operating payment handling systems and related procedures		
		2.2	Support staff when they need clarification of systems and procedures		
		2.3	Support staff with problems relating to payments		
		2.4	Reconcile actual takings against recorded takings		
		2.5	Deal with discrepancies in line with an organisation's procedures		
		2.6	Complete all documents relating to takings in line with an organisation's procedures		
		2.7	Deal with disruptions to service		
3	Be able to establish and maintain the security of payment handling systems	3.1	Develop staff to enable them to identify possible fraudulent transactions and breaches of security		
		3.2	Brief staff on how to respond to possible fraudulent transactions and breaches of security		
		3.3	Manage secure payment point procedures		
		3.4	Authorise the collection of payment point contents following an organisation's procedures		
		3.5	Deal with payment discrepancies in line with customer service guidelines		
		3.6	Monitor staff to ensure security procedures: a) are being followed b) identify deviations		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to monitor and evaluate the billing and payment processes	4.1 Explain an organisation's procedures for handling payments			
		4.2 Describe the channels of communication for feedback on the billing and payment process			
		4.3 Explain what actions to take when standards are not achieved			
		4.4 Explain how to monitor organisational procedures			
		4.5 Outline techniques to monitor, evaluate, and review the payment handling process			
		4.6 Explain how to deal with identified problems and breaches of security			
5	Understand how to manage the operation of the billing and payment process	5.1 Explain how to communicate to staff the: <ul style="list-style-type: none"> a) handling of payments b) range of an organisation's services c) discounts and promotions that may apply 			
		5.2 Evaluate the systems and packages that are appropriate for payment handling within the context of an organisation's policies			
		5.3 Identify the legislation relevant to payment handling			
		5.4 Describe an organisation's policy and procedures on refunds			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to establish and maintain the security of payment handling systems	6.1 Explain how to plan and implement the security of staff and receipts			
		6.2 Describe potential threats to security within an organisation			
		6.3 Explain how to deal with suspected dishonesty in an organisation when handling payments			
		6.4 Identify types of security issues associated with payments			
		6.5 Describe how to communicate the importance of security to staff			
		6.6 Identify corrective action to deal with breaches in security			
		6.7 Discuss the type of contingency plans that can be devised and implemented to reduce the impact of security breaches			
		6.8 State an organisation's legal position regarding security breaches			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4 and 3.6 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.5, 2.7, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **five** different **payment systems**
 - a credit/debit cards
 - b cheques
 - c credit notes
 - d discounts
 - e travellers cheques
 - f vouchers
 - g cash
 - h account billing
 - i virtual credit cards/cards not present
 - j invoicing
 - k BACS
- **two** types of **staff**
 - a permanent FOH staff
 - b temporary FOH staff
 - c staff in other departments
 - d senior staff
- **three** from **organisational requirements** relating to
 - a speed of processing
 - b security measures
 - c recording of payments
 - d customer service
 - e passing of payments to accounts
 - f outside standard office hours

- **three** from **security procedures**
 - a in advance/on deposit payments
 - b cash levels in till/on premises
 - c bank transfers
 - d handling and processing payments
 - e credit/debit card protection

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Payment points

For example EPOS systems

Unit 40: Manage Front of House and Guest Relations

Unit reference number: J/504/1071

Level: 4

Credit value: 10

Guided learning hours: 57

Unit summary

This unit enables learners to gain an understanding of, and skills to, manage front of house functions relevant to the well-being of customers usually carried out by concierge, porters and night teams. The standard also covers the other services that assist with enhancing the customer experience that are additional to accommodation and food and beverage provision.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage front of house services	1.1	Confirm the implementation of standards, policies and procedures for front of house services		
		1.2	Communicate front of house standards, policies and procedures to staff		
		1.3	Confirm security systems are in place and working		
		1.4	Confirm that the appearance and behaviour of staff meets an organisation's standards		
		1.5	Confirm that there is up to date provision of customer information		
		1.6	Confirm customers have access to the building at all times according to an organisation's policy		
		1.7	Monitor the appearance of front of house areas		
		1.8	Confirm that customer requests, queries, complaints and feedback are dealt with		
		1.9	Maintain positive working relationships with external establishments that customers may wish to use		
2	Be able to manage the receipt and secure storage of customer property	2.1	Check that procedures are in place to manage the receipt and secure storage of customer property		
		2.2	Establish a system to securely store and handle customer property		
		2.3	Provide staff training for receipt, storage, handling and securing of customer property		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage customer relation services	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
4	Understand how to manage front of house services	4.1			
		4.2			
		4.3			
		4.4			
		4.5			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Identify ways of communicating and training staff to follow procedures</p> <p>4.7 State employer and customer liability and personal responsibilities relating to these procedures</p> <p>4.8 Describe the process to follow when writing procedures and work instructions</p> <p>4.9 Explain how to create and implement contingency plans</p> <p>4.10 Explain how to assess staff performance</p> <p>4.11 Explain the procedure for assessing the status of front of house area</p>			
<p>5 Understand how to manage customer relation services</p>	<p>5.1 Explain how to minimise disruption to customer service when problems occur</p> <p>5.2 Identify the range of products and services available in an organisation</p> <p>5.3 Explain how to anticipate and meet customer needs</p> <p>5.4 Explain ways of identifying and evaluating possible solutions to problems</p> <p>5.5 Outline the resources available to support own area of responsibility</p> <p>5.6 Explore relevant developments in cultural and social awareness</p> <p>5.7 Explain the impact of developments in cultural and social awareness on service</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 and 3.5 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **one type of front of house service**
 - a porterage and luggage service
 - b concierge and night teams
- **four forms of local and other customer information**
 - a visitor attractions
 - b transport services
 - c restaurants
 - d theatres
 - e cinemas
 - f local services/shops
- **one type of guest property**
 - a luggage
 - b valuables
 - c important documents
 - d messages by fax, telephone, email
- **two different secure areas**
 - a left luggage areas
 - b safety deposit boxes
 - c safes
 - d message holding
 - e electronic communications storage
- **one different security systems**
 - a CCTV
 - b suspicious package procedures
 - c security personnel

- **two different external establishments**
 - a theatres
 - b restaurants
 - c travel agents
 - d booking agencies
 - e public houses
- **one different services and products**
 - a spa and/or sports facilities
 - b restaurants
 - c conferences
 - d shopping
- **one emergency or unusual situations** requiring
 - a medical assistance
 - b first aid
 - c police assistance
 - d fire brigade
 - e locksmith

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 41: Manage the Reservation Systems

Unit reference number: H/504/1031

Level: 4

Credit value: 7

Guided learning hours: 34

Unit summary

This unit enables learners to gain an understanding of, and the skills to, manage a reservation service within an organisation to provide not only good service to customers, but also to ensure efficient movement of space and services at the required rates. This could include a centralised or localised reservation service in a range of different kinds of organisations.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage the reservation service in line with an organisation's procedures and systems	<p>1.1 Confirm that procedures and systems are in place to capture all reservations and booking information</p> <p>1.2 Monitor the reservation service in line with an organisation's objectives, policies, and procedures</p> <p>1.3 Confirm that appropriate systems are in place to manage and record all booking channels offered by an organisation</p> <p>1.4 Confirm that deposit and cancellation policies are known and operated by staff</p> <p>1.5 Monitor the implementation of night audit and end of day procedures</p>			
2	Be able to manage the operation of the reservation service	<p>2.1 Maximise occupancy levels</p> <p>2.2 Monitor the implementation of the reservation service, ensuring that:</p> <ul style="list-style-type: none"> a) room rates and availability data is kept up to date b) contingency plans are in place to minimise disruption if problems occur c) staff know how to use booking and operating systems effectively d) reservation staff are aware of methods of managing and controlling booking levels 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		e) reservations staff are trained in and aware of product and service rates, weekend deals, special arrangements, promotions and discounts 2.3 Interpret sales reports and reservations information to confirm that relevant data is kept up to date 2.4 Monitor charges on booking systems arrangements with outside agencies			
3	Understand the legal requirements, policies, procedures and systems for managing the reservation service	3.1 Explain an organisation's objectives, policies and procedures relating to the reservations service 3.2 Explain the importance of data protection in relation to the reservation process			
4	Understand how to manage the operation of the reservation service	4.1 Evaluate different booking and reservation systems in the context of meeting the organisation's needs 4.2 Explain how to make best use of the reservation systems currently in place in an organisation 4.3 Explain methods for managing discrete shift handovers 4.4 Explain how to train staff on the use of reservation systems 4.5 Identify the advantages of maintaining arrangements with various booking channels 4.6 Explain the importance of monitoring and analysing sales and staff performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Explain methods to minimise disruption to service when problems occur			
	4.8 Outline methods of maintaining good working relationships between front and back office staff			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3 and 2.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **one** from different **booking channels**

- a online booking
- b agents
- c tour operators
- d individuals
- e global distribution systems

- **one** from **reservation systems**

- a bedroom booking
- b conference booking
- c restaurant bookings
- d function booking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 42: Implement and Manage Housekeeping Procedures in Hospitality

Unit reference number:	K/504/1032
Level:	4
Credit value:	8
Guided learning hours:	30

Unit summary

This unit enables learners to gain understanding of and skills to implement and manage housekeeping procedures to ensure the housekeeping team maintain organisational standards in public areas, guest rooms, conference rooms and offices – where applicable. Procedures must be robust, in that they meet not only organisational but also regulatory requirements, in particular health and safety legislation. This may take the form of a service level agreement or similar quality standard within the organisation, which the housekeeping team will be expected to achieve. This standard is likely to be suitable for executive housekeepers, housekeeping managers, or similar roles.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan and implement housekeeping procedures	1.1 Develop a housekeeping service level agreement, in consultation with other departments, which meets an organisation's requirements			
		1.2 Confirm that the housekeeping team is trained to meet an organisation's standards and regulatory requirements			
		1.3 Develop contingency procedures to deal with housekeeping problems			
		1.4 Present operational procedures so that the housekeeping team can easily use them			
		1.5 Establish procedures for the procurement of housekeeping supplies			
		1.6 Establish a system which maintains appropriate stock levels of housekeeping supplies			
		1.7 Develop safe procedures for the handling of contaminated linen and potentially hazardous objects			
2	Be able to monitor housekeeping procedures to meet an organisation's standards and needs	2.1 Apply systematic methods for checking the work of the housekeeping team			
		2.2 Manage, in liaison with relevant colleagues, the preparation and availability of: <ul style="list-style-type: none"> a) meeting and conference rooms b) guest rooms 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Manage the cleaning of public areas within own limits of responsibility</p> <p>2.4 Evaluate the team's performance levels and ability to multitask against those of competitors, where possible</p> <p>2.5 Review regulation and legislation with the team as specified by organisational procedures</p> <p>2.6 Confirm that an organisation's housekeeping standards are being met</p> <p>2.7 Review expected usage of housekeeping supplies against actual usage</p> <p>2.8 Report on the performance of the housekeeping team and the relative success of procedures to senior management</p>			
<p>3 Understand how to implement housekeeping procedures</p>	<p>3.1 Explain an organisation's own and regulatory requirements which affect the housekeeping service</p> <p>3.2 Explain how to develop clear plans and procedures across a variety of areas</p> <p>3.3 Evaluate an organisation's procurement of supplies for housekeeping services</p> <p>3.4 Explain how to maintain stock levels for housekeeping supplies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.5 Explain safe working practices for dealing with contaminated linen and potentially hazardous objects</p> <p>3.6 Outline an organisation's requirements for room turnaround times</p> <p>3.7 Explain how to plan a housekeeping team's working patterns to meet room servicing times</p> <p>3.8 Explain the impact of the housekeeping procedures not meeting the organisation's needs in terms of room standards and availability</p> <p>3.9 Explore how the latest developments in the housekeeping industry may influence the development of procedures, including:</p> <ul style="list-style-type: none"> a) technology b) health and safety c) employment practice d) environmental good practice <p>3.10 Explain ways to check a team's understanding of regulatory requirements, including health and safety, hazardous waste and food safety</p> <p>3.11 Evaluate an organisation's waste management policy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to manage housekeeping procedures to meet organisational standards and needs	4.1 Evaluate methods of managing supervisory staff to ensure housekeeping standards are achieved 4.2 Explain how to monitor the appropriate use of chemicals and cleaning procedures 4.3 Explain the realistic rooms-per-day targets that a housekeeping team can be set to meet the organisation's needs 4.4 Identify key factors about a housekeeping team's performance that need to be discussed with senior management			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3 and 4.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **three** types of **housekeeping procedures**

- a re-stocking
- b cleaning
- c linen service
- d fault reporting

- **two** from **public areas**

- a lobby
- b corridors
- c entrances
- d restaurants
- e bars
- f leisure facilities

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 43: Manage the Security and Privacy of Hospitality Guests

Unit reference number: M/504/1033

Level: 4

Credit value: 4

Guided learning hours: 16

Unit summary

This unit enables learners to gain understanding of and skills to manage the housekeeping team to make guests' security and privacy a top priority. Procedures must be robust, in that they meet not only the organisation's but also regulatory requirements. Guests expect their room to be as secure and private as their own home, and the housekeeping team has a key responsibility to ensure this happens.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage a team to protect guest security and privacy	1.1 Implement the recruitment of housekeeping staff having confirmed that thorough reference checks have been conducted			
		1.2 Confirm that team members are trained to understand their responsibilities: a) regarding guest belongings and data b) when dealing with increased levels of security and privacy			
		1.3 Monitor the observance of protocols by a housekeeping team			
		1.4 Confirm that a housekeeping team: a) respects the privacy of guests when seeking access to rooms b) do not leave rooms in a manner that could compromise guest security or privacy			
		1.5 Monitor staff performance with regard to security and privacy procedures			
		1.6 Review guest security and privacy procedures at team meetings			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to manage guest security and privacy in accordance with organisational and legal requirements	2.1 Develop procedures for dealing with potential threats to guest security 2.2 Implement procedures to deal with lost property enquiries, complying with relevant data protection 2.3 Implement security and regulatory procedures when managing the disposal of lost property 2.4 Deal with any issues regarding the secure storage of guests' high-value items 2.5 Confirm that confidential data is disposed of in accordance with an organisation's and regulatory requirements			
3	Understand how to manage guest security and privacy in accordance with legislation, regulations and an organisation's procedures	3.1 Evaluate an organisation's procedures relating to: a) governing guests' personal information b) guests' security and privacy c) returning lost property to guests d) disposal of lost property, and the timelines related to this e) key and door pass control f) disposal of confidential data 3.2 Evaluate threats to guest security within an organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.3 Explain the increased security measures and need for privacy that a very important person (VIP) may require 3.4 Explain how to deal with issues relating to high-value guest items 3.5 Explain how to deal with reported security and privacy breaches 3.6 Identify the key people that must be contacted following breaches in guest security or privacy 3.7 Explain the actions which should be taken following breaches in guest security or privacy			
4 Understand how to manage a team to protect guest security and privacy	4.1 Identify the limit of own responsibilities and that of a housekeeping team with regard to guest data and property 4.2 Identify the key elements that should be included in guest security and privacy training 4.3 Explain ways to confirm that privacy and security procedures are being followed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4 and 2.5 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2 and 4.3 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 44: Manage Room Availability to Maximise Revenue Potential

Unit reference number: A/504/1035

Level: 4

Credit value: 5

Guided learning hours: 18

Unit summary

This unit enables learners to gain understanding, and skills to, manage business objectives relating to the availability of rooms. 'Rooms' can include bedrooms, function rooms, meeting rooms and any other type of room which falls under the housekeeping team's remit. This is done by managing the work of the housekeeping team in a way that complements business activity, and maximises the use of high-value accommodation wherever possible.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor room availability to maximise revenue potential	1.1			
		Develop a standard for room 'turnaround' times, which meets an organisation's requirements			
		1.2			
		Benchmark the team's average room 'turnaround' standard against recognised industry and organisational standards			
		1.3			
		Estimate room requirements on a daily and long term basis			
		1.4			
		Respond to the particular needs of large group bookings			
		1.5			
		Manage room turnaround by confirming that allocated rooms take priority			
		1.6			
		Manage essential room maintenance in a way which minimises disruption to room availability			
		1.7			
		Maintain room availability by confirming an adequate supply of resources			
2	Be able to monitor staff to ensure room availability which maximises revenue potential	2.1			
		Develop contingency plans to address unexpected changes to anticipated demand at short notice and ensure team flexibility to meet changing requirements			
		2.2			
		Measure the use of temporary staff to meet business demands			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Monitor a team's performance against room turnaround targets whilst confirming the organisation's standards are not compromised by tight deadlines</p> <p>2.4 Analyse a team's performance in terms of rooms serviced per day against the agreed standard</p> <p>2.5 Report on a team's performance against room targets and the success of procedures to senior management</p>			
<p>3 Understand how to manage room availability to maximise revenue potential</p>	<p>3.1 Explain organisational and regulatory requirements that affect the housekeeping service</p> <p>3.2 Explain industry practice and standards for the management of room availability</p> <p>3.3 Analyse how a budget impacts on securing resources</p> <p>3.4 Evaluate how the housekeeping budget and resources impact on maximising room availability</p> <p>3.5 Explain how to benchmark the team's performance against that of competitors</p> <p>3.6 Explain how to plan the team's workloads to meet organisational 'turnaround' times without compromising standards</p> <p>3.7 Explain why certain rooms take precedence for turnaround and the impact on revenue if they did not</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Describe when it is appropriate to employ temporary staff 3.9 Explain how to manage the closure of rooms for essential maintenance in a way which minimises disruption to room availability 3.10 Identify key factors about a team's performance that need to be discussed with senior management			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4 and 2.5 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 and 3.10 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 45: Monitor Maintenance and Repair Work Within a Hospitality Premises

Unit reference number: T/504/1034

Level: 4

Credit value: 6

Guided learning hours: 19

Unit summary

This unit enables learners to gain understanding of and skills to manage the maintenance and repair of the organisation's property. The work may be internal or external, in either public or private areas of the property. They may deal with internal staff or external contractors, and the procedures used are likely to reflect that difference.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan maintenance and repair work in an organisation	1.1	Confirm that rooms closed for maintenance work do not impact on business activity		
		1.2	Identify staff in the organisation who have responsibility for property, maintenance and repair		
		1.3	Develop the team to identify and prioritise maintenance and repair issues		
		1.4	Confirm that a team can differentiate between: a) maintenance and replacement b) minor issues they can deal with and other issues that require outside assistance		
		1.5	Implement a system of fault notification, with both the team and management colleagues		
		1.6	Identify when a maintenance issue is systematic		
		1.7	Manage maintenance and repair issues within the limits of own responsibility and budget		
		1.8	Identify issues beyond the limits of own responsibility with the senior management team		
		1.9	Consult stakeholders on key decisions, providing information to support decision making		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to monitor arrangements for maintenance and repair work in an organisation	2.1	Implement a schedule to manage regular maintenance of guest rooms, aligning it to the peaks and troughs of business activity		
		2.2	Monitor maintenance activities required by legislation		
		2.3	Develop energy-saving and recycling policies to reduce the need for maintenance and replacement		
		2.4	Respond to emergency maintenance issues, which directly impact customers		
		2.5	Oversee large-scale refurbishment programmes with the management team		
		2.6	Confirm that health and safety and insurance measures are in place during maintenance and repair work		
		2.7	Review the effectiveness of maintenance and repair procedures and associated costs, to identify where improvements can be made		
3	Be able to manage the use of external contractors	3.1	Evaluate the cost of using internal expertise against the cost of employing external contractors		
		3.2	Arrange to use external contractors, when it is established that a problem cannot be dealt with internally		
		3.3	Use negotiating techniques when dealing with external contractors, that will meet the needs of the organisation		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to monitor the maintenance and repair work for an organisation	4.1 Explain relevant health and safety legislation governing items which require regular maintenance checks			
		4.2 Review an organisation's standards for both guest rooms and public areas			
		4.3 Explain how energy-saving working methods can be incorporated into maintenance plans			
		4.4 Explain how recycling and energy-saving measures can increase the lifespan of equipment and resources			
		4.5 Analyse the impact of room closures on an organisation's planned activities			
		4.6 Explain how to decide when it is more cost effective to replace equipment than repair it			
		4.7 Analyse the expected standard lifespan of equipment and resources under normal conditions			
		4.8 Explain how to maintain good relationships with guests, when a maintenance issue disrupts their stay			
		4.9 Explain when external contractors are needed to conduct maintenance and repair work			
		4.10 Explain the limits of own authority when negotiating with contractors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.11 State the health, safety and insurance measures that need to be in place during maintenance and repair work 4.12 Assess how to balance the needs of an organisation and guests when prioritising maintenance work			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 1.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 and 4.12 through questioning or witness testimony if no naturally occurring evidence is available.

Glossary

Maintenance required by legislation

This may include, but is not limited to: Portable Appliance Testing (P.A.T.), Health and safety checks on water tanks, testing of electrical appliances (used by both staff and guests), maintenance of fire exits, smoke sensors and alarm systems, fire risk assessments.

Unit 46: Manage the Provision of Additional Services

Unit reference number: F/504/1036

Level: 4

Credit value: 4

Guided learning hours: 13

Unit summary

This unit enables learners to gain an understanding of, and skills to, manage additional services in an organisation. These may include (but are not limited to): plants and flowers, window cleaning, maintenance of leisure facilities, cleaning of public areas. It is often necessary to liaise with external contractors to deliver these services, operating within an agreed budget.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify and plan for additional services	<p>1.1 Identify additional services for which the team will have responsibility</p> <p>1.2 Develop a schedule for the provision and maintenance of additional services, taking into account available resources and the organisation's priorities</p> <p>1.3 Identify ad-hoc internal issues that may require the time of the housekeeping staff</p> <p>1.4 Calculate the cost of the provision and maintenance of additional services to the overall budget</p>			
2	Be able to monitor additional services	<p>2.1 Implement negotiations with external contractors to set key performance indicators</p> <p>2.2 Monitor the work of both internal staff and external contractors in relation to additional services</p> <p>2.3 Minimise potential risks relating to the effective delivery of additional service, in line with the organisation's standards and regulatory requirements</p> <p>2.4 Implement actions to improve the provision of additional services, identified as necessary through the monitoring process</p>			
3	Understand how to identify and plan for additional services	<p>3.1 Explain how to identify additional services which require personal management responsibility</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.2 Analyse whether available resources are sufficient for the delivery of additional services</p> <p>3.3 Explain how to prioritise the provision of additional services, according to the organisation's needs</p> <p>3.4 Explain the type of additional minor issues the team can reasonably be expected to deal with during the course of their duties</p> <p>3.5 Explain how to manage the budget for additional services, within the context of the overall budget</p>			
<p>4 Understand how to manage additional services</p>	<p>4.1 Explain how to negotiate with potential external providers to achieve the most cost effective option</p> <p>4.2 Explain how to deal with issues and disputes relating to the provision of additional services, in a way that maintains the organisation's image and standards</p> <p>4.3 Evaluate the organisation's quality standards for additional services</p> <p>4.4 Explain the regulatory requirements relating to the provision of additional services</p> <p>4.5 Analyse risks in relation to the provision of additional services</p> <p>4.6 Explain how to avoid unacceptable levels of risk</p> <p>4.7 Evaluate possible improvements to the provision of additional services</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 and 2.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **five different additional services**
 - a dry cleaning
 - b minor decoration
 - c seasonal decoration
 - d plants and flowers
 - e window cleaning
 - f housekeeping of leisure facilities
 - g provision of hygiene facilities
 - h butler/valet service
 - i cleaning of public areas
 - j cleaning of external areas
 - k carpets, upholstery and fabric cleaning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 47: Manage the Linen Service

Unit reference number: J/504/1037

Level: 4

Credit value: 4

Guided learning hours: 15

Unit summary

This unit enables learners to gain an understanding of, and skills to, manage the linen service of their organisation, whether this is done through an in-house laundry service, or by an external laundry company. It involves managing linen stock levels, maintaining a high level of linen quality, and training a team to achieve this. As this is often one of the highest costs of a hospitality organisation, effective management of budgets and supplier relationships are also crucial.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor a linen service	1.1	Maintain par-stock levels of linen, sufficient to cover peak occupancy rates and contingencies		
		1.2	Manage the day-to-day performance of the laundry contractor, linen room and on-premises laundry		
		1.3	Develop procedures for handling contaminated linen		
		1.4	Liaise with other departments to assess their need for linen		
		1.5	Manage the laundry contract in liaison with relevant departments		
		1.6	Implement regular stock-takes of linen		
		1.7	Evaluate the stock-taking process		
		1.8	Manage the cost-effective purchasing of replacement linen stock and related items, in line with an organisation's purchasing guidelines		
2	Be able to manage the linen service team	2.1	Confirm that staff understand the safe use of: <ul style="list-style-type: none"> a) machinery b) cleaning supplies c) chemicals d) manual handling e) waste management 		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.2 Confirm that staff are trained to identify and deal with evidence of contamination 2.3 Delegate supervisory responsibilities to key members of staff within a team 2.4 Resource the in-house linen provision to meet requirements			
3	Be able to manage a system for the delivery of linen	3.1 Provide staff with clear criteria for accepting or rejecting linen 3.2 Monitor the percentage of rejected linen, taking action to reduce the amount where it exceeds service level agreements and an organisation's guidelines 3.3 Establish a system for staff to report stock discrepancies 3.4 Respond to major problems with the linen service that are identified			
4	Understand how to manage the delivery of linen to ensure required quality	4.1 Evaluate the organisation's linen par-stock levels, calculating the typical laundry costs per item 4.2 Evaluate the terms and conditions of linen contracts in meeting an organisation's needs 4.3 Explain an organisation's guidelines on the regulations governing the safe use of chemicals used in the laundry service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Analyse the operational effectiveness of the laundry provision</p> <p>4.5 Explain methods to negotiate with suppliers</p> <p>4.6 Describe the process for dealing with problems relating to linen discrepancies</p> <p>4.7 Explain how to manage the different requirements other departments may have for linen stock</p> <p>4.8 Evaluate how turnaround times for the linen service, including dry cleaning, meet an organisation's needs</p> <p>4.9 Describe the measures to take to keep linen service within agreed budgets, and meeting profit and loss targets</p> <p>4.10 Identify ways in which linen stock-takes can be improved to benefit an organisation</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **two** types of **linen**
 - a for guest rooms
 - b for the restaurant
 - c for other areas
- **one** form of **laundry service**
 - a on-premises laundry
 - b laundry contractor

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 48: Manage the Supply of Uniforms and Housekeeping of Staff Areas

Unit reference number: L/504/1038

Level: 4

Credit value: 4

Guided learning hours: 16

Unit summary

This unit enables learners to gain an understanding of and skills to manage the supply and maintenance of staff uniforms, and staff areas/accommodation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor the supply and upkeep of staff uniforms	<p>1.1 Confirm that uniforms supplied to staff meet an organisation's guidelines and colleagues requirements</p> <p>1.2 Manage the supply of uniforms that require separate laundry and storage</p> <p>1.3 Confirm that staff deal with orders of new uniforms to meet staff members' needs within the agreed time</p> <p>1.4 Maintain a stock control system, which logs and accounts for all issued uniforms</p> <p>1.5 Plan a contingency system that accommodates extra demand for uniforms at short notice</p> <p>1.6 Establish guidelines for the replacement of uniforms, which can be communicated to staff</p> <p>1.7 Manage the laundry of uniforms, to provide adequate clean supplies at all times</p>			
2	Be able to monitor the housekeeping of staff areas	<p>2.1 Manage a team to maintain the regular housekeeping of staff areas and facilities</p> <p>2.2 Manage the security of staff areas, confirming that access is restricted to current employees only</p> <p>2.3 Establish a system for the maintenance of staff areas</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to manage the provision and upkeep of staff uniforms	3.1 Evaluate the cost effectiveness of an organisation's policy for staff uniforms			
		3.2 Explain the cost implication of incorrectly laundering uniforms			
		3.3 Evaluate how par stock levels and delivery turnaround times meet uniform demand			
		3.4 Explain the key features of the contingency plan which will deal with unusual levels of demand for uniforms			
		3.5 Identify ways for minimising the need for replacement uniforms			
4	Understand how to manage the housekeeping of staff areas	4.1 Identify the limits of a team's responsibility for the housekeeping of staff accommodation			
		4.2 Identify how to deal with issues with the upkeep of staff areas and facilities			
		4.3 Explain how to enforce that only current employees have access to staff areas according to the organisation's policy			
		4.4 Explain how to deal with identified equipment defects and faults			
		4.5 Evaluate the system used for the regular maintenance of staff areas			
		4.6 Explain under what circumstances management colleagues need to be involved in the maintenance of staff areas			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2 and 2.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 through questioning or witness testimony if no naturally occurring evidence is available.

Glossary

Uniform or workwear

Uniform/workwear that requires separate laundry or storage

For example personal protective equipment (PPE); kitchen/chef whites

Unit 49: Manage a Food and Beverage Service

Unit reference number: R/504/1039

Level: 4

Credit value: 7

Guided learning hours: 32

Unit summary

This unit enables learners to gain understanding of, and skills to ensure that, team members provide a food and beverage service that consistently meets organisational standards. They are likely to have supervisory staff actually managing the execution of service, however, the training and ultimately the standards of service are the responsibility of these managers.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage a food and beverage team to meet organisational standards	1.1 Monitor supervisory staff to achieve an organisation's service standards with their respective team members 1.2 Assess business activity to confirm that staff resources are flexible to meet fluctuations in service 1.3 Confirm that members of a service team understand their specific objectives 1.4 Confirm that supervisors and other service staff are trained to meet an organisation's standards			
2	Be able to manage a food and beverage operation to meet an organisation's standards	2.1 Comply with relevant legislative and regulatory requirements 2.2 Develop food and beverage procedures for the: a) preparation of the service areas b) clearing, cleaning and stocking of the service area 2.3 Monitor the preparation of service areas for special events, such as functions or promotions 2.4 Maintain a comfortable and attractive environment in line with the expectations of the existing customer base and the target market			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Implement corrective action when service operations are threatened with disruption 2.6 Maximise profit without compromising the quality of the service 2.7 Monitor the flow of service			
3	Be able to manage the quality of food and beverage operations	3.1 Monitor the quality of service 3.2 Monitor the quality of the food and beverages being served 3.3 Respond to deviations from the quality standard 3.4 Monitor the scheduled maintenance of equipment 3.5 Evaluate the performance of service on an ongoing basis			
4	Understand how to manage a food and beverage team to consistently meet an organisation's standards	4.1 Explain the level of responsibility that can be delegated to the service team 4.2 Compare different approaches to motivating and inspiring service teams 4.3 Evaluate methods of staff development which can improve service standards 4.4 Explain how to allocate staff objectives taking into account of their ability			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to manage food and beverage operations to meet an organisation's standards	5.1 Explain the relevant legislative and regulatory requirements relating to food and beverage services			
		5.2 State standard industry practices which help the smooth running of the service			
		5.3 Explain how to develop new procedures to make best use of available resources			
		5.4 Explain the particular requirements of functions and special promotions with regard to staffing, equipment, supplies and organisation			
		5.5 State the organisation's quality standards for all food and beverage menu items			
		5.6 State the quality standards for food and beverage services which reflect the organisation's business objectives			
		5.7 Describe how to monitor service performance unobtrusively			
		5.8 Explain the required maintenance schedules for equipment in own area of responsibility			
		5.9 Describe the type of circumstances that require direct intervention to prevent disruption to services			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to manage the performance of food and beverage services	6.1 Explain the basis on which short- and long-term projected levels of business activity have been set			
		6.2 Explain own budgetary responsibilities, including 'profit and loss' targets			
		6.3 Explain how profit margins are calculated for food and beverage service items			
		6.4 Explain how to encourage staff to maximise profit margins when selling			
		6.5 Explain how to evaluate the performance of food and beverage services			
7	Understand how to meet the needs of an organisation's customers	7.1 Describe the standard of service the organisation's target market expects			
		7.2 Explain what elements create an attractive environment			
		7.3 Describe the impact of ambient factors on the customer experience			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4 and 3.5 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2 and 7.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **one** of the forms of **disruption** to
 - a staffing
 - b equipment
 - c supplies

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 50: Manage the Organisation of the Food and Beverage Service Area

Unit reference number: J/504/1040

Level: 4

Credit value: 6

Guided learning hours: 24

Unit summary

This unit enables learners to gain understanding of, and skills to, organise food and beverage service areas, balancing the needs of both the customer and the organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to plan the organisation of the food and beverage service area</p>	<p>1.1 Monitor projected business activity to inform planning of a food and beverage service</p> <p>1.2 Identify staff allocation based on projected business activity</p> <p>1.3 Monitor the food and beverage service area to ensure:</p> <ul style="list-style-type: none"> a) the layout conforms to all relevant regulatory and legislative requirements b) the layout assists the normal flow of food service from kitchen to table c) the layout maximises available space without compromising the quality of the customer experience d) all signage is clearly displayed for the benefit of customers e) supervisory staff are effectively managing schedules of service 			
<p>2 Be able to manage the food and beverage service area</p>	<p>2.1 Change the layout of food and beverage service areas in line with an organisation's requirements</p> <p>2.2 Monitor reservation system which capture the required booking information</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3 Implement a system for shift handover which eliminates confusion in a team			
		2.4 Intervene when serious disruption is caused to the organisation of food and beverage service			
3	Be able to review the organisation of a food and beverage service area	3.1 Evaluate the strengths and weaknesses of the current organisation of food and beverage service areas 3.2 Inform future planning and organisation of the food and beverage service area based on reservation data and other sources of relevant information			
4	Understand how to manage the organisation of food and beverage service areas	4.1 Explain the basis on which an organisation's projected business activity has been set 4.2 Explain how projected business activity informs the planning of a food and beverage service area 4.3 Explain the regulatory and legislative requirements relating to food and beverage service 4.4 Explain the best layout of the service area for: a) normal flow from kitchen to table b) functions, special promotions or large reservations 4.5 Evaluate the available options for table reservation systems 4.6 Explain how best to utilise the abilities of team members to benefit the individual and organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 Explain the operational risks that can occur during shift handover and how to prevent them</p> <p>4.8 State the information that needs to be prominently displayed in service areas to ensure an enjoyable and safe customer experience</p> <p>4.9 Explain why service schedules are important to a food and beverage service</p> <p>4.10 Explain ways to ensure that team members can deal with problems and complaints to the satisfaction of customers and the organisation</p> <p>4.11 Compare methods of reviewing and evaluating the success of the organisation of the food and beverage service area</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1 and 3.2 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 and 4.11 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **two from food and beverage service areas**
 - a reservations
 - b table seating
 - c phases of service
- **two from future planning**
 - a seasonal activities
 - b special events or functions
 - c variations in projected business activity

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 51: Develop Beverage Lists to Complement Menus

Unit reference number: L/504/1041

Level: 4

Credit value: 6

Guided learning hours: 26

Unit summary

This unit enables learners to gain understanding of, and skills to, manage beverage lists (including wine lists) that complement the food provision and the organisation's image.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce beverage lists for the organisation that meet legal requirements	1.1 Develop beverage lists that reflect the organisation's image, pricing structures and target market 1.2 Develop beverage lists to ensure they: a) comply with relevant regulatory requirements b) contribute to gross profit c) meet the needs of existing and potential markets			
2	Be able to manage beverage lists to complement menus and service styles	2.1 Provide the service team with information to advise customers about available beverages 2.2 Monitor the relevance of beverage lists to menu items 2.3 Identify potential complementary beverages in consultation with relevant people 2.4 Identify varieties of beverages that are considered complementary to each food group 2.5 Utilise product information from food suppliers to help identify complementary beverage items for their products 2.6 Develop alternative beverage lists for special occasions and different times of the year 2.7 Develop separate beverage lists where different (or no) food menus are in operation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.8 Develop beverage lists that complement different menus 2.9 Check that the visual design of beverage lists complement food menus and the organisation's style			
3	Be able to manage the purchase of beverages Be able to manage the purchase of beverages	3.1 Select beverage items for which there is sufficient facilities to store 3.2 Liaise with suppliers to inform the beverage list 3.3 Negotiate with beverage suppliers to obtain the best deal for the organisation, within limits of own responsibility			
4	Be able to review the organisation's beverage list	4.1 Analyse customer feedback on the beverage offer 4.2 Evaluate the impact of newly developed beverage lists 4.3 Report on feedback from customers to the senior management team			
5	Understand how to develop beverage lists which reflect organisational style and comply with relevant legislation	5.1 Explain the impact that legislation relating to licensing, weights and measures has upon the development of beverage lists 5.2 Explain the beverage offer's contribution to an organisation's gross profit margins 5.3 Identify types of beverages that fit with the organisation's style, pricing structures and target markets, and those that would not			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand different types of beverage and their source	6.1 Explain the differences between the range of beverages included in a beverage list			
		6.2 Evaluate the benefits of locally and sustainably produced beverages			
		6.3 Explain how locally and sustainably produced beverages can be sourced			
		6.4 Explain the various beverage quality standards			
7	Understand how to manage beverage lists that complement menus and service styles	7.1 Explain how beverages on the organisation's list complement menu items			
		7.2 Explain the type of information that can be obtained from food suppliers on potential complementary beverages			
		7.3 Explain the types of beverages that are suitable for special occasions			
		7.4 Explain the types of beverages that are suitable for different times of year			
		7.5 Explain how different menus and styles of food service require different accompanying beverage options			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 4.1, 4.2 and 4.3 by directly evaluating the learner's work.

The assessor may assess assessment criteria 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4 and 7.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **eight types of beverages**
 - a red wines
 - b white wines
 - c rosé wines
 - d champagnes and sparkling wines
 - e fortified wines, including port and sherry
 - f spirits
 - g liqueurs
 - h cocktails
 - i keg beer
 - j bottled beer
 - k cask (real) ale
 - l non-alcoholic cold beverages
 - m non-alcoholic hot beverages
 - n alcoholic hot beverages

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 52: Manage the Production and Presentation of Menus

Unit reference number: R/504/1042

Level: 4

Credit value: 6

Guided learning hours: 21

Unit summary

This unit enables learners to gain understanding of, and skills for, producing and presenting menus. It concerns the manager's responsibilities for helping to develop menus, in conjunction with the head chef, kitchen manager or others in charge of food preparation and production.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to source information to develop new menus	<p>1.1 Review existing menus with the management team taking into account profit margins, style and current trends</p> <p>1.2 Analyse qualitative and quantitative feedback from customers, and other sources, to help inform menu development</p> <p>1.3 Respond to feedback from the kitchen management team regarding any issues with the production of menu items</p>			
2	Be able to produce and present menus	<p>2.1 Develop menus to:</p> <ul style="list-style-type: none"> a) comply with an organisation's guidelines and style b) reflect ingredient prices and availability c) maximise profit margins without compromising the quality of ingredients and dishes d) ensure menu items complement each other and the beverage list e) provide attractive presentation of menu options <p>2.2 Establish the practicality of cooking and serving proposed menu items with available resources by consulting the relevant people</p> <p>2.3 Develop menus for special occasions and events, which appeal to the target market</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 Communicate new menu content to service teams in a manner which is easy to understand 2.5 Provide guidance to a service team on specialist service techniques 2.6 Obtain feedback on proposed menus from the management team			
3	Be able to evaluate the impact of new menus to inform the management team	3.1 Evaluate the impact of new menus using feedback from relevant people 3.2 Present menu evaluation to the management team			
4	Understand how to source information to develop new menus	4.1 Analyse current trends in gastronomy, across the industry 4.2 Explain how an organisation can utilise current trends in gastronomy in menu development 4.3 Explain the sales figures and profit margins of the existing menu items			
5	Understand how to produce and present menus	5.1 Explain an organisation's guidelines which determine the menu content 5.2 Compare the likelihood of future price variations and changes in availability of raw materials to existing prices and availability 5.3 Explain how resources such as staff, equipment and space impact on the menu items that can be offered			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.4 Explain how to calculate the profit margin for proposed menu items 5.5 Explain the relationship between cost and profits 5.6 Describe the best way for a service team to learn about the content and service of new menus items 5.7 Explain ways of presenting menus that will help to guide and inform customers			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 and 3.2 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 through questioning or witness testimony if no naturally occurring evidence is available.

Unit 53: Manage Cellar and Beverage Operations

Unit reference number:	Y/504/1043
Level:	4
Credit value:	7
Guided learning hours:	26

Unit summary

This unit enables learners to gain an understanding of and skills to manage a cellar, which may involve controlled temperature locations for the storage of wines, beers and other beverages. Although others are likely to be responsible for the day-to-day cellar operations, the manager will closely monitor consumption levels, stock rotation and availability as well as quality points and health and safety.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to manage the implementation of cellar and beverage storage procedures	<p>1.1 Monitor the implementation of cellar and beverage storage procedures to:</p> <ul style="list-style-type: none"> a) comply with relevant legislation and an organisation's policies b) maintain the quality of beverage products <p>1.2 Implement training in cellar and beverage storage procedures for team members and for other staff that have occasional responsibilities in those areas</p> <p>1.3 Monitor the implementation of stock ordering and rotation procedures which will maximise the shelf-life of beverages</p> <p>1.4 Audit cellar and beverage stocks on a regular basis</p>			
2	Be able to manage the efficient running of the cellar and beverage operations	<p>2.1 Advise customer-facing team members on any cellar or beverage storage issues</p> <p>2.2 Brief a team to take appropriate action when addressing problems relating to cellar and beverage storage</p> <p>2.3 Develop contingency plans that can be implemented in the event of a problem with the cellar and beverage storage</p> <p>2.4 Respond to any recurrent issue with beverage suppliers</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Monitor the accurate supply of beverages to different bars and departments, where relevant, and any variations required in terms of product and price 2.6 Confirm that supplied beverages are at agreed prices, quantity and quality 2.7 Confirm that team members deal with any discrepancies in line with the organisation's procedures			
3	Be able to implement and communicate changes to the cellar and beverage operations	3.1 Review the cellar and beverage procedures when changes are made to cellar and beverage operations 3.2 Implement changes to the cellar and beverage operation as required 3.3 Explain planned changes to cellar and beverage stock lists, including storage procedures 3.4 Report on implemented changes on cellar and beverage operations to the management team			
4	Understand how to manage the cellar and beverage storage procedures	4.1 Explain the current legislation relating to licensing, weights and measures and any Licensing Objectives applicable to the country of the operating premises 4.2 State the health, safety and hygiene legislation and codes of practice which relate to cellar and drink storage operations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>4.3 Summarise the different storage procedures for the commonly used beverage products, in order to maintain their quality</p> <p>4.4 Explain how an organisation's policies impact on the development of cellar and beverage storage procedures</p> <p>4.5 Describe methods of monitoring a team's performance with relation to stock audits and rotation</p>			
5	Understand how to manage the efficient running of the cellar and beverage operations	<p>5.1 Explain methods of communicating cellar and beverage storage procedures to the service team</p> <p>5.2 Explain the importance of all members of the food and beverage service team remaining aware of cellar and beverage stock issues</p> <p>5.3 Explain how to plan contingencies to deal with threats to the smooth performance of cellar operations</p> <p>5.4 Explain the type of problems that may be highlighted by audits that are sufficiently serious to require personal intervention</p> <p>5.5 Explain the process of managing supplier contracts to benefit the organisations, taking into account the different factors which inform supplier actions</p> <p>5.6 Explain salient points regarding cellar operation performance that need to be reported to the management team</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6 2.7, 3.1, 3.2, 3.3, and 3.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 2.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through evaluating the learner's work to show that they have covered the following areas:

- **one** form of **legislation**
 - a health and safety
 - b licensing
- **one** type of **problems**
 - a out-of-date stock
 - b stock shortages
 - c beverage quality issues

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 54: Develop Enhanced Levels of Food and Beverage Service

Unit reference number: D/504/1044

Level: 4

Credit value: 7

Guided learning hours: 26

Unit summary

This unit enables learners to gain understanding of and skills to provide a high quality food and beverage service, which will be delivered by a well-trained team that can advise customers with sound product knowledge.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish procedures and guidelines to enhance levels of food and beverage service	<p>1.1 Establish food and beverage service procedures that are appropriate to the level of dining for each food and beverage service area</p> <p>1.2 Establish procedures that promote anticipative, yet unobtrusive, service</p> <p>1.3 Establish guidelines for behaviour, dress and performance which align to an organisation's standards</p> <p>1.4 Establish procedures that ensure customers with additional requirements are assisted in an unobtrusive manner</p>			
2	Be able to develop a team to enhance levels of food and beverage service	<p>2.1 Confirm that the team is trained to:</p> <ul style="list-style-type: none"> a) understand the principles of high-quality food and beverage service b) use appropriate body language in line with the standard of service being provided <p>2.2 Develop the team to:</p> <ul style="list-style-type: none"> a) confirm customers receive the required product information on food and beverages b) achieve an efficient flow of food and beverage service from kitchen and bar to table c) recognise when customers may be celebrating an occasion, and adapt service accordingly 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		d) deal with customer incidents in a manner that balances their needs and those of the organisation			
3	Be able to use appropriate sources of information to improve the food and beverage service	3.1 Identify areas of a service team's procedures that could be improved 3.2 Benchmark an organisation's quality of food and beverage service against competitors that operate at a similar level 3.3 Implement improvements to food and beverage services as required 3.4 Respond to customer complaints and suggestions			
4	Understand key facts to providing enhanced levels of food and beverage service	4.1 Identify the industry standards for different styles of food and beverage service 4.2 Explain how industry standards impact on providing enhanced levels of food and beverage service 4.3 Analyse the fundamental principles of high-quality food and beverage service			
5	Understand how to develop team members to enhance levels of food and beverage service	5.1 Explain why anticipative, yet unobtrusive, service can enhance the customer experience 5.2 Explain the importance of a service team's adherence to an organisation's standards for dress, behaviour and performance 5.3 Explain how a service team's product knowledge can improve customer relationships			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.4 Outline methods to ensure that a service team has the required product knowledge to recommend the appropriate beverages for all menu items 5.5 Explain how body language helps a service team portray high quality service 5.6 Explain how to develop a service team to achieve an efficient service from service areas to the customer 5.7 Explain how to develop a service team to respond to customer's special occasions in a way that enhances the customer experience 5.8 Explain how a service team should deal with customer incidents in a way that enhances service levels and balances the needs of an organisation 5.9 Explain how a service team should deal with customers with additional requirements unobtrusively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3 and 3.4 by directly evaluating the learner's work.

The assessor may assess assessment criteria 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

Further information and useful publications

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

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

Key publications

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

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

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

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

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

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

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson competence-based qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment strategy

Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence-based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)

1. Introduction

The sector assessment strategy applies to all competence-based units and qualifications that sit within the industries represented by People 1st. Competence-based units and qualifications are those that are accredited to the Qualifications Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence-based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence-based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- **external quality control**
- **assessment principles**
- **occupational expertise of assessors and verifiers**
- **continuous professional development.**

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence-based units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence-based units and qualification are consistently assessed to the National Occupational Standards, and
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence-based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the **regulatory authorities**. Further information about competence-based units and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2. External Quality Control

2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence-based units and qualifications that require immediate attention, as and when they arise
- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence-based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence-based units and qualifications with the action(s), and in the timeframe, agreed.

3. Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence-based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for learners to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence-based units and qualifications will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4)
- opportunities to ascertain learner's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

Please note: External tests do not form part of People 1st's assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1 Witness Testimony

People 1st recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on learners' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the learner's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a learner's performance in relation to the unit being assessed. People 1st believes that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

3.3 Simulation

Simulation can only be used to assess learners for the sector's competence-based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it

should only be used when performance evidence is unlikely to be generated through normal working practices.

See **Appendix A** for competence-based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- learners should carry out the simulation in a professional manner
- the learner should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence-based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Appendix B**.

4. Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D**.

4.1 Using employers' in-house training programmes to assess competence-based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

(a) People 1st recognises that employers within the sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in **Appendix C**.

(b) It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence-based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

- relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement,

then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

5. Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice, People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

Appendix A

Competence-based units in Hospitality, Leisure, Travel and Tourism that permit simulation

Unit Number	Unit Title	Competence-based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
<p>People 1st has a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.</p>		
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

Unit Number	Unit Title	Competence-based qualifications that the unit is used in
<p>People 1st does not permit the use of simulation, other than as listed below.</p> <p>The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:</p> <ul style="list-style-type: none"> • there is a high risk to the security or safety of the learner, individuals, key people in their lives and others • the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating learners • there would otherwise be a breach of confidentiality or privacy. <p>The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.</p>		
TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

Appendix B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	The work situation being represented is relevant to the competence-based units and qualifications being assessed	<ul style="list-style-type: none">• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.• Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.• Industry trends are considered in the product and service offer.
2	The learner's work activities reflect those found in the situation being represented	<ul style="list-style-type: none">• Learners operate in a professional capacity with corresponding job schedules and/or descriptions.• Learners are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner as a real work situation	<ul style="list-style-type: none">• Customers are not prompted to behave in a particular manner.• Customer feedback is maintained and acted upon.
4	The RWE is underpinned by commercial principles and responsibilities	<ul style="list-style-type: none">• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.• Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage.• Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description.• Consumer information is provided on products and services eg allergy advice on food products.

Appendix B (continued)

Gambling		
1	The work situation being represented is relevant to the competence-based units and qualifications being assessed	<ul style="list-style-type: none"> • The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino. • Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the work situation represented.
2	The learner's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> • Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	The RWE is operated in the same manner as a real work situation	<ul style="list-style-type: none"> • Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.
4	The RWE is underpinned by commercial principles and responsibilities.	<ul style="list-style-type: none"> • Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. • Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence-based units and qualifications that are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence-based units and qualifications assessment. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2			✓
D34 or V1 — In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓	
D32/D33 or A1/A2 — In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding organisation's/body's assessment requirements and practice standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (See Appendix D).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Appendix E).	✓	✓	✓

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification/Training	Competence-based unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision (with food and drink units)			

Appendix E

Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	<ul style="list-style-type: none">• Internal and external work placements• Work experience and shadowing (eg within associated departments)• External visits to other organisations• Updated and new training and qualifications (www.uksp.co.uk)• Training sessions to update skills• Visits to educational establishments• Trade fairs
Keeping up to date with sector developments and new legislation	<ul style="list-style-type: none">• Relevant sector websites• Membership of professional bodies• Papers and documents on legislative change• Networking events• Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events)• Staff development days
Standardising and best practice in assessment	<ul style="list-style-type: none">• Regular standardisation meetings with colleagues• Sharing best practice through internal meetings, news letters, email circulars• Comparison of assessment and verification in other sectors• Attending awarding organisation/body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk.

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