

SVQ in Hospitality Supervision and Leadership at SCQF Level 7

Scottish Vocational Qualifications

Specification

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Edexcel, BTEC and LCCI qualifications

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1 Introducing Scottish Vocational Qualifications

What are Scottish Vocational Qualifications?

Scottish Vocational Qualifications (SVQs) are work-based qualifications that give candidates the opportunity to develop and demonstrate their competence in the area of work or job role to which a particular qualification relates. SVQs are benchmarks of competence so they work as a guarantee that the person who holds an SVQ can do the job the qualification covers.

SVQs are based on national standards for the appropriate sector, which are drawn up by people from industry, commerce and education. These national standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

SVQs allow flexible delivery that meets the individual candidate's needs. They are suitable for those in employment and for those who are studying at college and have a part-time job or access to a substantial work placement in order to demonstrate the competencies required for work.

Most candidates 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.

Levels and sizes of SVQs

SVQs are recognised on the Scottish Credit and Qualifications Framework (SCQF), Scotland's national qualifications framework. The SCQF uses two measures to describe qualifications within the framework:

- level, and
- credit points.

'Level' indicates the level of difficulty and complexity of a qualification based on a single set of level descriptors that outline the general outcomes of learning at each SCQF level. The SCQF has 12 levels ranging from SCQF Level 1 up to SCQF Level 12. SVQs are available from SCQF Level 4 up to SCQF Level 11.

At SCQF Level 5 and above SVQs are recognised as the mandatory competence component of Modern Apprenticeships and, where appropriate, can also contribute to Graduate Level Apprenticeships. Full SVQs or SVQ units from SCQF Level 4 are used within Foundation Apprenticeships, which enable progression to Modern or Graduate Level Apprenticeships. For those who wish to take a work-based qualification, SVQs can be delivered as stand-alone qualifications outside of Apprenticeship frameworks.

'Credit points' indicate the size of a qualification by showing how much time it takes, on average, to complete. The number of credit points allocated is determined by the amount of time that an average candidate at a specified level might expect to take to achieve all the outcomes of a qualification. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a candidate has to do to achieve a qualification, including the assessment. There is no fixed number of credit points required for SVQs so they can be of varying sizes to reflect the specific needs of different sectors and occupations.

2 Qualification summary and key information

| Qualification title | SVQ in Hospitality Supervision and Leadership at SCQF Level 7 |
|--------------------------|--|
| Qualification code | GM5P 47 |
| Operational start date | 01/07/2017 |
| Minimum age | 16 |
| Number of required units | 8 |
| Credit points | 36-47 |
| Assessment | Portfolio of Evidence (internal assessment) |
| Grading information | The qualification and units are graded pass/fail. |
| Entry requirements | No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>). |
| Funding | <p>Details of funding approval are available from Skills Development Scotland at: www.skillsdevelopmentscotland.co.uk</p> <p>and</p> <p>the Scottish Funding Council at: www.sfc.ac.uk</p> <p>Information is also available on the Scottish Qualifications Authority (SQA) website: www.sqa.org.uk</p> |

The qualification title, unit titles and qualification code will appear on each candidate's final certificate. Centres should tell candidates this when recruiting them and registering them with Pearson. There is more information on certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The SVQ in Hospitality Supervision and Leadership at SCQF Level 7 is for candidates who work in or who want to work in the hospitality sector.

The qualification gives candidates the opportunity to:

- develop and demonstrate competence as a team leader, first line manager or supervisor
- develop technical skills, knowledge and understanding related to the specified job roles such as maintaining health, safety hygiene and security in the working environment, providing leadership for a team, supervising a range of services such as food and drink, off site deliveries, housekeeping, reception etc.
- have existing skills and knowledge recognised
- achieve a nationally-recognised Level 7 qualification
- develop personal growth and engagement in learning such as working effectively as part of a team.

Relationship with previous qualifications

The SVQ in Hospitality Supervision and Leadership at SCQF Level 7 is a replacement for the SVQ 3 in Hospitality Supervision and Leadership at SCQF Level 7.

Apprenticeships

The SVQ in Hospitality and Leadership at SCQF Level 7 is the mandatory component for the Modern Apprenticeship in Hospitality — Professional Cookery, and the Modern Apprenticeship in Hospitality — Hospitality Supervision and Leadership.

Progression opportunities

Candidates who achieve the SVQ in Hospitality and Supervision at SCQF Level 7 can progress to an HND in Hospitality or a degree course, and into employment in the hospitality sector.

Industry support and recognition

This qualification is supported by People 1st, the Sector Skills Council for Hospitality.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Hospitality, which were set and designed by People 1st, the Sector Skills Council for the sector.

4 Qualification structure

SVQ in Hospitality Supervision and Leadership at SCQF Level 7

The candidate will need to meet the requirements outlined in the table below before the qualification can be awarded.

| | |
|---|----|
| Minimum number of credits that must be achieved | 36 |
| Number of mandatory units that must be achieved | 4 |
| Number of optional units that must be achieved | 4 |
| *if any of these food and drink-related units are chosen, Unit PPLHSL30 MUST also be selected. **PPLHSL30 must also be selected if any food and drink-related units marked with an * are chosen. | |

| Unit | SQA unit code | Mandatory units | Credit points | SCQF Level |
|---------------------------------------|---------------|--|---------------|------------|
| 1 | PPLHSL1 | Provide leadership for your team | 4 | 6 |
| 2 | PPLHSL2 | Develop productive working relationships with colleagues | 5 | 7 |
| 3 | PPLHSL3 | Contribute to the control of resources | 6 | 8 |
| 4 | PPLHSL4 | Maintain the health, hygiene, safety and security of the working environment | 5 | 7 |
| Unit | SQA unit code | Optional units | Credit points | SCQF Level |
| Group A: Candidates must take 4 units | | | | |
| 5 | PPLHSL5 | Lead a team to improve customer service | 7 | 7 |
| 6 | PPLHSL6 | Contribute to promoting hospitality services and products | 6 | 6 |
| 7 | PPLHSL7 | Supervise food production operations* | 4 | 7 |
| 8 | PPLHSL8 | Supervise functions | 6 | 7 |
| 9 | PPLHSL9 | Contribute to the development of recipes and menus | 4 | 6 |
| 10 | PPLHSL10 | Supervise food services* | 4 | 7 |
| 11 | PPLHSL11 | Supervise drink services* | 4 | 7 |
| 12 | PPLHSL12 | Supervise off-site food delivery services* | 4 | 7 |

| Unit | SQA unit code | Optional units | Credit points | SCQF Level |
|--|---------------|--|---------------|------------|
| Group A: Candidates must take 4 units (<i>continued</i>) | | | | |
| 13 | PPLHSL13 | Supervise cellar and drink storage operations* | 5 | 7 |
| 14 | PPLHSL14 | Manage the receipt, storage or dispatch of goods | 6 | 6 |
| 15 | PPLHSL15 | Supervise the wine store/cellar and dispense counter* | 5 | 7 |
| 16 | PPLHSL16 | Supervise vending services* | 4 | 7 |
| 17 | PPLHSL17 | Supervise housekeeping services | 4 | 7 |
| 18 | PPLHSL18 | Supervise linen services | 4 | 7 |
| 19 | PPLHSL19 | Monitor and solve customer service problems | 5 | 6 |
| 20 | PPLHSL20 | Supervise portering and concierge services | 4 | 7 |
| 21 | PPLHSL21 | Supervise reception services | 4 | 7 |
| 22 | PPLHSL22 | Supervise reservations and booking services | 4 | 7 |
| 23 | PPLHSL23 | Improve the customer relationship | 5 | 6 |
| 24 | PPLHSL24 | Provide learning opportunities for colleagues | 8 | 8 |
| 25 | PPLHSL25 | Support the use of technological equipment in hospitality services | 5 | 6 |
| 26 | PPLHSL26 | Supervise practices for handling payments | 5 | 6 |
| 27 | PPLHSL27 | Contribute to the development of a wine list | 6 | 6 |
| 28 | PPLHSL28 | Manage the environmental impact of your work | 4 | 7 |
| 29 | PPLHSL29 | Contribute to the selection of staff for activities | 5 | 7 |
| 30 | PPLHSL30 | Ensure food safety practices are followed in the preparation and serving of food and drink** | 5 | 7 |
| 31 | PPLHSL31 | Lead meetings | 4 | 7 |

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets candidates' needs. Candidates must be in employment or working with a training provider on a work programme or placement so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that candidates have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website, qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to candidate recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Candidate recruitment, preparation and support

Good practice in relation to candidate recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential candidates to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that candidates are matched to the programme best suited to their needs
- carrying out a thorough induction for candidates to ensure that they completely understand the programme and what is expected of them. For example, the induction should include the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the candidate to keep them engaged and motivated, and ensuring that there are open lines of communication between the candidate, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and candidate, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the candidate's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Candidates need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on candidates and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the candidate and employer suitable times, dates and work areas where assessment will take place. Candidates and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with the employer to ensure that candidates are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to candidates in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

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

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing candidates must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, see *Section 7, Access and recruitment*. For full details on the Equality Act 2010 go to www.legislation.gov.uk or www.scotland.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

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

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

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

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before candidates register for this qualification.

Access to qualifications for candidates with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all candidates to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every candidate.

We are committed to making sure that:

- candidates with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to candidates who do not share that characteristic
- all candidates achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

8 Assessment

To achieve a pass for the full qualification, the candidate must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of candidate registration.

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

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

Further information on access arrangements can be found in the *Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website, qualifications.pearson.com

Internal assessment

The competence units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the candidate's work.

Each unit has specified assessment outcomes and standards that outline the required skills and techniques and knowledge and understanding. To pass each unit the candidate must:

- achieve **all** the specified outcomes and standards
- satisfy **all** the outcomes and standards by providing consistent and valid and reliable evidence for each criterion
- prove that the evidence is their own.

The candidate must have an assessment record that identifies the outcomes and standards that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the performance, behaviour and knowledge outcomes and standards, is:

| | |
|-------------------|--|
| Valid | relevant to the standards for which competence is claimed |
| Authentic | produced by the candidate |
| Consistent | achieved on more than one occasion |
| Current | usually not more than two years old |
| Sufficient | fully meets the requirements of the performance, behaviour and knowledge outcomes and standards. |

Candidates can provide evidence of occupational competence 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 programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** – where a candidate can demonstrate that they can meet a unit's outcomes and standards through knowledge, understanding or skills they already possess without undertaking a course of development. Candidates must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification
- further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com
- a combination of these.

Assessment requirements/strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the candidate must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the candidate's performance by their assessor (O)
- products of the candidate's work (P)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Candidates can use the abbreviations in their portfolios for cross-referencing purposes.

Candidates can also use one piece of evidence to prove their knowledge, skills and understanding across different outcomes and standards and/or across different units. It is not necessary for candidates to have each standard assessed separately. They should be encouraged to reference evidence to the relevant standard. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website, qualifications.pearson.com.

Appeals

Centres must have a policy for dealing with appeals from candidates. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after candidates have been given assessment decisions.

Centres must document all candidates' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, available on our website, qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by candidates. This policy must follow the Joint Council for Qualifications (JCQ) *General and Vocational qualifications: Suspected Malpractice in Examinations and Assessments Policies and Procedures*. Centres should follow their policy in dealing with candidate malpractice. There is no need to inform Pearson of candidate malpractice unless the candidate(s) in question have been certificated or their work quality assured.

Centres must report suspected malpractice by teachers or centres to the Investigations Team at Pearson before any investigation is undertaken by the centre. Centres should provide as much information as possible on the suspected malpractice in an email to pqsmalpractice@pearson.com. It is extremely important that malpractice is reported in a timely fashion; particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual candidates in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a candidate in a centre or working within the occupational area.

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

Both documents are on our website, qualifications.pearson.com

Special consideration

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

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

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each candidate and certification claims must not be made until the outcome of the application has been received.

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

Both of the documents mentioned above are on our website, qualifications.pearson.com

Credit transfer

Credit transfer is a process whereby qualifications or part qualifications are given appropriate recognition to enable candidates to progress without having to repeat any learning they have already undertaken. Where appropriate, candidates can use the SCQF credit points gained from one qualification towards achieving all or part of another qualification. The amount of credit that a candidate is allowed to use is decided on by staff in colleges, universities and other educational institutions based on the notion of 'best curriculum fit' between the prior learning and the new learning content.

Further information on credit transfer can be found in the document *SCQF Credit Accumulation and Transfer policy*, available on our website, qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson SVQs need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications. Centres already delivering Pearson NVQs will not need to apply for centre approval to deliver Pearson SVQs but will need to apply for qualification approval.

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

Guidance on seeking approval to deliver Pearson SVQs is available on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions 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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving candidates appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of candidates
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *Quality Assurance Handbook NVQ/SVQ* and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the SCQF and this form of words will appear on the candidate's Notification of Performance (NOP).

Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA accredited qualification structure.

SCQF level

All units and qualifications within Scottish qualifications have a Scottish Credit and Qualifications Framework (SCQF) level assigned to them. There are 12 levels of achievement which show the depth and complexity of learning/competence, skills and knowledge required to achieve the qualification.

Credit points

All units have credit points. Credit points show the volume of learning required to achieve a qualification. One SCQF credit point equals 10 notional learning hours.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC set the assessment/evidence requirements. Candidates must provide evidence according to each of the requirements stated in this section.

Terminology

Key terms and concepts that feature in the unit.

Assessment outcomes and standards

The requirements the candidate is expected to meet to achieve the unit. These requirements are under subheadings of 'knowledge and understanding' and 'performance criteria'.

Knowledge and understanding

The knowledge that the candidate needs to be able to understand what they are doing and why.

Performance criteria

The level of competence the candidate has to achieve.

Unit 1: Provide leadership for your team

Unit code: PPLHSL1

SCQF level: 6

Credit points: 4

Unit summary

This standard is about providing direction to hospitality staff and motivating and supporting them to achieve the objectives of the team and their personal work objectives. This standard is for hospitality staff who have team leading, first line management or supervisory responsibilities.

Great leaders bring out the best in their people. They don't focus on what team members can't do; they focus on what they can! Strong leaders provide clear direction, creating a sense of common purpose so that everyone understands their own and the team's objectives. However, it doesn't stop there. Effective leaders make time available to support their team. They live and breathe values such as integrity, fairness, respect and helpfulness.

Perhaps above all, the best leaders take personal responsibility for making things happen but they achieve their best results by supporting, empowering and developing their teams.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Provide leadership for your team.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Leadership; team

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-------------------------------------|--|
| General knowledge and understanding | |
| 1 | Different ways of communicating effectively with members of a team |
| 2 | How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) |
| 3 | How to plan the achievement of team objectives and the importance of involving team members in this process |
| 4 | The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives |
| 5 | The existence of different styles of leadership |
| 6 | How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements |
| 7 | Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team and ways of identifying and overcoming them |
| 8 | The importance of encouraging others to take the lead and ways in which this can be achieved |
| 9 | The benefits of and how to encourage and recognise creativity and innovation within a team |
| Industry/sector specific knowledge | |
| 10 | Legal, regulatory and ethical requirements in the industry/sector |

Knowledge and understanding

Context specific knowledge and understanding

| | |
|----|--|
| 11 | The members, purpose, objectives and plans of your team |
| 12 | The personal work objectives of members of your team |
| 13 | The types of support and advice that team members are likely to need and how to respond to these |
| 14 | Standards of performance for the work of your team |

| Performance criteria | |
|----------------------|---|
| 1 | Communicate the purpose and objectives of the team to all members |
| 2 | Involve members in planning how the team will achieve its objectives |
| 3 | Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives |
| 4 | Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved |
| 5 | Gain, through your performance, the trust and support of the team for your leadership |
| 6 | Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team |
| 7 | Encourage and recognise creativity and innovation within the team |
| 8 | Give team members support and advice when they need it, especially during periods of setback and change |
| 9 | Motivate team members to present their own ideas and listen to what they say |
| 10 | Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead |

Behaviours

1 The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You create a sense of common purpose
- 1.2 You take personal responsibility for making things happen
- 1.3 You encourage and support others to take decisions autonomously
- 1.4 You act within the limits of your authority
- 1.5 You make time available to support others
- 1.6 You show integrity, fairness and consistency in decision making
- 1.7 You seek to understand people's needs and motivations
- 1.8 You model behaviour that shows respect, helpfulness and cooperation

Links to other NOS

This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

Unit 2:

Develop productive working relationships with colleagues

Unit code:

PPLHSL2

SCQF level:

7

Credit points:

5

Unit summary

This standard is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation. This standard is for hospitality team leaders, first line managers or supervisors.

Giving great hospitality is so often a true team effort. Customers often leave without realising just how many different people have played a part in providing them with such a fantastic experience.

It's all down to how we work together. That's why it's so important to build really strong and productive relationships with our colleagues. Anyone you work with, wherever they are in the organisation, are your colleagues. They may be in your own team or somewhere else in the organisation. They may be at a similar or different level to you or have different responsibilities, such as your line manager.

Respecting, valuing and supporting colleagues is invaluable in building a great team able to deliver a perfect customer experience.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Develop productive working relationships with colleagues.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Productive; relationships; colleagues

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|--|--|
| General knowledge and understanding | |
| 1 | The benefits of developing productive working relationships with colleagues |
| 2 | The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with |
| 3 | The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward |
| 4 | Principles of effective communication and how to apply them in order to communicate effectively with colleagues |
| 5 | How to identify disagreements with colleagues and the techniques for sorting them out |
| 6 | How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them |
| 7 | How to take account of diversity and inclusion issues when developing working relationships with colleagues |
| 8 | The importance of exchanging information and resources with colleagues |
| 9 | How to obtain and make use of feedback on your performance from colleagues |
| 10 | How to provide colleagues with useful feedback on their performance |
| Industry/sector specific knowledge and understanding | |
| 11 | Regulations and codes of practice that apply in the industry or sector |
| 12 | Standards of behaviour and performance in the industry or sector |
| 13 | Working culture of the industry or sector |

Knowledge and understanding

Context specific knowledge and understanding

| | |
|----|--|
| 14 | Current and future work being carried out |
| 15 | Colleagues who are relevant to the work being carried out, their work roles and responsibilities |
| 16 | Processes within the organisation for making decisions |
| 17 | Line management responsibilities and relationships within the organisation |
| 18 | The organisation's values and culture |
| 19 | Power, influence and politics within the organisation |
| 20 | Standards of behaviour and performance expected in the organisation |
| 21 | Information and resources that different colleagues might need |
| 22 | Agreements with colleagues |

| Performance criteria | |
|----------------------|--|
| 1 | Establish working relationships with all colleagues who are relevant to the work being carried out |
| 2 | Recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers' requirements |
| 3 | Establish and take account of the priorities, expectations and authority of colleagues in decisions and actions |
| 4 | Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with |
| 5 | View difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward |
| 6 | Fulfil agreements made with colleagues and let them know once fulfilled |
| 7 | Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements |
| 8 | Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out |
| 9 | Exchange information and resources with colleagues to make sure that all parties can work effectively |
| 10 | Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.2 You seek to understand people's needs and motivations
- 1.3 You make time available to support others
- 1.4 You clearly agree what is expected of others and hold them to account
- 1.5 You work to develop an atmosphere of professionalism and mutual support
- 1.6 You model behaviour that shows respect, helpfulness and cooperation
- 1.7 You keep promises and honour commitments
- 1.8 You consider the impact of your own actions on others
- 1.9 You say no to unreasonable requests
- 1.10 You show respect for the views and actions of others

Links to other NOS

This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

Unit 3:

Contribute to the control of resources

Unit code: PPLHSL3

SCQF level: 8

Credit points: 6

Unit summary

This standard is about ensuring that you and staff are responsible for, use resources effectively and efficiently, without undue waste. This standard is for hospitality team leaders, first line managers or supervisors.

Resource management is an important part of any organisation. Prioritising work requirements and ensuring the right level of supplies and equipment are in place to meet objectives can play a key role in helping minimise costs and provide the required level of service. Food waste in particular is a real challenge across the UK generally with estimates of £9.5 billion lost each year.

It's important to take personal responsibility for controlling resources. This standard will help. It covers key areas including obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Contribute to the control of resources.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Control; resources

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | The equipment, colleagues and supplies that are used in your area of responsibility |
| 2 | How to check the resources that are currently available to you and make sure they are suitable for the work you have to carry out |
| 3 | The importance of working within agreed spending limits |
| 4 | Procedures that need to be followed if you need to go beyond agreed spending limits |
| 5 | A basic awareness of the cost of the resources you use and the organisation's financial targets |
| 6 | A basic awareness of the impact that using some resources can have on the environment |
| 7 | Your organisation's policies for ordering, using resources, controlling waste and recycling |
| 8 | The health and safety requirements for the resources that you are responsible for |
| 9 | How to ensure that the resources that you are responsible for are stored and handled correctly, safely and securely as appropriate |
| 10 | Who the organisation's regular suppliers are |
| 11 | Who is responsible for ordering supplies |
| 12 | What the normal consumption levels are |
| 13 | How to work out what resources you will need for your work |
| 14 | How to collect information on resources that are available to you |
| 15 | The correct procedures to follow to obtain required resources |
| 16 | How to store resources correctly |

Knowledge and understanding

| | |
|----|--|
| 17 | The appropriate lifting methods/techniques for moving resources |
| 18 | Why it is important to get management approval when you need to go beyond your agreed spending limits and how to do so |
| 19 | What records on the use of resources are required by your organisation |
| 20 | The advantages of using computerised stock control systems |
| 21 | How to count, check and monitor the use of resources and why this is important |
| 22 | The importance of keeping waste to a minimum and how to do so |
| 23 | How to encourage efficient use of resources for the benefit of your organisation and the wider environment |
| 24 | How to motivate others to use resources efficiently |
| 25 | How to present recommendations to decision makers |

Performance criteria

| | |
|----|---|
| 1 | Identify the resources available to you |
| 2 | Identify the resources you need for your work and follow the correct procedures for obtaining them |
| 3 | Deal with any problems in obtaining resources, following agreed procedures and keeping relevant people informed |
| 4 | Check the quality, quantity and suitability of resources before you need to use them |
| 5 | Ensure equipment and materials are correctly stored and maintained |
| 6 | Encourage your colleagues to make efficient use of resources and to minimise waste |
| 7 | Monitor the use of resources in your area of responsibility |
| 8 | Ensure that resources are used effectively, efficiently and in line with organisational and legal requirements |
| 9 | Identify ways of making better use of resources and action or pass on the information according to your organisational requirements |
| 10 | Keep your records about resources up to date, accurate and in the specified place |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You make best use of available resources and proactively seek new sources of support when necessary
- 1.2 You prioritise objectives and plan work to make the best use of time and resources
- 1.3 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 1.4 You take personal responsibility for making things happen

Links to other NOS

This standard is a sector-specific standard linked to all other standards in the Hospitality Supervision and Leadership suite of standards and has particular links with standard HSL28.

Unit 4: **Maintain the health, hygiene, safety and security of the working environment**

Unit code: PPLHSL4

SCQF level: 7

Credit points: 5

Unit summary

This standard is about maintaining health, safety, security and hygiene standards relevant to your area of responsibility. The maintenance of these standards is essential in protecting staff and customers from harm. This standard is for hospitality team leaders, first line managers or supervisors.

In most working environments there is always the possibility of an accident or damage to someone's health. The cost of something going wrong can be high. As well as the trauma for individuals of personal injury there is the potential cost of staff days lost due to lost due to work-related illness or injury. There is also the potential compensation payments and damage to the organisation's reputation following a customer complaint.

Maintaining a safe working environment doesn't have to be complicated or time-consuming. All that many organisations need is a basic but robust set of procedures that protect both staff and customers from harm.

Taking personal responsibility for understanding and applying procedures is important for any supervisor or manager, as is making staff do the same. This standard covers this key area in more detail.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Maintain the health, hygiene, safety and security of the working environment.

Unit assessment requirements/evidence requirements

Partial simulation is permissible in the assessment of this unit. Please refer to the assessment strategy in *Annexe A* for guidance on the use of simulation in assessment.

Terminology

Health; hygiene; safety; security; working environment; gambling

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | Your responsibilities for health, hygiene, safety, and security |
| 2 | The main areas of health, hygiene, safety law and regulations that affect the work for which you are responsible |
| 3 | The statutory authorities that enforce these health, hygiene, and safety laws and regulations |
| 4 | Your organisation's health, hygiene, safety and security procedures that are relevant to your work |
| 5 | The implications of breaking the law on health, hygiene and safety both for you and your organisation |
| 6 | The person who is responsible for first aid, health, hygiene, safety and security in your organisation and their responsibilities |
| 7 | Your responsibilities for the health, hygiene, safety, and security of permanent and temporary staff and the importance of making sure they are aware of relevant procedures |
| 8 | How to communicate with colleagues on issues to do with health, hygiene, safety, and security |
| 9 | The types of information about health, hygiene, safety and security that you should record and store |
| 10 | The procedures you should follow to record and store information about health, hygiene, safety and security |
| 11 | Other people and organisations that need to have access to your information about health, hygiene, safety and security |
| 12 | The information on health, hygiene, safety and security you might have to give to external authorities |
| 13 | The procedures you should follow to make recommendations about health, hygiene, safety and security and to whom you should make them |
| 14 | Your organisation's emergency procedures |

Knowledge and understanding

| | |
|----|---|
| 15 | How to identify report or deal with faults with the equipment you are responsible for |
| 16 | The limits of your authority when directly dealing with risks and hazards – what you can do yourself and what you need to report |
| 17 | How to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur |
| 18 | How to monitor your area of responsibility to make sure you maintain the health, hygiene, safety and security of employees, customers and other members of the public |
| 19 | How frequently you should carry out health, hygiene, safety and security inspections |
| 20 | The typical health, hygiene, safety and security hazards that exist, or may exist, in your area of responsibility |
| 21 | How to assess the risks associated with these hazards |
| 22 | How to eliminate or minimise the risk associated with typical health, hygiene, safety and security of the working environment |
| 23 | What to do in the event of an emergency, including: 23.1 bomb alert 23.2 fire |
| 24 | Evacuation procedures that relate to you and your staff in the area of work |

Performance criteria

| | |
|---|---|
| 1 | Ensure that you have information on health, hygiene, safety and security procedures that apply to your area of responsibility |
| 2 | Ensure colleagues have relevant information on health, hygiene, safety and security issues within your area of responsibility |
| 3 | Make colleagues aware of the importance of following health, hygiene, safety and security procedures |
| 4 | Check that colleagues follow the health, hygiene, safety and security procedures that apply to your area of responsibility |
| 5 | Monitor your area of responsibility for risks to health, hygiene, safety and security |
| 6 | Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff |
| 7 | Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures |
| 8 | Pass on information relating to how procedures are working and how they can be improved with regards to identified health, hygiene, safety and security risks |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You respond quickly to crises and problems with a proposed course of action
- 1.2 You identify people's information needs
- 1.3 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.4 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 1.5 You are vigilant for possible risks and hazards
- 1.6 You take personal responsibility for making things happen
- 1.7 You identify the implications or consequences of a situation
- 1.8 You act within the limits of your authority
- 1.9 You constantly seek to improve performance

Links to other NOS

This standard is a sector-specific standard. This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

Supervisors working directly with food and drink should also refer to standard HSL30 which focuses specifically on food safety, covering the topic at a more in-depth level appropriate to their area of work.

Unit 5: **Lead a team to improve customer service**

Unit code: PPLHSL5

SCQF level: 7

Credit points: 7

Unit summary

This standard is about looking at both your organisation and your staffing resources and bringing these together in a constructive way to improve overall customer service. This standard is for hospitality team leaders, first line managers or supervisors.

It costs five times more to attract a new customer than it does to keep an existing one. Excellent service can therefore make the difference between a business surviving and thriving, and that's where great staff offering a customer experience to your organisation's standard is so important.

It's about setting demanding but achievable objectives and giving support and guidance to your team to encourage them to improve their customer service delivery. It's about encouraging team members to make the best use of their abilities and empower them to solve customer problems within clear limits of authority. It's about giving feedback on both great performance and on those occasions where things could be improved.

Perhaps above all, it's about leading by example; having a passion for customer service and sharing this enthusiasm with your colleagues and team so that everyone strives to offer great customer service to your organisation's standard.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Lead a team to improve customer service.

Unit assessment requirements/evidence requirements

Partial simulation is permissible for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Improve; customer service

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | The roles and responsibilities of your team members and where they fit in with the overall structure of the organisation |
| 2 | How team and individual performance can affect the achievement of organisational objectives |
| 3 | The implications of failure to improve customer service for your team members and your organisation |
| 4 | How to plan work activities |
| 5 | How to present plans to others to gain understanding and commitment |
| 6 | How to facilitate meetings to encourage frank and open discussion |
| 7 | How to involve and motivate staff to encourage teamwork |
| 8 | How to recognise and deal sensitively with issues of underperformance |

Performance criteria

| | |
|----|--|
| 1 | Treat team members with respect at all times |
| 2 | Agree with team members their role in delivering effective customer service |
| 3 | Involve team members in planning and organising their customer service work |
| 4 | Allocate work which takes full account of team members' customer service skills and the objectives of the organisation |
| 5 | Motivate team members to work together to raise their customer service performance |
| 6 | Give team members support and direction when they need help |
| 7 | Encourage team members to work together to improve customer service |
| 8 | Check that team members understand what they have to do to improve their work with customers and why that is important |
| 9 | Check with team members what support they feel they may need throughout this process |
| 10 | Provide sensitive feedback to team members about their customer service performance |
| 11 | Encourage team members to discuss their customer service performance |
| 12 | Discuss sensitively with team members action they need to take to continue to improve their customer service performance |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You show respect for the views and actions of others
- 1.2 You set demanding but achievable objectives for yourself and others
- 1.3 You empower staff to solve customer problems within clear limits of authority
- 1.4 You encourage and support others to make best use of their abilities
- 1.5 You constantly seek to improve performance
- 1.6 You give feedback to others to help them improve their performance
- 1.7 You work to develop an atmosphere of professionalism and mutual support

Links to other NOS

This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

Unit 6:

Contribute to promoting hospitality services and products

Unit code:

PPLHSL6

SCQF level:

6

Credit points:

6

Unit summary

This standard is about the promotion of services and products. It is designed for supervisors and managers who are close to the customers and well-placed to offer new ideas for promotional activities. This standard is for hospitality team leaders, first line managers or supervisors.

Getting the attention of target customers is key to any business. Your competitors will be trying their utmost to push their own products, so it's essential you do the same and constantly look for new and innovative ways to let customers know that your organisation is here and what you can offer.

You might promote your offer through posters and leaflets. You could offer special promotional discounts or one off special events such as tasting sessions. There is a multitude of opportunities available; which ones will best suit your needs?

Whichever you choose, make sure that you identify not just the potential benefits (such as the likely increase in sales) but also any wider benefits as well as a check for ethical concerns. Make sure the activities are consistent with your targets, your organisation's objectives and values, social responsibility practices and legal requirements. Then discuss these ideas with colleagues to test them out and get people behind your ideas.

Promoting products and service can be an exciting way to test ideas and, if successful, brings rewards in terms of increased sales and other benefits.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Contribute to promoting hospitality services and products.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Promoting; hospitality services; products

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | Relevant laws that you need to take account of when developing and implementing promotional activities |
| 2 | What may happen if your promotion breaks these laws |
| 3 | Social responsibility practices, 'Best Practice' principles and ethical considerations that need to be considered in promoting hospitality services and products |
| 4 | What to include and how to write terms and conditions associated with promotions |
| 5 | Your organisation's target markets which are relevant to your area of responsibility |
| 6 | Your organisation's sales targets which are relevant to your area of responsibility |
| 7 | Your organisation's main competitors which are relevant to your area of responsibility |
| 8 | Your organisation's other promotional plans that are relevant to your work |
| 9 | What resources are available for promotional activities |
| 10 | How to cost promotional activity to ensure profitability is maintained and improved |
| 11 | Where to obtain possible additional resources |
| 12 | Who you need to consult in your organisation to obtain additional resources |
| 13 | How to present your promotional ideas effectively to other people in your organisation |
| 14 | The nature of the product being promoted and any other materials that feature in the promotion |
| 15 | Any possible adverse results that the promotion, products and other materials may have and how to avoid these |

Knowledge and understanding

| | |
|----|--|
| 16 | What information you need to support suggested promotional activities |
| 17 | What your organisation's procedures are for implementing promotional activities |
| 18 | Which colleagues need to be briefed in relation to different types of promotional plans and the different kinds of information that they should be given |
| 19 | When and how product and organisational logos, trademarks and branding should be used to support promotional activities |
| 20 | The types of things that may disrupt your promotional activities and how to deal with these |
| 21 | How to measure the effectiveness of promotional activities |
| 22 | Who you should make recommendations for improving promotional activities to |

| Performance criteria | |
|----------------------|---|
| 1 | Identify possible activities to promote the services and products in your area of responsibility |
| 2 | Identify promotional activities and the likely sales improvements activities could generate |
| 3 | Consult with relevant colleagues about your ideas for promotional activities |
| 4 | Ensure these activities are consistent with your targets, your organisation's objectives and values, social responsibility practices and legal requirements |
| 5 | Collect and organise relevant information to support your ideas for promotional activities, taking account of the resources that will be available |
| 6 | Help to develop and implement plans effectively |
| 7 | Brief relevant colleagues, as appropriate on planned activities |
| 8 | Monitor activities to make sure that targeted customers are being reached and promotional activities are run according to agreed plans and standards |
| 9 | Collect information about the promotional activities and evaluate their effectiveness |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You seek out and act on new promotional opportunities
- 1.2 You identify clearly the value and benefits to people of a proposed course of action
- 1.3 You deploy a range of legitimate strategies and tactics to influence people
- 1.4 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically
- 1.5 You identify and raise any identified ethical concerns
- 1.6 You reinforce the links between specific objectives, areas of work and strategic goals

Links to other NOS

This unit is a sector-specific unit and has particular links with the following units in the Hospitality Supervision and Leadership suite of standards:

- HSL1-5
- HSL8
- HSL11
- HSL12
- HSL16
- HSL19
- HSL21
- HSL22
- HSL23
- HSL27.

Unit 7:

Supervise food production operations

Unit code: PPLHSL7

SCQF level: 7

Credit points: 4

Unit summary

This standard is about supervising food production to ensure that the customer receives their order within reasonable timescales and to quality standards and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

In many ways, getting the detail right is an essential part of an efficient food production service. You need to focus your personal attention on making sure the different stages of food production follow relevant legislation and organisational policies and that any potential hazards are identified and catered for. You also need to make sure that your staff understand their roles in the process and have the skills and knowledge to deliver.

The standard covers the key areas important to supervising an effective food production service.

A holistic approach to food safety is an essential aspect of this quality and this is addressed in detail in Unit HSL30.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise food production operations.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; food; production

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan efficient food production

| | |
|---|---|
| 1 | Relevant legislation and other industry specific regulations and codes of practice |
| 2 | The different roles and responsibilities of people in your area of responsibility and in other parts of the organisation that are relevant to food production |
| 3 | What the food production timescales are |

How to work out what resources are needed to operate efficient food production

| | |
|---|--|
| 4 | How to organise your team and manage their time so that food production operations are efficient |
| 5 | What skills are required to implement your organisation's procedures for food production and how these compare with the skills that are available to you |
| 6 | How to estimate the resources you need for food production operations |
| 7 | Who to approach to get approval for additional resources |

Knowledge and understanding

How to operate efficient food production

- | | |
|----|---|
| 8 | How to motivate staff to achieve the required standards of quality |
| 9 | The main principles of portion control and why portion control is essential in food production operations |
| 10 | How to minimise wastage and make the best use of available resources |
| 11 | When it is appropriate to use spoken or written instructions or demonstrations and pictures/diagrams |
| 12 | Why confidentiality is important and how to ensure that confidential information is secure |
| 13 | The acceptable format for presenting and storing information in your area of responsibility |

How to monitor food production

- | | |
|----|--|
| 14 | Why quality is important to the success of the food production operation and how to assess the quality of your own and other people's work |
| 15 | How to monitor activities and performance against organisational standards and targets |
| 16 | What to do when performance does not match up to standards and targets |

How to gather and act on feedback

- | | |
|----|---|
| 17 | How and when to provide information to management |
| 18 | How to give feedback to your staff to help them improve their performance |

| Performance criteria | |
|----------------------|---|
| 1 | Carry out and record regular checks to make sure your staff follow planned food production procedures |
| 2 | Ensure the stages of the food production comply with legal requirements, industry regulations, professional codes and organisational policies |
| 3 | Ensure staff know what is expected of them and have the skills, resources and information required to produce food in line with the required standard; encourage staff to ask questions if there is information they don't understand |
| 4 | Identify potential risks and implement procedures to meet control points following relevant legislation and organisational policy |
| 5 | Lead by example and brief staff to look for and report problems with the control points |
| 6 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt food production operations when they occur, finding practical ways to overcome barriers |
| 7 | Control costs by ensuring that staff follow food production specifications and procedures |
| 8 | Monitor and review food production procedures to ensure targets are achieved and suggest ways of improving efficiency |
| 9 | Collect feedback that may help to identify any problems with procedures |
| 10 | Give feedback to staff to help them improve their performance where appropriate |
| 11 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the food production according to your organisational procedures |

Scope/range related to performance criteria

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You protect your own and others' work against negative impacts
- 1.2 You take pride in high quality, accurate work
- 1.3 You focus personal attention on specific details that are critical to achieving successful results
- 1.4 You identify the implications or consequences of a situation
- 1.5 You are vigilant for possible hazards
- 1.6 You clearly agree what is expected of others and hold them to account
- 1.7 You keep confidential information secure
- 1.8 You encourage others to share information and knowledge efficiently within the constraints of confidentiality

Links to other NOS

It is strongly recommended that HSL30, which covers food safety hygiene in the preparation and serving of food and drink, is undertaken in conjunction with this standard.

This standard is a sector-specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-5
- HSL9
- HSL12
- HSL16
- HSL19
- HSL25
- HSL28.

Unit 8:

Supervise functions

Unit code: PPLHSL8

SCQF level: 7

Credit points: 6

Unit summary

This standard is about supervising a function such as a banquet, corporate entertainment event, reception or conference and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

The success or failure of a key event centres on getting the right information about your guests' requirements. In advance of the event it's about prioritising what needs to be done and making sure team members are fully briefed and able to deliver. At the event itself it's about monitoring every aspect of the event to make sure everything runs to plan and any potential disruptions can be identified in advance and quickly dealt with.

At the end of the day, you could be responsible for a major event in someone's personal or working life. An exciting challenge!

This standard covers the preparation, running and closing of the event. As such it includes activities such as briefing, monitoring, clearing up and debriefing staff beyond the close of the function.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise functions.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; functions

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan effective functions

| | |
|----|--|
| 1 | What your organisation's customer care policy is |
| 2 | How and why it is important to assess the impact that the function is likely to have on others (customers, residents, local business) and action that can be taken to minimise disturbance |
| 3 | The variety of information required to plan different types of functions |
| 4 | How to deal with special requirements for different client groups including: children, older people and people with disabilities |
| 5 | The types of specific requirements your customers may have, including, for food, drinks, marketing or venue layout |
| 6 | Sources of reliable information and how to ensure the effective, efficient and safe organisation of appropriate products and services to support a variety of functions |
| 7 | Food safety measures that need to be employed for different types of functions, arrangements and environments |
| 8 | Factors that can be used to adjust the atmosphere for functions |
| 9 | The health and safety and other legal requirements that affect the function and those that need to be communicated to customers |
| 10 | What legal requirements cover the clearing of the venue |

Knowledge and understanding

How to work out what resources are needed to operate effective functions

| | |
|----|---|
| 11 | How to ensure appropriate appointment and how to manage the types of contractors likely to be employed in your area of responsibility |
| 12 | How to ensure that staff and contractors have the required skills knowledge and resources to carry out their responsibilities |
| 13 | Factors that need to be considered in arranging food and beverages for the function |
| 14 | How to manage the available resources for events |

How to operate effective functions

| | |
|----|--|
| 15 | How to ensure effective management of staff for the event including: 15.1 allocation of responsibilities 15.2 briefing 15.3 supervision |
| 16 | How to inspect the venue to ensure preparations are in order |
| 17 | Why it is important to anticipate problems, the types of problems that may occur during functions and how you should deal with these |
| 18 | How to carry out a risk assessment of the premises and what to do with the information |
| 19 | The types of records that should be maintained for functions and your organisation's procedures in relation to this |
| 20 | How information about the function should be communicated to customers |
| 21 | Why it is important to communicate with the organiser of the function and how you should do this |

Knowledge and understanding

How to monitor functions

| | |
|----|---|
| 22 | How to monitor the function and who you should liaise with during the function to make sure things are going as planned |
| 23 | How to carry out an inspection of equipment used during functions |
| 24 | The types of problems that may occur when a function has finished and how to identify and report these |
| 25 | How to respond to requests or complaints |

How to gather and act on feedback

| | |
|----|---|
| 26 | Why feedback from customers and staff is essential in developing function services |
| 27 | What the organisational procedures are for recording and reporting feedback and how you should develop and present recommendations for improvements |
| 28 | How feedback can contribute to the management of your organisation and improve function services further |
| 29 | How to give feedback to team members |

| Performance criteria | |
|----------------------|---|
| 1 | Gather all necessary information about the function, customer requirements, budgets, constraints and your responsibilities |
| 2 | Prioritise objectives and plan ahead to ensure that the right procedures are in place and requirements are met |
| 3 | Identify any risks and develop contingency plans to deal with any that arise |
| 4 | Allocate staff responsibilities and brief them on duties, relevant procedures and any information they need to deliver the function, promoting an atmosphere of professionalism and mutual support |
| 5 | Ensure staff have the skills, knowledge and resources they need to carry out their responsibilities and encourage staff to ask questions if there is information that they do not understand |
| 6 | Inspect the function venue to make sure that it has been prepared in line with requirements and to the standard agreed; make sure that the equipment and materials needed for the function are on site in good time and are available to the staff that will need to use them |
| 7 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes goodwill and understanding |
| 8 | Ensure the function and all associated activities comply with legal requirements, industry regulations, professional codes and organisational policies |
| 9 | Inform your staff and customers about any changes to the service that may affect them |
| 10 | Monitor the function to make sure that it is running to plan and take effective action to manage problems when they occur, finding practical ways to overcome barriers and minimise their impact on the customers |
| 11 | Communicate the necessary legal and other information clearly to customers, and liaise with the relevant people throughout the function to make sure that the arrangements will meet customer requirements |
| 12 | Monitor and review procedures to ensure the service meets the needs of customers |
| 13 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 14 | Give feedback to staff to help them improve their performance where appropriate |
| 15 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisational procedures |

Scope/range related to performance criteria

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You prioritise objectives and plan work to make the best use of time and resources
- 1.2 You accurately calculate risks and make provision so that unexpected events do not impede the achievement of objectives
- 1.3 You take personal responsibility for making things happen, anticipating and solving problems quickly to ensure stakeholder satisfaction
- 1.4 You display a good understanding of how different factors in the work context relate to each other
- 1.5 You identify the implications or consequences of a situation
- 1.6 You work to develop an atmosphere of professionalism and mutual support

Links to other NOS

This standard is a sector-specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL11
- HSL19
- HSL27
- HSL28.

Unit 9: **Contribute to the development of recipes and menus**

Unit code: PPLHSL9

SCQF level: 6

Credit points: 4

Unit summary

This standard is about developing or introducing new menu items.

Menu development is an important element of many businesses. Updating the menu to offer new and interesting items provides variety and keeps customers engaged.

People often have very different requirements from their food and this diversity offers some fantastic opportunities. So when developing a menu, it's important to use as many different sources of information as possible. For example, food combinations, dietary requirements and flavours are just three things to consider. Add to this the opportunity to get the costing right, source suitable suppliers and develop recipes that are sustainable over time.

It's important, of course, to keep colleagues up to date with your thinking and your plans for future developments and make sure those who will deliver your new recipes have the skills, knowledge and correct information to do so.

This standard begins at the first stage of menu development – the research – and continues through to the final stage of gathering feedback from colleagues and customers to help evaluate the sustainability of each new menu item.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Contribute to the development of recipes and menus.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Development; recipes; menus

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|---|
| 1 | What the existing style and policy of your organisation is in relation to recipes and menus |
| 2 | How location and styles of operation can affect proposed menu items |
| 3 | What the concept of a balanced diet is and why it is important to good health |
| 4 | Current government guidelines for healthy eating and how to stay abreast of this information |
| 5 | The types, combinations and proportions of ingredients that make up a healthy dish and how to select them |
| 6 | The nutritional benefits of minimising the fat, sugar and salt content of dishes |
| 7 | The nutritional benefits of starchy foods, fruit, vegetables and pulses |
| 8 | Healthier flavourings that can be used as alternatives to salt and sugar |
| 9 | The effect supplier choice can have on food quality and how to identify and assess suitability of suppliers or supply sources |
| 10 | Who to consult to gain feedback on proposed recipes |
| 11 | How to carry out and evaluate test runs of recipes |
| 12 | How to record information relating to proposed recipes |
| 13 | Who to make records of proposed recipes available to |
| 14 | What quality standards are required for each recipe item you are considering including how to assess the quality of potential ingredients |
| 15 | How available equipment can affect the production of food items |
| 16 | The factors that need to be considered in identifying presentation, holding and distribution methods |

Knowledge and understanding

| | |
|----|--|
| 17 | How to cost proposed recipes and work out gross profit |
| 18 | What lead times are required by your organisation for the implementation of new menu items |
| 19 | Why staff skills should be assessed prior to proposing new recipes and menu items |
| 20 | What training may be needed to support the implementation of new menu items |
| 21 | How to brief your staff on new menu items and implementation plans |
| 22 | How to gain feedback from your staff on operational problems which may arise |
| 23 | How to estimate lead times for the preparation of new menu items |
| 24 | How to allocate resources to your staff to enable them to implement new menu items |
| 25 | Why measures should be closely monitored when introducing new items |
| 26 | Why it is important to gain feedback from customers on new items and ways of doing this |

Performance criteria

| | |
|----|---|
| 1 | Take account of food combinations, flavours and dietary requirements when introducing new recipe and menu suggestions |
| 2 | Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities |
| 3 | Identify suitable suppliers or supply sources |
| 4 | Identify methods of presenting, holding and distributing the product |
| 5 | Cost recipe suggestions and take account of available resources |
| 6 | Register and pass on relevant information about the suitability of the new menu item according to organisational systems in your place of work |
| 7 | Offer suggestions on menu layout and presentation |
| 8 | Introduce recipe suggestions in accordance with the style and policy of your organisation, available resources and the expectations and standards of your customers |
| 9 | Ensure staff have the information, skills and resources required to support the introduction of the new menu item, according to the individual jobs that they do |
| 10 | Collect and take account of feedback from staff and customers |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You develop and monitor products that are sustainable over the medium and long term
- 1.2 You identify and work with people and organisations that can provide support for your work
- 1.3 You make best use of existing sources of information
- 1.4 You check the validity and reliability of information
- 1.5 You recognise the opportunities presented by the diversity of people
- 1.6 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.7 You keep people informed of plans and developments

Links to other NOS

This standard is a sector-specific standard and has particular links with NOS the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-7
- HSL28
- HSL30
- HSL31.

Unit 10: Supervise food services

Unit code: PPLHSL10

SCQF level: 7

Credit points: 4

Unit summary

This standard is about supervising the food service and making sure that the service area and equipment are suitably clean and ready for use and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

Great food service is actually about more than just the food itself – it needs a knowledgeable and capable team to deliver it. Many customers may be slightly forgiving towards mediocre food but one thing they won't tolerate is poor service!

When supervising food service, it's important to make sure staff are well briefed on what's required and have the information they need to follow correct procedures; reducing any potential risks or hazards. It's also paramount to communicate with customers on a regular basis and make sure the service is being delivered efficiently and effectively in line with your organisation's standards.

This standard covers the key elements of supervising the food service including planning; supervising cleaning, clearing and restocking; checking equipment; liaising with other departments and dealing with problems to ensure that service meets the required standard.

A holistic approach to food safety is essential to providing a quality food service and this is addressed in detail in standard HSL30.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise food services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; food services

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan an effective food service

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|---|---|
| 1 | The industry specific regulations and codes of practice that relate to the food service operation and how to obtain it to ensure procedures are kept up to date |
| 2 | Your organisation's procedures and standards for food service and customer care and how to ensure that staff follow these |
| 3 | How to identify trends in levels of demand which influence staffing requirements |
| 4 | How to develop contingency plans |
| 5 | The roles and responsibilities of different people within your department and how these affect food service |
| 6 | The information that customers need about the food service and how to provide this effectively |

How to work out what resources are needed to operate an effective food service

| | |
|---|--|
| 7 | How to ensure staff receive the correct training to support their responsibilities |
| 8 | How to organise staff depending on service requirements |
| 9 | How to identify and obtain the resources that you need for food service |

Knowledge and understanding

How to operate and effective food service

| | |
|----|---|
| 10 | How staff should communicate with customers and conduct themselves in the food service area |
| 11 | How to communicate operational procedures to staff |
| 12 | How to check that equipment is ready for use and what to do in the event of equipment failure |
| 13 | Who to consult and how to identify and evaluate possible solutions to problems that may occur during food service |
| 14 | How to minimise disruptions to the service caused by problems |
| 15 | How to regulate the time you have available and how to prioritise tasks |
| 16 | How food service operations integrate with other activities/departments in the organisation |
| 17 | Who to liaise with when you are organising the food service |

How to monitor the food service

| | |
|----|--|
| 18 | How to identify, deal with and report breaches of legislation, regulations and codes of practice |
|----|--|

Performance criteria

| | |
|----|--|
| 1 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 2 | Inspect the food service areas to ensure they are comfortable, attractive and arranged as agreed |
| 3 | Inspect the food service preparation areas to make sure that they have been prepared in line with requirements, to the standard agreed and in time to allow the scheduled food service to be provided |
| 4 | Ensure your staff follow food service procedures, maintain the appearance of the food service area in line with customer requirements, conduct and present themselves according to organisational requirements and standards |
| 5 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 6 | Ensure the food service complies with legal requirements, industry regulations, social responsibility, professional codes and organisational policies |
| 7 | Liaise with other relevant people and departments to ensure the delivery of an effective food service, inform your staff and customers about any changes to the service that may affect them |
| 8 | Monitor the food service areas and quality of service and take prompt and effective action to deal with any problems |
| 9 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 10 | Monitor and review procedures and communications to ensure the food service meets the needs of customers |
| 11 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 12 | Give feedback to staff to help them improve their performance where appropriate |
| 13 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisation's procedures |

Scope/range related to performance criteria

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You demonstrate passion for high quality food products and service
- 1.2 You identify people's information needs
- 1.3 You are vigilant for possible risks and hazards
- 1.4 You clearly agree what is expected of others and hold them to account
- 1.5 You monitor the quality of work and progress against plans and take appropriate corrective action where necessary
- 1.6 You confront performance issues and resolve them directly with the people involved
- 1.7 You take pride in delivering a high quality service
- 1.8 You work to develop an atmosphere of professionalism and mutual support

Links to other NOS

It is strongly recommended that HSL30, which covers food safety hygiene in the preparation and serving of food and drink, is undertaken in conjunction with this standard.

This standard is a sector specific standard and has particular links with the following units in the Hospitality Supervision and Leadership suite of standards:

- HSL1-8
- HSL11
- HSL15
- HSL16
- HSL19
- HSL25
- HSL24
- HSL26
- HSL27
- HSL28.

Unit 11:

Supervise drink services

Unit code: PPLHSL11

SCQF level: 7

Credit points: 4

Unit summary

This standard is about supervising the preparation and delivery of the drink service and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

As with so many elements of great hospitality, an efficient drinks service starts with the staff in place to serve. Checking everyone is working to the same procedures and has clear, unambiguous direction will play a key role in delighting customers.

This standard explains more about enabling a friendly, hygienic and efficient service in relaxed safe surroundings, ensuring that the law is fully complied with and that customer behaviour problems are dealt with quickly and correctly.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise drink services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; drink services

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan an effective drink service

| | |
|---|---|
| 1 | The basic legal requirements that affect the drink service |
| 2 | Where information about licensing legislation can be found |
| 3 | Your organisation's procedures and policies that are relevant to the drink service |
| 4 | The various procedures that need to be followed for the preparation of the drink service area, including those relating to: clearing, stocking products and equipment |
| 5 | The different roles and responsibilities of people in your area of responsibility and in other parts of the organisation that are relevant to the drink service |
| 6 | How an effective service is related to the profitability of the drink service and customer satisfaction |
| 7 | What problems can affect the drink service and the preparation of areas and how to address these |
| 8 | How to develop contingency plans to reduce the impact of these problems |

How to work out what resources are needed to operate an effective drink service

| | |
|----|---|
| 9 | How to ensure the preparation of the drink service area is done in time |
| 10 | The skills and knowledge necessary to ensure staff are equipped to carry out their responsibilities effectively |

Knowledge and understanding

How to operate and effective drink service

| | |
|----|--|
| 11 | How to implement the basic legal requirements that affect the drink service and the implications of a failure to do so |
| 12 | The range of products in your area of responsibility and how to prepare and serve them |
| 13 | How to vary practise according to quiet periods, busy periods and delivery of service to customers with special requirements |
| 14 | How you can reallocate work to different members of your staff to reduce the impact of problems on service |
| 15 | Best practice in the refusal of service |
| 16 | How to communicate and deal effectively with the range of customer groups, (including those who are experiencing the effects of alcohol) and why this is important |

How to monitor the drink service

| | |
|----|---|
| 17 | How deviations from legislation and industry specific regulations can be identified and put right |
| 18 | How to monitor and supervise staff practice in order to maintain standards |
| 19 | What methods can be used to monitor the preparation of the drink service area effectively |
| 20 | What action to take when preparation and delivery standards are not met |

How to gather and act on feedback

| | |
|----|--|
| 21 | Why it is important to seek the views of staff and customers and gain their feedback |
| 22 | How to collect and analyse feedback |
| 23 | How to give feedback to your staff to help them improve their performance |
| 24 | How to present recommendations |

Performance criteria

| | |
|----|--|
| 1 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 2 | Inspect the drinking areas to ensure their comfort and attractiveness |
| 3 | Inspect the preparation areas to make sure that they have been prepared in line with requirements, to the standard agreed and in time to allow the scheduled drink service to be provided |
| 4 | Ensure your staff follow drink service procedures, maintain the appearance of the drink service area, conduct and present themselves according to organisational requirements and standards |
| 5 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 6 | Ensure the drink service complies with legal requirements, industry regulations, social responsibility, professional codes and organisational policies |
| 7 | Liaise with other relevant people and departments to ensure the delivery of an effective drink service, inform your staff and customers about any changes to the service that may affect them |
| 8 | Monitor the drink service areas and quality of service and take prompt and effective action to deal with any problems |
| 9 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 10 | Monitor and review procedures to ensure the drink service meets the needs of customers |
| 11 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 12 | Give feedback to staff to help them improve their performance where appropriate |
| 13 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisation's procedures |

Scope/range related to performance criteria

1 Basic legal requirements

- 1.1 permitted hours
- 1.2 closing time
- 1.3 licences
- 1.4 residents and non-residents
- 1.5 diners and non-diners
- 1.6 young persons, service and employment
- 1.7 right to eject and duty to refuse service
- 1.8 gaming, betting and lotteries
- 1.9 public entertainment
- 1.10 weights and measures
- 1.11 price lists, notices and payment for drinks
- 1.12 drugs
- 1.13 trades descriptions and consumer protection laws

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You find practical ways to overcome barriers
- 1.2 You agree achievable objectives for yourself and give consistent and reliable performance
- 1.3 You clearly agree what is expected of others and hold them to account
- 1.4 You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 1.5 You model behaviour that shows respect, helpfulness and co-operation
- 1.6 You make appropriate information and knowledge available promptly to those who need and have a right to it
- 1.7 You recognise recurring problems and promote changes to structures, systems and processes to resolve these
- 1.8 You identify and work with people and organisations that can provide support for your work
- 1.9 You demonstrate passion for high quality drinks products and service

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

It is strongly recommended that HSL30, which covers food safety hygiene in the preparation and serving of food and drink, is undertaken in conjunction with this standard.

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL8
- HSL10
- HSL13-15
- HSL19
- HSL26
- HSL31.

Unit 12: Supervise off-site food delivery services

Unit code: PPLHSL12

SCQF level: 7

Credit points: 4

Unit summary

This standard is about the planning, preparation and coordination required to provide an efficient off-site food delivery service.

Preparing and serving food on-site in itself can be a complex challenge at times. Delivering off-site throws yet another variable into the mix.

Identifying potential challenges and putting measures in place to resolve and minimise risk is an exciting and skilful part of delivering an efficient off-site food delivery service. Team members must be well briefed and able to follow all appropriate procedures, including any legal requirements or industry guidelines, to deliver to your organisation's standards. Activities must be expertly co-ordinated and contingency plans at the ready just in case something doesn't quite work out as it should.

Importantly, any problems should be dealt with and resolved quickly, communicating with customers where appropriate to investigate any problems that occur.

Off-site delivery is without doubt an important part of the hospitality industry, whether you are delivering to a handful of customers, several hundred or even more!

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise off-site food delivery services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; off-site food; delivery

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan efficient off-site food delivery services

| | |
|---|---|
| 1 | Your organisation's procedures that are relevant to the delivery of food to the customer |
| 2 | The roles and responsibilities of yourself and your colleagues in delivering food to the customer and how you should work together |
| 3 | Industry specific regulations and codes of practices relevant to your area of responsibility and how to keep up to date with and implement them |
| 4 | Your specific responsibilities in relation to food safety within your organisation |
| 5 | How to plan, prioritise and coordinate activities to ensure an efficient delivery service which meets customer expectations |

How to work out what resources are needed to operate efficient off-site food delivery services

| | |
|---|---|
| 6 | What stock is available within the department and how this compares to what is required |
| 7 | What packaging and containers are available, how they maintain the quality of the food items you are responsible for and the extent to which they minimise the negative and maximise the positive impact on the environment |
| 8 | The knowledge, information and skills that staff require to deliver food to meet industry codes of practice, organisational requirements and customer service standards |

Knowledge and understanding

How to operate efficient off-site food delivery services

| | |
|----|---|
| 9 | The methods that can be used to supervise activities and performance in relation to organisational procedures |
| 10 | Procedures for communicating with customers to investigate or update on problems that occur with food orders |
| 11 | When to implement contingency plans and who to notify |
| 12 | How to communicate with members of your team and other colleagues in the organisation |
| 13 | Organisational procedures for registering information relevant to off-site delivery, the type and format of information that should be registered and the possible consequences of failing to do so |

How to monitor off-site food delivery services

| | |
|----|--|
| 14 | How to monitor delivery times and why this is important to food safety, the quality of the product and customer service expectations |
| 15 | How to monitor and ensure that the quality of food is maintained before and during delivery |
| 16 | How to review and evaluate your operations and make recommendations to management |
| 17 | How to lead your team by example |

Performance criteria

| | |
|----|--|
| 1 | Ensure staff follow agreed procedures, including food safety, for the processing and delivery of food orders |
| 2 | Ensure staff have the skills, resources and information required to deliver food in line with the required standard and encourage staff to ask questions if there is information they don't understand |
| 3 | Ensure off-site food delivery services comply with legal requirements, industry regulations, professional codes and organisational policies |
| 4 | Identify potential risks to the off-site food delivery service and implement contingency plans to minimise problems which may occur as a result |
| 5 | Lead by example when briefing staff to look for and report problems when they occur and respond constructively |
| 6 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt off-site food service deliveries when they occur, finding practical ways to overcome barriers |
| 7 | Control costs by planning, prioritising and co-ordinating activities to ensure an efficient delivery service which meets customer needs |
| 8 | Monitor delivery times and control packaging and containers to ensure food is maintained in line with relevant legislation and quality control procedures |
| 9 | Give feedback to staff to help them improve their performance where appropriate, confront any performance issues and resolve them directly with the people involved |
| 10 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You identify people's information needs
- 1.2 You are vigilant for possible risks and hazards
- 1.3 You clearly agree what is expected of others and hold them to account
- 1.4 You have the confidence to take appropriate corrective action where necessary
- 1.5 You confront performance issues and resolve them directly with the people involved
- 1.6 You take pride in delivering a high quality service
- 1.7 You work to develop an atmosphere of professionalism and mutual support

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-7
- HSL11
- HSL19
- HSL23
- HSL24
- HSL302.

Unit 13:

Supervise cellar and drink storage operations

Unit code: PPLHSL13

SCQF level: 7

Credit points: 5

Unit summary

This standard is about supervising cellar and drink stores to ensure that drinks are available for use in the best possible condition.

Maintaining an efficient and effective cellar operation is imperative. Clean lines, correct temperatures and other variables can all affect the final quality of your drinks offer and, in extreme cases, keep or lose customers!

Key to this is the ability to ensure all necessary procedures are followed correctly and by all members of the team. Good cellar management involves regular monitoring of performance, identification of potential problems and development of strategies to combat anything that could go wrong. It involves recognising recurring problems and making sure relevant people in the organisation are aware of them.

This standard covers these areas and others critical to the delivery of a good cellar management operation.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise cellar and drink storage operations.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; cellar; drink; storage; operations

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan effective cellar and drink storage operations

| | |
|---|--|
| 1 | The health, safety and hygiene legislation and codes of practice which relate to cellar and drink storage operations |
| 2 | How to obtain and stay up to date with legislation and codes of practice relevant to your role |
| 3 | The organisational procedures which relate to the cellar and drink storage operation and why they are important |
| 4 | The economic impact of following or failing to follow cellar and drink storage procedures on the organisation, its employees and its customers |
| 5 | The environmental benefits of effective cellar and drink storage operations |
| 6 | How new procedures can be identified and put into practice |
| 7 | How to develop contingency plans and how they can be used to minimise negative effects |

How to work out what resources are needed to operate effective cellar and drink storage operations

| | |
|---|---|
| 8 | The types of products typically kept in cellars and drink stores and the specific products in your area of responsibility |
| 9 | The skills and knowledge required by staff to carry out cellar and drink storage operations effectively |

How to operate effective cellar and drink storage operations

| | |
|----|--|
| 10 | Procedures appropriate to the storage of typical products, including those in your area of responsibility |
| 11 | Effective methods of communicating procedures to relevant members of staff regarding cellar and drink storage operations |
| 12 | How staff can be encouraged to report problems that might occur |

Knowledge and understanding

How to monitor cellar and drink storage operations

- | | |
|----|---|
| 13 | How cellar and drink storage operations can be monitored and how to apply this to your area of responsibility |
| 14 | The types of problems that may occur and how you can put these right |
| 15 | What the limits of your authority are in relation to dealing with drink storage problems |
| 16 | How to identify, record and report failures to implement the correct procedures and industry codes of practice and the action that you can take in response to this |
| 17 | How disruption to service can be minimised in response to problems that arise |

How to act on feedback

- | | |
|----|---|
| 18 | How to give feedback to your staff to help them improve their performance |
|----|---|

Performance criteria

| | |
|----|---|
| 1 | Ensure you and your staff follow agreed cellar and drink storage procedures to maximise the quality of drinks products and minimise wastage |
| 2 | Ensure cellar and drink storage operations comply with legal requirements, industry regulations, professional codes and organisational policies |
| 3 | Identify potential risks to the cellar and drink storage operations and implement contingency plans to minimise them |
| 4 | Lead by example and brief staff to look for and report problems when they occur and respond constructively |
| 5 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt cellar and drink storage operations when they occur, finding practical ways to overcome barriers |
| 6 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 7 | Monitor and review cellar and drinks storage procedures to identify and suggest ways of improving their efficiency |
| 8 | Give feedback to staff to help them improve their performance where appropriate |
| 9 | Use effective methods to gather, store and retrieve information accurately |
| 10 | Complete the required records and report on performance to support the drink service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You demonstrate passion for high quality drinks products
- 1.2 You respond positively and creatively to setbacks
- 1.3 You agree achievable objectives for yourself and give consistent and reliable performance
- 1.4 You make appropriate information and knowledge available promptly to those who need and have a right to it
- 1.5 You recognise recurring problems and promote changes to structures, systems and processes to resolve these

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-5
- HSL11
- HSL14
- HSL19
- HSL25.

Unit 14:

Manage the receipt, storage or dispatch of goods

Unit code:

PPLHSL14

SCQF level:

6

Credit points:

6

Unit summary

This standard is about managing the receipt, storage or dispatch of goods. This standard is for hospitality team leaders, first line managers or supervisors.

The logistics chain from goods arriving, being stored safely and then sent on to the next destination requires careful planning, monitoring and control.

An obvious example is perishable goods which have a relatively short life cycle. However, all goods being transported and stored are subject to any number of possible hazards and so require constant vigilance and contingency plans to deal with any identified risks that could arise.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Manage the receipt, storage or dispatch of goods.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Manage; receipt; storage; dispatch

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | Sources of information on the capacity and limitations of a storage facility |
| 2 | Types of goods to be received, stored or dispatched |
| 3 | Storage areas relevant to the type of goods to be received, stored or dispatched |
| 4 | Special requirements relating to the receipt, storage or dispatch of goods |
| 5 | Monitoring and testing systems and procedures |
| 6 | Methods of stock rotation and movement |
| 7 | Resources available in the organisation |
| 8 | Types of problem arising from managing the processing of goods |
| 9 | Sources of information on legislation and regulations |
| 10 | Legislation and regulations that apply to own area of responsibility |
| 11 | Legal requirements for the storage and distribution of specific goods and materials |
| 12 | Reporting responsibilities and information systems used by the organisation for specific work activities |
| 13 | Working practices, operating procedures, guidelines and codes of practice |
| 14 | Roles and responsibilities of different colleagues |

Performance criteria

| | |
|----|---|
| 1 | Confirm the goods are of the quality and type required |
| 2 | Determine the storage conditions and equipment required to manage the goods |
| 3 | Assess the capacity of the storage facility and identify appropriate areas for receiving, storing or dispatching goods |
| 4 | Organise the movement or rotation of goods to assist receiving, storing or dispatching goods |
| 5 | Ensure any monitoring activities, test and other storage arrangements required for the goods are carried out in accordance with organisational procedures |
| 6 | Identify and confirm requirements for facilities and equipment to be used with the goods |
| 7 | Utilise and maintain the organisation's logistics resources effectively to manage the receipt, storage and dispatch of goods |
| 8 | Provide information on the goods and their requirements to all relevant people using appropriate communication methods |
| 9 | Identify any relevant health, safety and security issues relating to the management of the goods |
| 10 | Identify any problems with managing the goods and take the appropriate action to deal with them |
| 11 | Report work activities and record them in the appropriate information systems according to organisational procedures |
| 12 | Comply with all relevant work and safety legislation, regulations, standards and organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You recognise recurring problems and promote changes to structures, systems and processes to resolve these
- 1.2 You reflect regularly on your own and other's experiences and use these to inform future action
- 1.3 You are vigilant for possible hazards
- 1.4 You calculate risks and develop contingencies to deal with unexpected events which may impede the achievement of objectives
- 1.5 You focus personal attention on specific details that are critical to achieving successful results
- 1.6 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

Links to other NOS

This standard has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL3
- HSL7
- HSL8
- HSL11
- HSL13
- HSL15
- HSL17
- HSL18
- HSL20
- HSL21
- HSL22
- HSL26
- HSL30.

Unit 15:

Supervise the wine store/cellar and dispense counter

Unit code: PPLHSL15

SCQF level: 7

Credit points: 5

Unit summary

This standard is about supervising staff to maintain wine in the best possible condition. It also deals with the maintenance of stock at the dispense counter.

Not everyone is a wine connoisseur but people are constantly becoming more discerning and expectations of consistent quality are now the norm. Maintaining a quality cellar operation to store wine, handling and dispensing it and minimising loss of stock through damage or spoilage are critical to offering a quality product and minimising costs.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise the wine store/cellar and dispense counter.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; wine store; cellar; dispense counter

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan effective wine store cellar and dispense counter operations

| | |
|---|---|
| 1 | The health, safety and hygiene legislation that relates to wine cellar operation and how to ensure that these are met in your area of operation |
| 2 | The impact that the care of wine stocks can have on customers, employees and the profitability of the organisation |
| 3 | The types of wine for which you are responsible and the particular requirements for storing and caring for these |
| 4 | The procedures that need to be in place to ensure the correct storage of wine stock and to minimise damage to labels and bottles |
| 5 | Legislation, industry codes and best practice relating to the sale of wine |
| 6 | Physical, chemical, microbiological and allergenic contaminants and how to control cross contamination in your area of responsibility |
| 7 | The types of difficulties that are likely to arise in your area of responsibility and how to prepare for and deal with these |

How to work out what resources are needed to operate the wine store cellar and dispense counter

| | |
|---|--|
| 8 | The type of service equipment typically used in the sale of wine (including draft wine) and how these should be used |
| 9 | Glassware appropriate to serving different wines |

Knowledge and understanding

How to operate the wine store cellar and dispense counter

| | |
|----|---|
| 10 | How to maintain correct environmental conditions in the wine store/cellar |
| 11 | Why security needs to be maintained within the wine cellar |
| 12 | The principles and procedures required for the satisfactory cleaning and disinfection of service areas, equipment and glassware |
| 13 | How to respond to faults with wines identified by customers |
| 14 | The information relating to the wine cellar/wine store that needs to be recorded and how this should be done |

How to monitor wine store cellar and dispense counter operations

| | |
|----|--|
| 15 | How to monitor staff and ensure they receive appropriate training to meet their responsibilities |
| 16 | How to monitor and maintain stock rotation systems |
| 17 | How to implement procedures for the monitoring of wine stocks |
| 18 | How to identify damaged or sub-standard wine stock and action that should be taken in response to findings |
| 19 | How to gather and act on feedback |
| 20 | The importance of contributing to the evaluation of procedures and how to do so in your organisation |
| 21 | How to give feedback to your staff to help them improve their performance |

Performance criteria

| | |
|----|---|
| 1 | Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines |
| 2 | Carry out regular inspections to make sure your staff follow established wine store/cellar and dispense counter procedures including the use of service equipment, storage temperatures and dealing with damaged stock |
| 3 | Ensure wine store/cellar and dispense counter operations comply with legal requirements, industry regulations, professional codes and organisational policies for the storage and sale of wine |
| 4 | Identify potential risks to the wine store/cellar and dispense counter operations and implement contingency plans to minimise them |
| 5 | Lead by example and brief staff to look for and report problems when they occur and respond constructively |
| 6 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt wine store/cellar and dispense counter operations when they occur, finding practical ways to overcome barriers |
| 7 | Control costs by ensuring that you and your staff store and handle wine and dispense counter stock correctly in a way that minimises damage to bottles, containers, packaging or contents and maximises quality of products and service |
| 8 | Monitor and review wine store/cellar and dispense counter procedures to identify and suggest ways of improving their efficiency |
| 9 | Give feedback to staff to help them improve their performance where appropriate |
| 10 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the dispense counter service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You demonstrate passion for high quality drinks products and service
- 1.2 You respond positively and creatively to setbacks
- 1.3 You agree achievable objectives for yourself and give consistent and reliable performance
- 1.4 You make appropriate information and knowledge available promptly to those who need and have a right to it
- 1.5 You recognise recurring problems and promote changes to structures, systems and processes to resolve these

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL11
- HSL13
- HSL19
- HSL25
- HSL26
- HSL27
- HSL28.

Unit 16:

Supervise vending services

Unit code: PPLHSL16

SCQF level: 7

Credit points: 4

Unit summary

This standard is about the maintenance of the vending service and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

Customers using vending machines on a daily basis are often unaware of the work that goes on behind the scenes and behind the machines. Providing a quality, cost-effective vending service requires a range of skills and knowledge from understanding the resources needed to ensure efficient and safe delivery of the service through to very specific areas such as being aware of which products could cause allergic reactions and how to prevent this happening.

This standard deals with the monitoring and supervision of the service and involves briefing staff on procedures and work schedules, reviewing sales, inspecting vending machines and dealing with problems. It also covers the key steps in ensuring food, drinks and other items are maintained and dispensed in the best possible condition, meets the necessary requirements for food standards and hygiene and is adjusted to cater for requirements.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise vending services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; vending

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan efficient vending services

| | |
|---|---|
| 1 | What legal requirements govern vending operations |
| 2 | What your organisation's policies are for providing the vending service |
| 3 | What range of products is provided by your organisation |
| 4 | What types of machines are used by the organisation |
| 5 | What vended products can cause allergic reactions |
| 6 | What measures need to be taken to prevent reactions to potential allergens |
| 7 | How to contribute to developing procedures for the vending service |
| 8 | Why you need contingency plans to deal with problems with the vending service |
| 9 | What your organisation's policies are for identifying faults, breaches of security and damage |

How to work out what resources are needed to operate efficient vending services

| | |
|----|--|
| 10 | The resources you require for the operation of the vending service and how to obtain these |
| 11 | What resources you need to ensure the hygiene and maintenance of the vending service |

Knowledge and understanding

How to operate efficient vending services

| | |
|----|---|
| 12 | What systems are in place to ensure staff are following correct procedures and how you should apply these |
| 13 | Why it is important to liaise with customers and staff |
| 14 | How to communicate procedures to your staff |
| 15 | What procedures staff should follow for cleaning, filling and emptying machines of cash |
| 16 | How to deal with cash discrepancies |
| 17 | How products should be presented and displayed |
| 18 | How frequently you should refill the machines in your area of responsibility |
| 19 | What temperatures should be maintained for the products you are responsible for and why this is important |
| 20 | The recording procedures which apply to the maintenance and operation of the service (including cash takings, temperature control and complaints) and why this is important |

How to monitor vending services

| | |
|----|---|
| 21 | How to monitor and review the service, including collecting feedback from customers and staff and reviewing sales |
| 22 | What procedures you should use to monitor sales |
| 23 | Why you should report fluctuations in sales and who you should report these fluctuations to |
| 24 | What the types of problems are that may affect the vending service and how to manage these |

How to gather and act on feedback

| | |
|----|--|
| 25 | How to use feedback from others constructively |
| 26 | How to encourage others to give feedback |

| Performance criteria | |
|----------------------|---|
| 1 | Develop procedures and work schedules and make sure you and your staff comply with them, updating staff on any new requirements |
| 2 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 3 | Carry out inspections to make sure the vending service complies with legal requirements, industry regulations, professional codes and organisational policies |
| 4 | Recognise changes in circumstances promptly and adjust plans and activities accordingly; find practical ways to overcome barriers and take effective action to manage problems that may disrupt the vending service |
| 5 | Lead by example and brief staff to look for and report problems when they occur and respond constructively; recognise recurring problems and promote changes to structures, systems and processes to resolve these |
| 6 | Monitor the quality of work and progress against plans and take effective action to manage problems with the vending service when they occur, finding practical ways to overcome barriers |
| 7 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 8 | Inform customers of any changes to the service that may affect them |
| 9 | Monitor and review the vending service to identify how the service could be improved, continuously seeking to improve products and services and diversify where appropriate |
| 10 | Collect feedback on the service from staff and customers |
| 11 | Give constructive feedback to staff to help them improve their performance where appropriate |
| 12 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the vending service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You identify people's information needs
- 1.2 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.3 You find practical ways to overcome barriers
- 1.4 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.5 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 1.6 You recognise recurring problems and promote changes to structures, systems and processes to resolve these
- 1.7 You continuously improve products and services and seek to diversify where appropriate

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL14
- HSL19
- HSL23.

Unit 17: Supervise housekeeping services

Unit code: PPLHSL17

SCQF level: 7

Credit points: 4

Unit summary

This standard is about the maintenance of the housekeeping service and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

In recent years, the importance of the housekeeping function as a key part of an accommodation offer has come to the fore. Standards of housekeeping and cleanliness play an important role in attracting and keeping customers. In terms of someone's personal development, housekeeping can help develop a range of useful and transferable skills including planning, organisation skills, people management and a keen eye for detail.

This standard deals with the preparation, supervision and review of the service, involving the planning of equipment and supplies, preparing staff rotas, briefing staff and collecting customer feedback.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise housekeeping services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; housekeeping

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan activities required to operate efficient housekeeping services

| | |
|---|---|
| 1 | The roles and responsibilities of different people in your organisation and department for procedures in relation to the housekeeping service |
| 2 | How legislation affects housekeeping procedures |
| 3 | The economic importance of an effective customer focused housekeeping service to the organisation and its staff members |
| 4 | How your organisation's policies can affect the development of procedures for the housekeeping service |
| 5 | Standards of personal presentation, customer care and behaviour for staff |
| 6 | What the legal requirements are in relation to storing information about customers, staff and their comments |
| 7 | Why the implications of legal requirements need to be regularly reviewed |

How to work out what resources are needed to operate efficient housekeeping services

| | |
|----|---|
| 8 | How the housekeeping service integrates with other departments and the problems that may arise if the housekeeping service and other departments do not work together |
| 9 | How to allocate work to staff and monitor responsibilities to ensure standards are maintained |
| 10 | How to identify training needs and ensure that staff have the skills and knowledge to carry out their work effectively |

Knowledge and understanding

How to operate efficient housekeeping services

| | |
|----|---|
| 11 | How to choose appropriate methods to brief your staff, including; verbal instructions, written instructions, demonstrations or diagrams |
| 12 | How to give feedback to staff in a way that motivates them |
| 13 | The different cleaning agents, materials and tools used in the housekeeping service and how to use and store these |
| 14 | How the different surfaces and materials in your area of responsibility should be cleaned/cared for |
| 15 | The different ways of completing and storing records, computerised and paper-based, and the advantages and disadvantages of each |
| 16 | Why it is important to review procedures and how to do so |
| 17 | How to identify and suggest possible ways of improving the housekeeping service |
| 18 | The health and safety standards that need to be followed with regards to the housekeeping service and the impact that a breach of these standards could have on customers, staff and the organisation |

How to monitor housekeeping services

| | |
|----|--|
| 19 | How to monitor the allocation and use of resources |
| 20 | How to monitor the work of the housekeeping service |
| 21 | The types of problems that may occur in the housekeeping service and how to deal with and report these |
| 22 | The limits of your authority when dealing with problems |

Knowledge and understanding

How to gather and act on feedback

| | |
|----|--|
| 23 | Why you should maintain confidentiality when collecting feedback |
| 24 | How to report feedback |
| 25 | The importance of collecting feedback from staff and customers |
| 26 | Procedures for obtaining and recording feedback from customers and staff and why it is essential to the improvement of services and the overall management of the organisation |
| 27 | How to alter work allocation in response to feedback |

| Performance criteria | |
|----------------------|---|
| 1 | Schedule housekeeping procedures to take place at intervals which are suitable for maintaining the standards of the housekeeping service |
| 2 | Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines |
| 3 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 4 | Ensure your staff follow the housekeeping procedures, maintain the appearance of the accommodation and public areas, conduct and present themselves according to organisational requirements and standards |
| 5 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 6 | Ensure the housekeeping service complies with legal requirements, industry regulations, professional codes and organisational policies |
| 7 | Inform your staff and customers about any changes to the service that may affect them |
| 8 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt the portering and concierge service when they occur, finding practical ways to overcome barriers |
| 9 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 10 | Monitor and review procedures to ensure the service meets the needs of customers |
| 11 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 12 | Give feedback to staff to help them improve their performance where appropriate |
| 13 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You set examples of cleanliness and presentation, and have the confidence to deal with issues effectively and promptly
- 1.2 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.3 You pass on your knowledge and information to support the development of staff and colleagues
- 1.4 You model behaviour that shows respect, helpfulness and co-operation
- 1.5 You recognise recurring problems and promote changes to structures, systems and processes to resolve these

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL14
- HSL18
- HSL19
- HSL23
- HSL24
- HSL29.

Unit 18:

Supervise linen services

Unit code:

PPLHSL18

SCQF level:

7

Credit points:

4

Unit summary

This standard is about the maintenance of the linen service and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

To deliver an effective linen service it's essential to ensure good communication with other departments in the organisation, particularly reception (front office). For example, front office cannot allocate a room until it has been cleaned and inspected by the housekeeping team and the linen service is a key part of this process. Guests expect clean, fresh linen during their stay. The linen service has the responsibility for making sure that this happens, and that guest's expectations are met, or exceeded.

Overseeing the linen service involves ensuring all staff are fully briefed and able to represent your organisation to customers. It involves having procedures in place but also contingencies just in case things go wrong. It involves constant monitoring of the service, gathering feedback from staff and guests on performance and using this feedback to seek ways to constantly improve.

This standard deals with the preparation, supervision and review of the service, involving the planning of equipment and supplies, preparing staff rotas and briefing staff and collecting customer feedback.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise linen services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; linen

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan efficient linen services

| | |
|---|--|
| 1 | The roles and responsibilities of different people within your department and in the organisation that relate to running the linen service |
| 2 | Your organisation's objectives and policies that are relevant to the running of the linen service |
| 3 | Why it is important to have contingency plans and how to develop them |
| 4 | How to write procedures and work instructions |

How to work out what resources are needed to operate efficient linen services

| | |
|---|--|
| 5 | How to estimate the time required for activities in the linen service |
| 6 | How to estimate your requirements for additional resources for activities in the linen service |
| 7 | Who to approach to get approval for the use of additional resources |

How to operate efficient linen services

| | |
|----|--|
| 8 | How the linen service integrates with other departments in the organisation |
| 9 | What may happen if the linen service and other departments do not work together |
| 10 | How to implement the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice |
| 11 | How to communicate effectively with others |
| 12 | How to explain procedures to staff, taking account of their abilities and circumstances |

Knowledge and understanding

How to monitor linen services

| | |
|----|--|
| 13 | How to monitor staff performance against your organisation's standards |
| 14 | The types of problems that are likely to occur when running a linen service and how to deal with them |
| 15 | The different ways of completing and storing records, computerised and paper-based, and the advantages and disadvantages of each |
| 16 | What action you should take when legal requirements are not met |
| 17 | What the limits of your own authority are when dealing with problems |
| 18 | Who to approach when you do not have the authority to implement a solution to a problem |

How to gather and act on feedback

| | |
|----|---|
| 19 | How to collect and analyse feedback |
| 20 | Why it is important to seek views and gain feedback from your staff and customers |
| 21 | The types of recommendations that could be made to meet customer needs and improve efficiency |
| 22 | Who to present recommendations to and how to support them with appropriate evidence |

Performance criteria

| | |
|----|--|
| 1 | Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines |
| 2 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 3 | Ensure your staff follow the linen service procedures and conduct and present themselves according to organisational requirements and standards |
| 4 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 5 | Ensure the linen service complies with legal requirements, industry regulations, professional codes and organisational policies |
| 6 | Inform your staff and customers about any changes to the service that may affect them |
| 7 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt the linen service when they occur, finding practical ways to overcome barriers |
| 8 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 9 | Monitor and review procedures to ensure the service meets the needs of customers |
| 10 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 11 | Give feedback to staff to help them improve their performance where appropriate |
| 12 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You set examples of cleanliness and presentation, and have the confidence to deal with issues effectively and promptly
- 1.2 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.3 You pass on your knowledge and information to support the development of staff and colleagues
- 1.4 You model behaviour that shows respect, helpfulness and co-operation
- 1.5 You recognise recurring problems and promote changes to structures, systems and processes to resolve these

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

HSL1-6

HSL14

HSL17

HSL19

HSL23

HSL24

HSL29.

Unit 19: Monitor and solve customer service problems

| | |
|----------------|----------|
| Unit code: | PPLHSL19 |
| SCQF level: | 6 |
| Credit points: | 5 |

Unit summary

This standard is about monitoring customer service problems and taking action to develop a solution. This standard is for hospitality team leaders, first line managers or supervisors.

It only needs one unsatisfied and unhappy customer to ruin a perfectly good day at work for everyone. Furthermore, with the power of social media unhappy customers can reach a multitude of potential customers and spread the word about how poorly they feel they've been treated.

However, an opportunity always exists to take control of customer complaints and turn them to our advantage. Monitoring customer concerns effectively and handling complaints is a real skill; a skill that has become increasingly important in recent years and one that will continue to be at the forefront of any successful organisation's focus. This standard covers the behaviours, processes and approaches that are most effective when handling customer service problems.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Monitor and solve customer service problems.

Unit assessment requirements/evidence requirements

Partial simulation is permissible for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Hospitality supervisor; supervision team leader

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | Organisational procedures and systems for dealing with customer service problems |
| 2 | Organisational procedures and systems for identifying repeated customer service problems |
| 3 | How the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers |
| 4 | How to negotiate with and reassure customers while their problems are being solved |

| Performance criteria | |
|----------------------|---|
| 1 | Respond positively to customer service problems following organisational guidelines |
| 2 | Solve customer service problems when you have sufficient authority |
| 3 | Work with others to solve customer service problems |
| 4 | Keep customers informed of the actions being taken |
| 5 | Check with customers that they are comfortable with the actions being taken |
| 6 | Solve problems with service systems and procedures that might affect customers before they become aware of them |
| 7 | Inform managers and colleagues of the steps taken to solve specific problems |
| 8 | Identify repeated customer service problems |
| 9 | Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option |
| 10 | Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation |
| 11 | Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated |
| 12 | Action your agreed solution |
| 13 | Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems |
| 14 | Monitor the changes you have made and adjust them if appropriate |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 1.2 You develop and tailor products and services to ensure customers' needs are met
- 1.3 You generate and recognise imaginative and innovative solutions
- 1.4 You keep people informed of plans and developments
- 1.5 You recognise recurring problems and promote changes to structures, systems and processes to resolve these
- 1.6 You identify and work with people and organisations that can provide support for your work
- 1.7 You act within the limits of your own authority

Links to other NOS

This standard has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL8-HSL10
- HSL11
- HSL16
- HSL17
- HSL20
- HSL21
- HSL22
- HSL23
- HSL26.

External Links This standard is tailored from Unit 32 in the Level 3 framework of the Institute of Customer Services standards.

Unit 20:

Supervise portering and concierge services

Unit code: PPLHSL20

SCQF level: 7

Credit points: 4

Unit summary

This standard is about supervising the portering and concierge service and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

Concierge is the French term for 'porter', but the concierge department in larger hotels may cover a wider variety of roles such as enquiries, booking or baggage services to name just three.

The portering and concierge team are often the first people guests meet when they arrive and so are one of the most important parts of that critical first impression. They are also often the very last staff a guest sees on departing and so again play a key part in the guest leaving satisfied with their stay.

This standard includes wider aspects of the portering and concierge service preparation, supervision and review and therefore covers making sure that the portering and concierge service has all the necessary staff, equipment and supplies; making sure that procedures are in place for running the service and ensuring that staff are properly briefed, trained, overseen and supported.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise portering and concierge services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; portering; concierge services

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan efficient portering and concierge services

| | |
|---|---|
| 1 | Your organisation's policies and standards for customer service |
| 2 | How industry codes of practice and legislation directly affect portering and concierge procedures including what legislation covers storing information about customers and staff |
| 3 | The limits of your authority when it comes to developing procedures and managing the service |
| 4 | Standards of conduct and personal presentation for staff |
| 5 | Why you should review your work procedures |
| 6 | How the organisation can meet new customer needs and expectations |

How to work out what resources are needed to operate efficient portering and concierge services

| | |
|---|---|
| 7 | The information you need to run the portering and concierge service and how to collect and check it |
|---|---|

Knowledge and understanding

How to operate efficient portering and concierge services

| | |
|----|--|
| 8 | How you can allocate work to your members of staff to ensure standards of service are maintained |
| 9 | How and when to brief your staff |
| 10 | How to minimise the effects of problems which might occur with the service |
| 11 | How the portering service integrates with other departments |
| 12 | Why it is important to give people accurate information |
| 13 | Why it is important to give your staff information about changes to work routines and about problems, and how to do so |
| 14 | Why it is essential to maintain confidentiality when dealing with information about staff and guests |
| 15 | How to make sure the portering and concierge service complies with legislation and your organisation's procedures |
| 16 | The different ways of completing and storing records, computerised and paper-based, and the advantages and disadvantages of each |

How to monitor portering and concierge services

| | |
|----|--|
| 17 | How to monitor the allocation and use of resources |
| 18 | How to make sure that standards of customer service are being maintained |
| 19 | Why relationships with your internal customers need to be monitored to ensure an efficient service is provided |
| 20 | What the limits of your authority are when staff do not follow procedures and when dealing with problems |

Knowledge and understanding

How to gather and act on feedback

| | |
|----|---|
| 21 | Why feedback from customers and staff is essential in developing services |
| 22 | What the organisational procedures are for recording and reporting feedback and how you should develop and present recommendations for improvements |
| 23 | How feedback can contribute to the management of your organisation and improve services further |
| 24 | How to give feedback to team members |

Performance criteria

| | |
|----|---|
| 1 | Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines |
| 2 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 3 | Ensure your staff follow the portering and concierge procedures, maintain the appearance of the lobby area, conduct and present themselves according to organisational requirements and standards |
| 4 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 5 | Ensure the portering and concierge service complies with legal requirements, industry regulations, professional codes and organisational policies |
| 6 | Inform your staff and customers about any changes to the service that may affect them |
| 7 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt the portering and concierge service when they occur, finding practical ways to overcome barriers |
| 8 | Control costs, make best use of available resources and proactively seek new sources of support when necessary |
| 9 | Monitor and review procedures to ensure the service meets the needs of customers |
| 10 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 11 | Give feedback to staff to help them improve their performance where appropriate |
| 12 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You actively keep knowledge up to date to be able to give customers useful and up to date information which enhances their stay
- 1.2 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.3 You pass on your knowledge and information to support the development of staff and colleagues
- 1.4 You model behaviour that shows respect, helpfulness and co-operation
- 1.5 You recognise recurring problems and promote changes to structures, systems and processes to resolve these

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This unit is a sector specific unit and has particular links with the following units in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL14
- HSL19
- HSL23
- HSL24.

Unit 21:

Supervise reception services

Unit code: PPLHSL21

SCQF level: 7

Credit points: 4

Unit summary

This standard is about supervising the reception service to ensure that it has all the necessary staff, equipment and supplies and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

As with the concierge and portering service, staff on reception are often among the first, and last people that guests engage with. A warm welcome and seamless service at reception makes a great first impression and smooths the way for other staff to carry it forward. To the opposite extreme, a bad impression may make the guest wonder how many more such experiences he or she is likely to have!

A good reception service will operate professionally and be aware of the diversity of guests and their requirements. Staff will be able to handle customer feedback, including complaints, and understand the organisation's policies on areas such as discounting or promotional offers.

This standard covers key areas essential to the reception service such as ensuring procedures are in place for running the service and that staff conduct themselves appropriately and are properly briefed. The standard also covers the monitoring and improvement of the service.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise reception services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; reception

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan an efficient reception service

| | |
|---|---|
| 1 | The roles and responsibilities of different individuals within your organisation and department and how they affect the reception service |
| 2 | What services are available to customers |
| 3 | What customer needs and expectations are |
| 4 | How to obtain information on guests – including, where appropriate, guest histories |
| 5 | What the department's service targets and standards are and how to assess performance of staff against them |
| 6 | Organisational standards for the reception area and the personal presentation and behaviour of staff |
| 7 | How the reception service integrates with other departments in the organisation |

How to work out what resources are needed to operate an efficient reception service

| | |
|---|--|
| 8 | How to estimate the time and other resources required for activities and ways of preparing contingency plans |
| 9 | Who to approach when you need approval for the use of additional resources |

Knowledge and understanding

How to operate and efficient reception service

| | |
|----|--|
| 10 | How to implement the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice |
| 11 | How to deal with customers when fully booked and when their requirements cannot be accommodated |
| 12 | How to encourage staff to make decisions for themselves within the limits of their authority |
| 13 | How to write procedures and work instructions effectively |
| 14 | How to brief your staff taking account of the abilities and circumstances of individuals |
| 15 | What the relevant channels of communication are for establishing and updating procedures |
| 16 | What your organisation's discount policy is and how promotional offers should be handled |
| 17 | Ways of handling customer complaints |
| 18 | How to build effective teams |
| 19 | How to communicate with customers and suppliers |

How to monitor the reception service

| | |
|----|---|
| 20 | How to monitor staff performance against organisational standards |
| 21 | How to monitor, supervise and take action to ensure the correct standard of staff performance |
| 22 | What the limits of your own authority are when it comes to solving problems |

How to gather and act on feedback

| | |
|----|--|
| 23 | Why it is important to seek the views of staff and customers and gain their feedback |
| 24 | How to collect and analyse feedback |
| 25 | How to give feedback to your staff to help them improve their performance |
| 26 | How to present recommendations |

Performance criteria

| | |
|----|---|
| 1 | Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines |
| 2 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 3 | Ensure your staff follow the reception procedures, maintain the appearance of the reception area and conduct and present themselves according to organisational requirements and standards |
| 4 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 5 | Ensure the reception service complies with legal requirements, industry regulations, professional codes and organisational policies |
| 6 | Inform your staff and customers about any changes to the service that may affect them |
| 7 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt the reception service when they occur, finding practical ways to overcome barriers |
| 8 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 9 | Monitor and review procedures to ensure the service meets the needs of customers |
| 10 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 11 | Give feedback to staff to help them improve their performance where appropriate |
| 12 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisation's procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You model behaviour that shows respect, helpfulness and co-operation
- 1.2 You demonstrate consistently high standards of personal presentation
- 1.3 You make best use of available resources and proactively seek new sources of support when necessary

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL14
- HSL19
- HSL23
- HSL24
- HSL25
- HSL26.

Unit 22:

Supervise reservations and booking services

Unit code: PPLHSL22

SCQF level: 7

Credit points: 4

Unit summary

This standard is about supervising the reservation and booking service to ensure the development and maintenance of the necessary resources and procedures essential for operation. It also involves monitoring the service and suggesting improvements and is likely to be used by a supervisor responsible for the activities within the area of work on a daily basis under the direction of the relevant manager.

Taking a reservation and, importantly, being able to negotiate with customers in a professional but approachable way are key to ensuring profitable revenue streams. It's key to understand the organisation's product and offer to the market but also policies on areas such as discounting, overbooking and outbooking if the hotel is full.

As with so many aspects of hospitality, communication with colleagues is imperative, both within your direct team and across the wider organisation. This standard covers the key areas specific to a supervising a professional reservation and booking service.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Supervise reservations and booking services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Supervise; reservation; booking

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

Knowledge and understanding

How to plan efficient reservations and bookings services

| | |
|---|--|
| 1 | The roles and responsibilities of different individuals in your organisation and department and how these affect the reservation and booking service |
| 2 | What organisational policies apply to the running of the reservation and booking service and the review of procedures |
| 3 | What the organisation's product is and what services are available to the customer |
| 4 | What guest facilities are available in the organisation where the booking is being made |
| 5 | What the organisation's overbooking policy is and the policy for out-booking guests when full |
| 6 | How to develop reservation and booking procedures to meet requirements |
| 7 | How to review and update plans, targets, objectives, activities and work performance |

How to work out what resources are needed to operate efficient reservations and booking services

| | |
|---|--|
| 8 | How to estimate the time and other resources required for reservation and booking activities and ways of preparing contingency plans |
| 9 | Who to approach when you need approval for the use of additional resources |

Knowledge and understanding

How to operate efficient reservations and bookings services

| | |
|----|--|
| 10 | How to implement the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice |
| 11 | What the organisation's discount policy is and how promotional offers should be handled |
| 12 | How to communicate with customers and assess their needs |
| 13 | The information you need to maintain and improve the reservation and booking service and how to collect it |
| 14 | The different ways of completing and storing records – computerised and paper-based – and the advantages and disadvantages of each |

How to monitor reservations and bookings services

| | |
|----|---|
| 15 | How to monitor your staff's performance against your organisation's standards and what to do if performance does not meet these standards |
| 16 | What action to take when staff performance falls below your organisation's standards |
| 17 | How to identify possible solutions to problems and the limits of your authority when implementing these |
| 18 | How to assess whether the requirements of health and safety, employment and equal opportunities legislation and other industry specific regulations and codes of practice are being met |
| 19 | What action should be taken in response to breaches of requirements |

How to gather and act on feedback

| | |
|----|--|
| 20 | Why it is important to seek the views of staff and customers and gain their feedback |
| 21 | How to collect and analyse feedback |
| 22 | How to give feedback to your staff to help them improve their performance |
| 23 | How to present recommendations |

Performance criteria

| | |
|----|---|
| 1 | Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines |
| 2 | Ensure staff have the skills, knowledge and resources they need when they need them and encourage staff to ask questions if there is information that they do not understand |
| 3 | Ensure your staff follow the reservations and booking procedures, conduct and present themselves according to organisational requirements and standards |
| 4 | Lead staff to identify different customers and their real and perceived needs and communicate with customers in a manner that promotes a positive customer experience |
| 5 | Ensure the reservation and booking service complies with legal requirements, industry regulations, professional codes and organisational policies |
| 6 | Inform your staff and customers about any changes to the service that may affect them |
| 7 | Monitor the quality of work and progress against plans and take effective action to manage problems that may disrupt the reservations and bookings service when they occur, finding practical ways to overcome barriers |
| 8 | Control costs, make best use of available resources and proactively seek new sources of support when issues arise |
| 9 | Monitor and review procedures to ensure the service meets the needs of customers |
| 10 | Collect and pass on feedback and recommend improvements to the relevant people according to your organisation's requirements |
| 11 | Give feedback to staff to help them improve their performance where appropriate |
| 12 | Use effective methods to gather, store and retrieve information, accurately complete the required records and report on performance to support the service according to your organisational procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.2 You pass on your knowledge and information to support the development of staff and colleagues
- 1.3 You model behaviour that shows respect, helpfulness and co-operation
- 1.4 You recognise recurring problems and promote changes to structures, systems and processes to resolve these

Glossary

Effective methods to gather, store and retrieve information include cost-effective, time effective and ethical means.

Information includes from customers and staff.

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL14
- HSL16
- HSL19
- HSL21
- HSL23
- HSL24.

Unit 23:

Improve the customer relationship

Unit code:

PPLHSL23

SCQF level:

6

Credit points:

5

Unit summary

This standard is about building and improving relationships with customers. These may be internal customers or members of the public. This standard is for hospitality team leaders, first line managers or supervisors.

Organisations are dependent upon their customers. Repeat business is the backbone of selling. Customers that return help to provide revenue and certainty for the business. Building customer loyalty should therefore be a priority.

Internal customers should also be treated with priority. As part of the wider team, it's important to anticipate their needs and preferred communication styles and engage with them clearly and professionally, just as you would with an external customer.

The key is to make customers feel that you genuinely want to give them high levels of service and that you will make every possible effort to meet or exceed their expectations. This encourages loyalty from external or good working relationships with internal customers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Improve the customer relationship.

Unit assessment requirements/evidence requirements

Partial simulation is permissible for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Customer; relationship

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|---|
| 1 | How to make best use of the method of communication chosen for dealing with your customers |
| 2 | How to negotiate effectively with your customers |
| 3 | How to assess the costs and benefits to your customer and your organisation of any unusual agreement you make |
| 4 | The importance of customer loyalty and/or improved internal customer relationships to your organisation |

Performance criteria

| | |
|----|--|
| 1 | Select and use the best method of communication to meet your customers' expectations |
| 2 | Take the initiative to contact your customers to update them when things are not going to plan or when you require further information |
| 3 | Adapt your communication to respond to individual customer's feelings |
| 4 | Meet your customers' expectations within your organisation's service offer |
| 5 | Explain the reasons to your customers sensitively and positively when their expectations cannot be met |
| 6 | Identify alternative solutions for your customers either within or outside the organisation |
| 7 | Identify the costs and benefits of these solutions to your organisation and to your customers |
| 8 | Negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation |
| 9 | Take action to satisfy your customers with the agreed solution |
| 10 | Make extra efforts to improve your relationship with your customers |
| 11 | Recognise opportunities to exceed your customers' expectations |
| 12 | Take action to exceed your customers' expectations within the limits of your own authority |
| 13 | Gain the help and support of others to exceed your customers' expectations |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations
- 1.2 You demonstrate a clear understanding of different customers and their real and perceived needs
- 1.3 You keep people informed of plans and developments
- 1.4 You generate and recognise imaginative and innovative solutions
- 1.5 You recognise the limits of your own authority

Links to other NOS

This unit is linked to all other units in the Hospitality Supervision and Leadership suite of standards.

Unit 24:

Provide learning opportunities for colleagues

Unit code:

PPLHSL24

SCQF level:

8

Credit points:

8

Unit summary

This standard is about helping colleagues/staff to develop their skills through a variety of learning opportunities. This standard is for hospitality team leaders, first line managers or supervisors.

It has been said that training is something done unto me by others but learning is something I do by myself to myself. Many of us are unaware of the huge variety of learning opportunities available at work. In some organisations, new situations arise almost on a day by day basis; fresh challenges come to us and we meet new people from all walks of life. All of these things give us the chance to experience and learn something new.

It's important to work with colleagues, helping them realise the opportunities to learn whether these are formal planned opportunities or more informal ad-hoc situations. Helping colleagues understand their own personal learning methods, supporting them through the process, celebrating achievements and dealing with underperformance are all key parts of creating a learning culture.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Provide learning opportunities for colleagues.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Learning opportunities; colleagues

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | The benefits of learning for individuals and organisations and how to promote these to colleagues |
| 2 | Ways in which you can develop an environment in which learning is valued and willingness and efforts to learn are recognised |
| 3 | Why it is important to encourage colleagues to take responsibility for their own learning |
| 4 | How to provide fair, regular and useful feedback to colleagues on their work performance |
| 5 | How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills |
| 6 | How the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning |
| 7 | How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues |
| 8 | The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them |
| 9 | Different types of learning activities, their advantages and disadvantages and the required resources (time, fees and substitute staff) |
| 10 | How/where to identify and obtain information on different learning activities |
| 11 | Why it is important for colleagues to have a written development plan and what it should contain (identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources) |
| 12 | How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) |
| 13 | Sources of specialist expertise in relation to identifying and providing learning for colleagues |

Knowledge and understanding

| | |
|----|---|
| 14 | What type of support colleagues might need to undertake learning activities, the resources needed, the types of obstacles they may face and how they can be resolved |
| 15 | How to evaluate whether a learning activity has achieved the desired learning objectives |
| 16 | The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes |
| 17 | How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues |

Industry/sector specific knowledge and understanding

| | |
|----|---|
| 18 | Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development |
| 19 | Learning issues and specific initiatives and arrangements that apply within the industry/sector |
| 20 | Working culture and practices of the industry or sector |

Knowledge and understanding

Context specific knowledge and understanding

| | |
|----|--|
| 21 | Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation |
| 22 | The work roles of colleagues, including the limits of their responsibilities and their personal work objectives |
| 23 | The current knowledge, understanding and skills of colleagues |
| 24 | Identified gaps in the knowledge, understanding and skills of colleagues |
| 25 | Identified learning needs of colleagues |
| 26 | Learning style(s) or combinations of styles preferred by colleagues |
| 27 | The written development plans of colleagues |
| 28 | Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues |
| 29 | Learning activities and resources available in/to your organisation |
| 30 | Your organisation's policies in relation to equality and diversity |
| 31 | Your organisation's policies and procedures in relation to learning |
| 32 | Your organisation's performance appraisal systems |

| Performance criteria | |
|----------------------|---|
| 1 | Promote the benefits of learning to staff members and make sure that their willingness and efforts to learn are recognised |
| 2 | Give staff members fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve |
| 3 | Work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills |
| 4 | Help staff members to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities |
| 5 | Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs |
| 6 | Recognise and seek to find out about differences in expectations and working methods of any staff members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity |
| 7 | Discuss and agree with each staff member a plan for development which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales |
| 8 | Work with staff members to recognise and make use of unplanned learning opportunities |
| 9 | Seek and make use of specialist expertise in relation to identifying and providing learning for staff members |
| 10 | Support staff members in undertaking learning activities, making sure any required resources are made available and making efforts to remove any obstacles to learning |
| 11 | Evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience |
| 12 | Work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes |
| 13 | Encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You recognise the opportunities presented by the diversity of people
- 1.2 You find practical ways to overcome barriers
- 1.3 You make time available to support others
- 1.4 You seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns
- 1.5 You encourage and support others to make the best use of their abilities
- 1.6 You recognise the achievements and the success of others
- 1.7 You inspire others with the excitement of learning
- 1.8 You confront performance issues and sort them out directly with the people involved
- 1.9 You say no to unreasonable requests
- 1.10 You show integrity, fairness and consistency in decision making

Links to other NOS

This standard is linked to all other standards in the Hospitality Supervision and Leadership suite of standards.

Unit 25: Support the use of technological equipment in hospitality services

Unit code: PPLHSL25

SCQF level: 6

Credit points: 5

Unit summary

This standard is about using and supporting staff in their use of new technology within a hospitality context. This standard is for hospitality team leaders, first line managers or supervisors. Examples of the types of technology that this standard covers include:

- complex cooking equipment
- complex drinks making equipment
- technical equipment involved in maintaining supplies
- reservation and booking systems and other computer applications.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Supervise the use of technological equipment in hospitality services.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Technological equipment; hospitality

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | The type of technology that exists to support work activities in your field of work |
| 2 | The possible benefits and disadvantages of introducing new technologies in organisations |
| 3 | Ways in which the disadvantages of introducing new technologies can be overcome or minimised |
| 4 | Sources of information and best practice in relation to various types of technology used in the industry |
| 5 | Organisational procedures and contingency arrangements in the event of the failure of the technology in your area of responsibility |
| 6 | How to deal with customers in the event of disruption due to equipment failure |
| 7 | How to manage change during the introduction of new technology |
| 8 | How to ensure that you and your staff are competent in the operation of the technology that they use |
| 9 | How to identify and address training needs in connection with the use of technologies |
| 10 | Operational procedures that staff should follow in their use of technology in your area of responsibility |
| 11 | Health and safety requirements and precautions in relation to the use of technology in your area of responsibility |
| 12 | Maintenance procedures for the technology you are working with |
| 13 | How to monitor the use of new technologies in the workplace and ensure they are being used correctly |
| 14 | How to ensure the technology in your area of responsibility is being used efficiently and that it is being used to the benefit of customers and the organisation |
| 15 | How to use the new technology in your area in a way which minimises any negative effects on the environment |

Knowledge and understanding

| | |
|----|--|
| 16 | The typical range of problems that might occur with the technology in your area of responsibility and how to deal with these |
| 17 | How to empower staff members to deal with technological problems that are clearly within their control and expertise |
| 18 | Recording systems for the use and maintenance of technological equipment in your area of responsibility and why it is important that these are accurately maintained |

Performance criteria

| | |
|---|---|
| 1 | Ensure that staff in your area of responsibility are competent in the operation of technology that they have to use |
| 2 | Monitor the use of the technology to ensure it is being used safely and efficiently, to the benefit of customers and the organisation and in line with the organisation's and manufacturer's guidelines |
| 3 | Deal promptly and effectively with problems within your control, and seek help and guidance from the relevant people if you have problems that you cannot resolve |
| 4 | Check that maintenance activities are carried out according to manufacturer's instructions, health and safety guidelines and organisational procedures |
| 5 | Ensure accurate completion of any required records |
| 6 | Identify and report any ways in which use of the technology could be improved |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You constantly seek to improve performance
- 1.2 You find practical ways to overcome barriers
- 1.3 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.4 You make time available to support others
- 1.5 You take personal responsibility for making things happen
- 1.6 You focus personal attention on specific details that are critical to achieving successful results

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-5
- HSL7
- HSL10-17
- HSL19
- HSL24
- HSL26
- HSL28
- HSL30.

Unit 26:

Supervise practices for handling payments

Unit code:

PPLHSL26

SCQF level:

6

Credit points:

5

Unit summary

This standard is about monitoring and controlling the handling of payments, collecting takings and processing payment information. This standard is for hospitality team leaders, first line managers or supervisors.

Handling payment is by implication a critical transaction for any organisation. It's not just a case of understanding the increasing range of payment methods customers may use, it's also important to understand legal requirements, your organisational policy, how to deal with fraudulent payments, emergency situations and much more.

This standard therefore covers not only how to supervise staff when handling payments, it also covers key areas such as maintaining security and dealing with difficulties that may arise in connection with payments and takings.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Supervise practices for handling payments.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Practices; handling; payments

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|---|
| 1 | The different roles and responsibilities of people in your area of work in relation to handling payments and collecting takings |
| 2 | Which organisational procedures relate to handling payments |
| 3 | What the limits of your authority are when controlling payments |
| 4 | How to plan the security of staff and takings |
| 5 | Who to gain security advice from |
| 6 | Electronic point of sale systems (EPOS) |
| 7 | The various payment methods used in the industry, for example: cheques, credit cards, charge cards, contactless 'smart' cards, chip and pin, vouchers and how to process them |
| 8 | The types of payment accepted by the organisation and how to process them according to your organisation's guidelines |
| 9 | What confirmation systems are available when authorising payments |
| 10 | How to estimate the resources you need for handling payments and who to gain approval from when you require additional ones |
| 11 | How to control the issue and use of resources |
| 12 | How to present information concerning the payment procedures |
| 13 | The types of problems that may occur when controlling payment practices and how to deal with these effectively |
| 14 | How to deal with suspected dishonesty in the organisation |
| 15 | How to monitor staff performance against organisational standards |

Knowledge and understanding

| | |
|----|---|
| 16 | What action to take when staff performance falls below standards |
| 17 | How to operate the payment points and equipment used in your organisation |
| 18 | How to deal with fraudulent payments |
| 19 | How to deal with emergency situations, robbery and threats to safety |
| 20 | Which organisational procedures relate to the collection of takings |
| 21 | How to operate payment points to obtain till readings |
| 22 | How to record information legibly and who this information should be passed on to |
| 23 | How to implement your organisation's security procedures |
| 24 | Which organisational procedures relate to processing payment information |
| 25 | How to communicate with staff to gain information about discrepancies |
| 26 | What documentation must be completed and how to do so |
| 27 | What action is appropriate in response to discrepancies |

Performance criteria

| | |
|---|---|
| 1 | Ensure staff have sufficient resources to carry out the service |
| 2 | Ensure staff have the information and skills in order to carry out their work effectively |
| 3 | Ensure that staff communicate with customers in a way that is likely to promote good will and understanding |
| 4 | Ensure staff handle payments according to your organisations procedures and payments and refunds are correctly authorised |
| 5 | Ensure that staff follow payment point safety and security procedures |
| 6 | Deal effectively with any problems which occur at payment points |
| 7 | Collect payment point contents following your organisation's procedures |
| 8 | Reconcile actual takings against recorded takings and follow your organisation's procedures and legal requirements to deal with any discrepancies |
| 9 | Complete all documents relating to takings and process in line with your organisation's procedures |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 1.2 You clearly agree what is expected of others and hold them to account
- 1.3 You focus personal attention on specific details that are critical to achieving successful results
- 1.4 You check the validity and reliability of information
- 1.5 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.6 You respond quickly to crises and problems with a proposed course of action

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1-5
- HSL8
- HSL10
- HSL11
- HSL21
- HSL22.

Unit 27: **Contribute to the development of a wine list**

Unit code: PPLHSL27

SCQF level: 6

Credit points: 6

Unit summary

This standard is about helping to develop new wine lists. This standard is for hospitality team leaders, first line managers, supervisors or head waiters.

Wine is a fundamental part of many dining experiences, and a valuable source of profit for the business. Many organisations find it both beneficial and lucrative to offer their own wine list, both to generate profit and to distinguish themselves from competitors.

An important part of building a wine list is research into current trends as well as gathering views from both staff and customers on the introduction of new wines. This information can then be fed back to relevant decision makers in your organisation.

This standard covers the key areas of developing a wine list including the research, analysis and introduction of wines.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Contribute to the development of a wine list.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Contribute; development; wine list

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|---|
| 1 | The legal requirements for weights and measures, trades descriptions and licensing legislation |
| 2 | How to implement these legal requirements |
| 3 | The different roles and responsibilities of people within your organisation in relation to developing a wine list |
| 4 | Which organisational procedures apply to the development of a wine list |
| 5 | What the current and future trends in wine style and wine consumption are and how the wine list can be adjusted according to findings |
| 6 | What your direct competitors are offering and how this information can inform the wine list development |
| 7 | What types of existing or new customers the wine list is aimed at |
| 8 | What budget is available |
| 9 | What the characteristics of wines from different regions are |
| 10 | How compatible different wines are with your organisation's menu |
| 11 | What the alcohol content is of wines listed |
| 12 | What wines are available from your suppliers |
| 13 | What alternative suppliers you could approach |
| 14 | How to present information to management in a format that will aid decision-making |
| 15 | How to price wine in order to achieve the appropriate profit margin |

Knowledge and understanding

| | |
|----|--|
| 16 | How to gather and evaluate information that will help to plan and update the wine list |
| 17 | How to promote customer awareness of new wines and wine lists |
| 18 | How to communicate with your team members |
| 19 | The types of people that should be consulted with in terms of getting feedback |
| 20 | How to collect feedback which can be used to evaluate the impact of new wines and how to present results to management |
| 21 | What methods of communication are appropriate for team members, customers, management and suppliers |

| Performance criteria | |
|----------------------|--|
| 1 | Gather and evaluate information that will help to develop the wine list |
| 2 | Support your suggestions for the wine list with all the information and feedback you have gathered and evaluated |
| 3 | Assist decision makers to agree the final wine list |
| 4 | Record the decisions taken according to your organisation's procedures |
| 5 | Collect the information needed to introduce the new wines |
| 6 | Ensure staff have the information, skills and resources required to support the introduction of the new wines, according to the individual jobs that they do |
| 7 | Collect and take account of feedback from staff and customers on the introduction of the new wines |
| 8 | Analyse feedback and report it to the relevant people according to your organisational requirements |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You anticipate likely future scenarios based on a realistic analysis of trends and developments
- 1.2 You use cost-effective, time-effective and ethical means to gather, store and retrieve information
- 1.3 You identify people's information needs
- 1.4 You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations
- 1.5 You present ideas and arguments convincingly and in ways that strike a chord with people
- 1.6 You encourage and welcome feedback from others and use this feedback constructively
- 1.7 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

Links to other NOS

This standard is a sector specific standard and has particular links with the following units in the Hospitality Supervision and Leadership suite of standards:

- HSL1-6
- HSL19
- HSL23
- HSL24.

Unit 28: Manage the environmental impact of your work

| | |
|----------------|----------|
| Unit code: | PPLHSL28 |
| SCQF level: | 7 |
| Credit points: | 4 |

Unit summary

This unit is about managing work activities and resources in your area of responsibility in order to minimise the negative impact and maximise the positive impact they may have on the environment. This standard is for hospitality team leaders, first line managers or supervisors.

Individually, any hospitality business could have a significant negative impact on the environment. Collectively, across the entire industry, the cost can be huge.

Three key areas of environmental impact are energy, water, and waste. Supervisors and managers are expected to play a lead role in helping minimise the negative impact on the environment by efficient management of activities and resources. This standard explains more about the importance of organising work activities and resources in a way that achieves this aim.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Manage the environmental impact of your work.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Environmental impact; work

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|--|---|
| 1 | How to organise work activities and the use of resources in your area of responsibility so that they are efficient and effective |
| 2 | The importance of organising work activities and the use of resources, so that they minimise their negative and maximise their positive environmental impact and how to do so |
| 3 | The importance of identifying the environmental impact of work activities and the use of resources in your area of responsibility, and how to do so |
| 4 | The importance of reporting promptly any identified risks to the environment which you do not have the ability to control and how to do so |
| 5 | How to encourage people to make contributions |
| 6 | How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental impact |
| 7 | The principles of effective communication and how to apply them |
| Industry/sector specific knowledge and understanding | |
| 8 | Industry/sector requirements for managing environmental performance in your area of responsibility |

Knowledge and understanding

Context specific knowledge and understanding

| | |
|----|---|
| 9 | Legal requirements and environmental policies and how to comply with them |
| 10 | The types of risks to the environment, which you do not have the ability to control |
| 11 | People in your area of responsibility, who are able to contribute to and identify opportunities for improving environmental performance |
| 12 | The range of environmental specialists that exist inside and/or outside your organisation |
| 13 | Your role, responsibilities and limits of your authority |

Performance criteria

| | |
|---|--|
| 1 | Organise work activities and the use of resources in your area of responsibility so that they are efficient and effective, comply with legal requirements and environmental policies and minimise the negative and maximise the positive impact on the environment |
| 2 | Identify the environmental impact of work activities and the use of resources in your area of responsibility |
| 3 | Report promptly any identified risks to the environment, which you do not have the ability to control |
| 4 | Encourage people in your area of responsibility to identify opportunities for, and contribute to, improving environmental performance |
| 5 | Identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment |
| 6 | Communicate the environmental benefits resulting from changes to work activities and the use of resources |
| 7 | Obtain specialist advice, where necessary, to help you identify and manage the environmental impact of your work activities and use of resources |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 1.2 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.3 You keep people informed of plans and developments
- 1.4 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 1.5 You act within the limits of your authority
- 1.6 You are vigilant for possible hazards
- 1.7 You make appropriate information and knowledge available promptly to those who need it and have a right to it
- 1.8 You encourage others to share information and knowledge efficiently within the constraints of confidentiality
- 1.9 You make best use of available resources and proactively seek new sources of support when necessary
- 1.10 You identify the implications or consequences of a situation

Links to other NOS

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1
- HSL3
- HSL7
- HSL10
- HSL11
- HSL17
- HSL18
- HSL25
- HSL30.

Unit 29:

Contribute to the selection of staff for activities

Unit code: PPLHSL29

SCQF level: 7

Credit points: 5

Unit summary

This standard is about helping to identify suitable personnel for work. This standard is for hospitality team leaders, first line managers or supervisors.

Businesses can only deliver high quality services to their customers if they have staff with the right attitudes, experience, training and potential to grow in their jobs. However, recruitment decisions also have an impact internally too. Not only are the right employees key to keeping clients happy and establishing a lasting reputation, they are also central to a company's internal business culture.

This standard covers key areas such as how to make a case for additional staffing requirements and the selection process appropriate to identify and recruit appropriate staff.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Contribute to the selection of staff for activities.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Selection of staff; activities

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | How to make a case for additional staffing requirements in a way which is likely to influence decision-makers positively |
| 2 | How to collect and check the validity of the information necessary to contribute to staffing requirements |
| 3 | The legal organisational requirements which relate to the identification of personnel needs |
| 4 | The type of work objectives and constraints that may influence considerations including: work plans, financial considerations, staff availability, the recruitment pool and organisational values and policies |
| 5 | How to identify and interpret the work objectives and constraints which are relevant to identifying your personnel needs |
| 6 | How to present suggestions for selection effectively |
| 7 | The importance of confidentiality during selection processes and what kinds of information may be made known to which staff |
| 8 | The importance of keeping accurate, complete and clear records of ones contributions to the selection process |
| 9 | Legal requirements for the selection of staff |
| 10 | Organisational and industry requirements for the selection of personnel |
| 11 | The range of methods which may be used for the assessment and selection of staff and the relative advantages and disadvantages of these for your team |
| 12 | The contribution you can make to the assessment and selection of staff |
| 13 | How to make fair and objective assessments against criteria during the selection process |

| Performance criteria | |
|----------------------|---|
| 1 | Identify staffing requirements which take account of work objectives and working constraints |
| 2 | Ensure that the staffing requirements you identify are based on valid and reliable information |
| 3 | Present identified staffing requirements to the relevant people at a time and in a format appropriate to your organisation |
| 4 | Use assessment and selection methods suited to your organisation to assess and select staff; where appropriate during selection, listen carefully, clarify points and rephrase others' statements to check mutual understanding |
| 5 | Show integrity, fairness and consistency in decision making; make sure your selection is based on an objective assessment of the available information against agreed selection criteria |
| 6 | Record your contributions to the selection process ensuring they are complete, accurate, clear and concise, meet organisational requirements and, where confidential information is concerned, are kept secure |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You show integrity, fairness and consistency in decision making
- 1.2 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding
- 1.3 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.4 You keep confidential information secure

Links to other NOS

This standard is a sector specific standard and is linked to all other standards in the Hospitality Leadership and Supervision suite of standards.

Unit 30: Ensure food safety practices are followed in the preparation and serving of food and drink

Unit code: PPLHSL30

SCQF level: 7

Credit points: 5

Unit summary

This standard describes the competence required to ensure that appropriate food safety practices and procedures are followed in the preparation and serving of food and drink. This standard is for hospitality team leaders, first line managers, supervisors, head waiters, cooks and chefs.

Food safety is imperative. Research published by the Food Standards Agency in June 2014 identified around a million cases of food poisoning each year in the UK, half of which are attributable to 13 specific pathogens. It's therefore essential in any hospitality environment to remove every possible risk.

The best way to avoid food poisoning is to ensure high standards of food hygiene are maintained when storing, handling and preparing food. Good food safety practices are essential for any person handling food in order to know how to prevent the risks associated with food poisoning.

Ensuring potential hazards are identified and mitigated, staff trained and able to serve food and drink safely and any new hazards are reported promptly are key tasks for anyone supervising the preparation and delivery of food and/or drink to consumers.

This standard is designed for anyone who supervises the preparation and delivery of food and/or drink to consumers.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Ensure food safety practices are followed in the preparation and serving of food and drink.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Food safety practices; preparation; serving; food; drink

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|--|
| 1 | The importance of having food safety procedures |
| 2 | The types of food safety hazards (microbiological, physical, chemical and allergenic) |
| 3 | The principal causes of food safety hazards (human factors; including lack of effective supervision, lack of labelling information, supplier quality, cross contamination, premises and waste, personal health, handling issues and pests) |
| 4 | The significant food safety hazards in your workplace |
| 5 | The conditions that affect microbial growth |
| 6 | The principal methods of controlling significant food safety hazards |
| 7 | The current food safety legislation requirements affecting your responsibilities |
| 8 | Your responsibilities under your organisation's food safety procedures and how to implement these |
| 9 | The range of good hygiene practices relevant to your work and why they are important |
| 10 | The basic principles of good workplace design and layout |
| 11 | The dangers of pest infestation and effective control measures |
| 12 | Effective equipment and surface cleaning methods and why these are important |
| 13 | The importance of food temperature control |
| 14 | Temperature levels and controls for the types of food you are responsible for during: delivery, storage, preparation, cooking, cooling and reheating, holding and service |
| 15 | The importance of hygienic and effective waste disposal and the correct methods to control waste |

Knowledge and understanding

| | |
|----|--|
| 16 | The dangers of cross-contamination and methods you can use to eliminate these for any type of food safety hazard |
| 17 | Personal hygiene practices that your staff should follow according to operational requirements including: hand washing, wearing of protective clothing, footwear and headgear, wearing of jewellery and accessories, treatment and covering of cuts, boils, grazes and wounds, reporting of illnesses and infections to the appropriate person |
| 18 | How to communicate responsibilities for food safety procedures to staff and make sure they understand these |
| 19 | How to ensure that staff receive appropriate training to meet their food safety responsibilities according to your level of responsibility and autonomy |
| 20 | The types of failures that may occur with control measures and the corrective actions to take for these |
| 21 | The importance of providing feedback to the person responsible for the food safety procedures and the types of issues you should communicate |
| 22 | The importance of being constantly alert to the possibility of food safety hazards in your area of responsibility and how to look out for these |
| 23 | Common examples of food safety hazards in the following groups: microbiological, physical, chemical and allergenic |
| 24 | The indicators of food safety hazards in your area of responsibility (food spoilage, temperature controls, condition of premises) |
| 25 | The control measures appropriate to these indicators of food safety hazards |
| 26 | The importance of contributing to the evaluation of the food safety procedures |

Performance criteria

| | |
|---|--|
| 1 | Ensure you have relevant information about food safety procedures and are interpreting your responsibilities correctly |
| 2 | Ensure that good hygiene practices are in place |
| 3 | Carry out your own responsibilities for the implementation of food safety procedures |
| 4 | Provide feedback to the person responsible for your organisation's food safety procedures on their effectiveness |
| 5 | Monitor and be constantly alert to the possibility of food safety hazards in your area of responsibility |
| 6 | Identify indicators of potential sources of food safety hazards |
| 7 | Identify food safety hazards and appropriate control measures |
| 8 | Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You identify people's information needs
- 1.2 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.3 You clearly agree what is expected of others and hold them to account
- 1.4 You are vigilant for possible hazards
- 1.5 You identify the implications or consequences of a situation
- 1.6 You confront performance issues and resolve them directly with the people involved
- 1.7 You give people opportunities to provide feedback and you respond appropriately
- 1.8 You reflect regularly on your own and others' experiences, and use these to inform future action
- 1.9 You check individual's commitment to their roles in a specific course of action
- 1.10 You use cost-effective, time-effective and ethical means to gather, store and retrieve information
- 1.11 You make best use of available resources and proactively seek new sources of support when necessary

Links to other NOS

This standard is strongly recommended for those progressing standards HSL7, HSL10 and HSL11.

This standard is a sector specific standard and has particular links with the following standards in the Hospitality Supervision and Leadership suite of standards:

- HSL1
- HSL3
- HSL4
- HSL8
- HSL9
- HSL12-15
- HSL17
- HSL24
- HSL25
- HSL29.

Unit 31:

Lead meetings

Unit code: PPLHSL31

SCQF level: 7

Credit points: 4

Unit summary

This standard is about leading meetings in order to achieve their objectives. This standard is for hospitality team leaders, first line managers or supervisors.

You may have called a meeting or you could be chairing a meeting called by someone else. The meeting could be to solve problems, take decisions, consult with people or exchange information and knowledge.

Whatever the reason for holding a meeting, preparation is key. This starts with establishing the purpose and objectives of the meeting, inviting participants and ensuring they are briefed as to the importance of the meeting, their respective roles and any preparation they need to do.

Once underway, as the lead role, your task is to keep the meeting on track and on time, ensuring those who need to have every chance to input and managing any unhelpful comments or contributions.

This standard covers the activity of leading a meeting, from establishing the purpose through to summarising and clarifying any action points and outcomes.

When you have completed this standard you will be able to demonstrate your understanding of and your ability to:

- Lead meetings.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Annexe A* for further guidance.

Terminology

Lead; meetings

Assessment outcomes and standards

To pass this unit, the candidate needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the candidate is expected to meet to achieve the unit.

| Knowledge and understanding | |
|-----------------------------|---|
| 1 | The importance of establishing the purpose and objectives of the meeting and how to do so |
| 2 | The importance of confirming a meeting is the best way to achieve these objectives |
| 3 | The importance of preparing how you will lead the meeting and how to do so |
| 4 | How to identify who needs to participate in the meeting |
| 5 | The importance of inviting participants, giving them sufficient notice to enable them to attend |
| 6 | The importance of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting |
| 7 | How to identify relevant information participants require in advance of the meeting |
| 8 | The importance of circulating relevant information in advance and, if required, briefing participants individually on the content and purpose of the meeting and their roles |
| 9 | The importance of setting a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item |
| 10 | How to allocate time appropriately for each agenda item |
| 11 | The importance of stating the purpose of the meeting at the start and checking that all participants understand why they are present |
| 12 | The importance of clarifying specific objectives at the beginning of each agenda item |
| 13 | The importance of encouraging all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants and how to do so |
| 14 | The importance of discouraging unhelpful comments and digressions, refocusing attention on the objectives of the meeting and how to do so |

Knowledge and understanding

| | |
|----|--|
| 15 | How to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring the key objectives are met and participants are kept informed of changes in the agenda |
| 16 | The importance of summarising the discussion at appropriate times and allocate action points to participants at the end of each agenda item and how to do so |
| 17 | The importance of taking decisions within the meetings authority, remit or terms of reference and how to do so |
| 18 | The importance of checking that decisions and action points are accurately recorded and promptly communicated to those who need to know |
| 19 | How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be more effective |
| 20 | Industry/sector requirements for leading meetings |
| 21 | The people who need to participate and the roles they will be expected to play |
| 22 | The types and sources of information required in advance of the meeting |
| 23 | The meetings authority, remit or terms of reference |
| 24 | Any formal procedures or standing orders that apply to the meeting |

Performance criteria

| | |
|----|---|
| 1 | Establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives |
| 2 | Prepare carefully how you will lead the meeting and identify who needs to participate |
| 3 | Invite participants, giving them sufficient notice to enable them to attend and stating the importance of the meeting, the role they will be expected to play and the preparation they need to do |
| 4 | Circulate the relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles |
| 5 | Set a fixed time for the meeting to begin and end and allocate the time appropriately for each agenda item |
| 6 | State the purpose of the meeting at the start and check that all participants understand why they are present |
| 7 | Clarify specific objectives at the beginning of each agenda item |
| 8 | Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants |
| 9 | Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting |
| 10 | Manage time flexibly; giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda |
| 11 | Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item |
| 12 | Take decisions within the meetings authority, remit or terms of reference |
| 13 | Observe any formal procedures or standing orders that apply to the meeting |
| 14 | Check that decisions and action points are accurately recorded and promptly communicated to those who need to know |

Behaviours

The following behaviours are provided as guidance to underpin effective performance of a hospitality supervisor

- 1.1 You address multiple demands without losing focus or energy
- 1.2 You show respect for the views and actions of others
- 1.3 You present information clearly, concisely, accurately and in ways that promote understanding
- 1.4 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual
- 1.5 You show integrity, fairness and consistency in decision-making
- 1.6 You make best use of existing sources of information
- 1.7 You check the validity and reliability of information
- 1.8 You present ideas and arguments convincingly and in ways that strike a chord with people
- 1.9 You articulate the assumptions made and risks involved in understanding a situation

Links to other NOS

This standard has particular links to HSL1-6, and HSL24, but has potential relevance to all other standards in the Hospitality Leadership and Supervision suite of standards.

12 Further information and useful publications

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

- 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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website, qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, go to the resources page on our website, qualifications.pearson.com

13 Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

To get in touch with our dedicated support teams please visit our website, qualifications.pearson.com

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website, qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is on our website, qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy

| | |
|------------------------------|--|
| Assessment Strategy: | For Scottish Vocational Qualifications (SVQs) for the Hospitality Sector |
| Sector: | Hospitality |
| Qualification Titles: | SVQ Beverage Service at SCQF level 5 SVQ Food and Beverage Service at SCQF level 5 SVQ Food Production at SCQF level 5 SVQ Hospitality Services at SCQF level 4 SVQ Hospitality Services at SCQF level 5 SVQ Hospitality Supervision and Leadership at SCQF level 7 SVQ Kitchen Services at SCQF level 5 SVQ Professional Cookery at SCQF level 4 SVQ Professional Cookery at SCQF level 5 SVQ Professional Cookery at SCQF level 6 SVQ Professional Cookery at SCQF level 7 |
| Developed by: | People 1st |
| Approved by ACG: | 1 March 2017 |
| Version: | 1 |

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5 Continuous Professional Development

Appendices

Appendix A SVQ units in Hospitality that permit simulation

Appendix B Criteria for Realistic Working Environments

Appendix C Occupational Expertise of Assessors and Verifiers

Appendix D Qualifications and Training relevant to Assessors and Verifiers

Appendix E Continuous Professional Development for Assessors and Verifiers

1. Introduction

This assessment strategy applies to all hospitality sector Scottish Vocational Qualifications (SVQs). It comes into force on the 1st July 2017 and will apply to any new SVQ units and qualifications for the hospitality sector and will replace other assessment strategies currently used for existing SVQs

There are four components to the hospitality 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 this assessment strategy is for People 1st and awarding bodies to work in partnership to:

- maximise the quality assurance arrangements for the hospitality sector's SVQ units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence SVQ units and qualifications are consistently assessed to the national occupational standard
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience is awarding bodies that offer SVQ units and qualifications for the hospitality industry.

The assessment strategy should be used alongside the generic principles that awarding bodies must meet for the delivery of SVQs, as required by the relevant sections of the current SQA Accreditation's Regulatory Requirements.

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 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 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 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 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 SVQ units and qualifications that require immediate attention, as and when they arise
- contribute to awarding body forums to review and discuss matters relating to the assessment of hospitality SVQ units and qualifications
- resolve issues relating to the assessment and verification of the sector's SVQ 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 candidates' supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates 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 SVQ units and qualifications will be based on **performance evidence**, i.e. direct observation, outputs of work and witness testimony within the workplace or a RWE approved by an awarding body, (see section 3.4)
- opportunities to ascertain candidate'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.

3.1 Witness Testimony

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

Witness testimonies can be obtained from people who are occupationally competent and who may be familiar with the national occupational standards, such as the candidate'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 candidate's workplace, e.g. customers and suppliers. The assessor must judge the validity of the witness testimony and this may vary depending on the source.

Witness testimonies can support the assessment process but should not be used as the main form of evidence, (e.g. witness testimony may be useful to authenticate a candidate's work, confirm consistency over time or confirm that a candidate has covered all of the required scope/range for a unit). In all cases the awarding body's minimum evidence 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:

- approved assessors for other sectors who are also familiar with the relevant occupational standards
- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees has current occupational competence, knowledge and expertise to make a judgement of a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications and/or practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than 12 months. 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 body's requirements.

3.2 Professional Discussion

Professional discussion could be used in addition to performance evidence to confirm a candidate's overall competence. Professional discussion could also be used as a form of evidence for assessing underpinning knowledge; such discussions should enable the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed, rather than using a prescribed list of questions.

3.3 Simulation

Simulation can only be used to assess candidates for the sector's SVQ 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. 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. Partial simulation would be accepted as long as it meets the set requirements.

See **Appendix A** for SVQ units which permit the use of simulation.

Awarding 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
- the candidate 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 candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE 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**.

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

SVQ units in Hospitality that permit simulation

There are no People 1st units that may be achieved solely by the use of simulation. However, partial simulation is permissible in the units listed in the table below.

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:

- there is a high risk to the security or safety
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of demotivating candidates
- there would otherwise be a breach of confidentiality or privacy.

| People 1st Unit Number | Unit Title | SVQ qualifications that the unit is used in |
|------------------------|--|--|
| PPL1Gen1 | Maintain health and safety in hospitality | SVQ Professional Cookery at SCQF 4 SVQ Hospitality Services at SCQF 4 SVQ Hospitality Services at SCQF 5 SVQ Food and Beverage Service at SCQF 5 SVQ Beverage Service at SCQF 5 SVQ Kitchen Services at SCQF 5 SVQ Food Production at SCQF 5 SVQ Professional Cookery at SCQF 5 |
| PPLHSL4 | Maintain the health, hygiene, safety and security of the working environment | SVQ in Hospitality Supervision and Leadership at SCQF 7 |
| PPLHSL23 | Improve the customer relationship | SVQ in Hospitality Supervision and Leadership at SCQF 7 |
| PPLHSL19 | Monitor and solve customer service problems | SVQ in Hospitality Supervision and Leadership at SCQF 7 |
| PPLHSL5 | Lead a team to improve customer service | SVQ in Hospitality Supervision and Leadership at SCQF 7 |

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 a 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 body's criteria for this purpose. External verifiers (EV) are expected to ensure RWEs meet the criteria set out below on at least one visit.

| | | |
|----------|---|---|
| 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, e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.• Appropriate industrial equipment, furnishings and resources (e.g. 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 candidate's work activities reflect those found in the situation being represented | <ul style="list-style-type: none">• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.• Candidates 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, e.g. product/service plans, staffing/rotas, costing, promotions.• Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.• Legislative regulations are adhered to, e.g. food safety, health and safety, equal opportunities, trade description.• Consumer information is provided on products and services, e.g. allergy advice on food products. |

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers.

✓ = **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 which are being assessed or verified. | ✓ | ✓ | ✓ |
| Hold or be working towards relevant assessment and/or verification qualification(s) as identified by SQA Accreditation, qualifications regulator, confirming their competence to assess or verify SVQ units and qualifications assessment as follows: | | | |
| <ul style="list-style-type: none"> Assessors and verifiers who hold current assessor and/or verifier units and undertake appropriate continuous professional development (CPD) | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> Assessors and verifiers who hold previous versions of assessor and/or verifier units, who work to the current Learning and Development (L&D) National Occupational Standards (NOS) and undertake appropriate continuous professional development (CPD) | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> Any new assessors or verifiers who do not currently hold any assessor or verifier units must undertake the relevant current unit(s) In the case that an assessor or verifier is working towards their assessor/verifier unit, a representative sample of their assessment/verification decisions must be counter-signed by a colleague who has achieved an appropriate assessor/verifier unit. This colleague should have the same occupational expertise. | ✓ | ✓ | ✓ |
| Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and/or verifying which has been gained through 'hands on' experience in the industry. | ✓ | ✓ | ✓ |
| Adhere to the awarding body's assessment requirements and practice standardised assessment principles. | ✓ | ✓ | ✓ |
| Have sufficient resources to carry out the role of assessor or verifier, i.e. 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. | | ✓ | ✓ |
| Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Annex D). | ✓ | Good Practice | |
| Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E). | ✓ | ✓ | ✓ |

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

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

✓ = **mandatory**

| Qualification/ Training | SVQ unit/qualification | A | IV | EV |
|----------------------------|--|---|---------------|----|
| Health and Safety | All sector units and qualifications | ✓ | Good Practice | |
| Food Safety | Kitchen Services | ✓ | Good Practice | |
| | Hospitality Services | ✓ | | |
| | Professional Cookery | ✓ | | |
| | Food and Beverage Service | ✓ | | |
| | Beverage Service | ✓ | | |
| | Hospitality Supervision and Leadership (<i>with food and beverage units</i>) | ✓ | | |
| Licensing | Food and Beverage Service | ✓ | Good Practice | |
| | Beverage Service | ✓ | | |
| | Hospitality Supervision and Leadership (<i>with food and beverage units</i>) | ✓ | | |

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 examples of a variety of methods that could be used for CPD purposes.

| | |
|--|---|
| Updating occupational expertise | <ul style="list-style-type: none">• Internal and external work placements• Work experience and shadowing (e.g. within associated departments)• External visits to other organisations• Updated and new training and qualifications http://hospitalityguild.co.uk/uksp• 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 (e.g. People 1st events), webinars, social media• 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, newsletters, email circulars• Comparison of assessment and verification in other sectors• Attending awarding body meetings/seminars |

Downloadable guidance on CPD can be found at CPD Guidance (<https://set.et-foundation.co.uk/professionalism/cpd/>)

Annexe B: Core Skills Signposting



| | |
|---------------------------------|--|
| Core Skills Signposting: | HOSPITALITY NOS UNITS 2016 |
| Sector: | Hospitality |
| Qualification Titles: | SVQ Beverage Service at SCQF level 5 SVQ Food and Beverage Service at SCQF level 5 SVQ Food Production at SCQF level 5 SVQ Hospitality Services at SCQF level 4 SVQ Hospitality Services at SCQF level 5 SVQ Hospitality Supervision and Leadership at SCQF level 7 SVQ Kitchen Services at SCQF level 5 SVQ Professional Cookery at SCQF level 4 SVQ Professional Cookery at SCQF level 5 SVQ Professional Cookery at SCQF level 6 SVQ Professional Cookery at SCQF level 7 |
| Developed by: | People 1st |
| Approved by ACG: | 1 March 2017 |
| Version: | 1 |

| HOSPITALITY NOS UNITS 2016 – Core Skills Signposting | | | | | | |
|--|---|-------------------------|----------|-------|-----------------|---------------------|
| | | Core Skills signposting | | | | |
| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Generic Units | | | | | | |
| PPL1GEN1 | Maintain health and safety in hospitality | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1GEN2 | Maintain excellent standards of personal behaviour in hospitality | SCQF3 | | SCQF3 | | SCQF3 |
| PPL1GEN3 | Maintain customer care | SCQF4 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1GEN4 | Work effectively as part of a hospitality team | SCQF4 | SCQF3 | | SCQF4 | SCQF4 |
| PPL1GEN5 | Clean and store crockery and cutlery | SCQF3 | SCQF3 | | SCQF3 | |
| PPL2GEN1 | Impact of personal behaviour in hospitality | SCQF4 | | SCQF3 | SCQF3 | SCQF4 |
| PPL2GEN2 | Order stock | SCQF4 | SCQF3 | SCQF3 | SCQF3 | SCQF4 |
| PPL2GEN3 | Maintain and handle knives | SCQF3 | | | SCQF3 | SCQF3 |
| PPL2GEN4 | Maintain food safety in a kitchen environment | SCQF4 | SCQF4 | | SCQF4 | SCQF4 |
| PPL2GEN5 | Maintain food safety in a hospitality environment | SCQF4 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2GEN6 | Minimise the risk of allergens to customers | SCQF5 | SCQF4 | | SCQF3 | SCQF4 |
| PPL2GEN7 | Resolve customer service problems | SCQF5 | | | SCQF4 | SCQF5 |
| PPL2GEN8 | Promote additional services or products to customers | SCQF4 | | SCQF3 | | SCQF4 |
| PPL2GEN9 | Deal with customers across a language divide | SCQF4 | | | SCQF3 | SCQF4 |
| PPL2GEN10 | Deal with customers across a cultural divide | SCQF4 | | | SCQF3 | SCQF4 |
| PPL2GEN11 | Maintain customer service through effective handover | SCQF4 | | | SCQF3 | SCQF4 |
| PPL2GEN12 | Maintain and deal with payments | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |

| | | Core Skills signposting | | | | |
|---|--|-------------------------|----------|-------|-----------------|---------------------|
| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Generic Units <i>(continued)</i> | | | | | | |
| PPL2GEN13 | Use social media in hospitality | SCQF4 | | SCQF3 | SCQF3 | SCQF3 |
| PPL2GEN14 | Complete kitchen documentation | SCQF4 | SCQF4 | SCQF4 | SCQF3 | |
| PPL2GEN15 | Set up and close kitchen | SCQF4 | SCQF4 | SCQF3 | SCQF3 | SCQF4 |
| Front of House Reception Units | | | | | | |
| PPL1FOH1 | Process information for the reception function | SCQF3 | SCQF3 | SCQF3 | SCQF3 | SCQF3 |
| PPL1FOH2 | Assist in handling mail | SCQF3 | | | SCQF3 | SCQF3 |
| PPL1FOH3 | Communicate information in a business environment | SCQF4 | | SCQF3 | SCQF3 | SCQF4 |
| PPL1FOH4 | Make and receive telephone calls | SCQF3 | | | SCQF3 | SCQF3 |
| PPL1FOH5 | Receive, move and store customer and organisation property | SCQF3 | SCQF3 | SCQF3 | SCQF3 | SCQF3 |
| PPL1FOH6 | Service public areas at front of house | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1FOH7 | Collect and deliver items for customers and staff | SCQF3 | SCQF3 | SCQF3 | SCQF3 | SCQF3 |
| PPL1FOH8 | Prepare, service and clear meeting and conference rooms | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1FOH9 | Use a filing system | SCQF3 | SCQF3 | SCQF3 | SCQF3 | |
| PPL1FOH10 | Contribute to solving business problems | SCQF4 | | | SCQF4 | SCQF4 |
| PPL2FOH1 | Deal with communications as part of the reception function | SCQF4 | SCQF3 | SCQF3 | SCQF3 | SCQF3 |
| PPL2FOH2 | Deal with the arrival of customers | SCQF3 | SCQF3 | SCQF3 | SCQF3 | SCQF3 |
| PPL2FOH3 | Deal with bookings | SCQF4 | SCQF3 | SCQF4 | SCQF3 | SCQF3 |
| PPL2FOH4 | Prepare customer accounts and deal with departures | SCQF3 | SCQF3 | SCQF4 | SCQF3 | SCQF3 |

| | | Core Skills signposting | | | | |
|--|---|-------------------------|----------|-------|-----------------|---------------------|
| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Front of House Reception Units <i>(continued)</i> | | | | | | |
| PPL2FOH5 | Produce documents in a business environment | SCQF3 | SCQF3 | SCQF3 | | |
| PPL2FOH6 | Use office equipment | SCQF3 | | SCQF3 | SCQF3 | |
| PPL2FOH7 | Communicate in a business environment | SCQF4 | | SCQF3 | SCQF3 | SCQF4 |
| PPL2FOH8 | Handle customer communications and book external services | SCQF4 | | SCQF3 | SCQF4 | SCQF4 |
| PPL2FOH9 | Provide reception services | SCQF4 | | SCQF3 | SCQF3 | SCQF3 |
| PPL2FOH10 | Store and retrieve information | SCQF3 | SCQF3 | SCQF3 | SCQF3 | |
| PPL2FOH11 | Provide tourism information services to customers | SCQF4 | SCQF3 | SCQF3 | SCQF3 | SCQF3 |
| Accommodation/Housekeeping Units | | | | | | |
| PPL1HK1 | Collect linen and make beds | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1HK2 | Clean windows from the inside | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1HK3 | Help to service toilets and bathrooms | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1HK4 | Help to clean and maintain furnished areas | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1HK5 | Work individually and follow reporting procedures in a cleaning environment | SCQF4 | SCQF3 | | SCQF3 | |
| PPL2HK1 | Clean and service a range of areas | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2HK2 | Work using different chemicals, liquids and equipment | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2HK3 | Maintain housekeeping supplies | SCQF3 | SCQF3 | SCQF3 | SCQF4 | SCQF4 |
| PPL2HK4 | Clean, maintain and protect hard floors | SCQF3 | SCQF3 | | SCQF4 | SCQF3 |

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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Accommodation/Housekeeping Units <i>(continued)</i> | | | | | | |
| PPL2HK5 | Clean and maintain soft floors and furnishings | SCQF3 | SCQF3 | | SCQF4 | SCQF3 |
| PPL2HK6 | Provide a linen service | SCQF3 | SCQF3 | SCQF3 | SCQF4 | SCQF4 |
| PPL2HK7 | Carry out periodic room servicing and deep cleaning | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| Food and Beverage Service Units | | | | | | |
| PPL1FBS1 | Prepare and clear areas for food and beverage service | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL1FBS2 | Provide a food and beverage service | SCQF3 | SCQF3 | | SCQF3 | SCQF3 |
| PPL2FBS1 | Prepare and clear the bar area | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS2 | Serve alcoholic and soft drinks | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS3 | Prepare and serve cocktails (mixology) | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS4 | Prepare and serve beer/cider | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS5 | Prepare and serve wine | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS6 | Maintain cellars and kegs | SCQF3 | SCQF3 | | SCQF4 | SCQF3 |
| PPL2FBS7 | Clean drink dispense lines | SCQF3 | SCQF3 | | SCQF4 | SCQF3 |
| PPL2FBS8 | Prepare and serve dispensed and instant hot drinks | SCQF3 | SCQF3 | | SCQF4 | SCQF3 |
| PPL2FBS9 | Set up a specialist coffee station | SCQF3 | SCQF3 | | SCQF4 | |
| PPL2FBS10 | Prepare and serve beverages from a specialist coffee station | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS11 | Clean and close a specialist coffee station | SCQF3 | SCQF3 | | SCQF4 | |

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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Food and Beverage Service Units <i>(continued)</i> | | | | | | |
| PPL2FBS12 | Receive, store and issue drinks stock | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS13 | Prepare and clear areas for table service | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS14 | Serve food at table (formal dining) | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS15 | Serve food at table (casual dining) | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS16 | Provide a silver service | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS17 | Provide a buffet service | SCQF3 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS18 | Convert an area for dining | SCQF4 | SCQF3 | | SCQF4 | SCQF4 |
| PPL2FBS19 | Promote new menu items | SCQF4 | | | | SCQF3 |
| Food Production Units | | | | | | |
| PPL1PRD1 | Prepare hot and cold sandwiches | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PRD2 | Produce basic egg dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL1PRD3 | Maintain an efficient use of resources in the kitchen | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PRD4 | Prepare meals for distribution | SCQF4 | SCQF4 | SCQF3 | SCQF4 | SCQF4 |
| PPL1PRD5 | Prepare meals to meet relevant nutritional standards set for school meals | SCQF4 | SCQF4 | SCQF3 | SCQF3 | SCQF4 |
| PPL1PRD6 | Present menu items according to brand/organisation standards | SCQF4 | SCQF4 | | SCQF3 | SCQF4 |
| PPL1PRD7 | Assemble meals for distribution via conveyor belt | SCQF3 | SCQF3 | | SCQF4 | SCQF3 |
| PPL2PRD1 | Produce basic fish dishes | SCQF4 | SCQF4 | | SCQF4 | |

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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Food Production Units <i>(continued)</i> | | | | | | |
| PPL2PRD2 | Produce basic meat dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD3 | Produce basic poultry dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD4 | Produce basic vegetable dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD5 | Cook-chill food | SCQF4 | SCQF4 | | SCQF3 | |
| PPL2PRD6 | Cook-freeze food | SCQF4 | SCQF4 | | SCQF3 | |
| PPL2PRD7 | Produce basic hot sauces | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD8 | Produce basic cereal, pulse and grain dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD9 | Produce basic pasta dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD10 | Produce cold starters and salads | SCQF4 | SCQF4 | | SCQF3 | |
| PPL2PRD11 | Produce basic bread and dough products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD12 | Produce basic pastry products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD13 | Produce basic cakes, sponges and scones | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD14 | Produce basic cold and hot desserts | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD15 | Produce flour, dough and tray baked products | SCQF4 | SCQF4 | | SCQF3 | |
| PPL2PRD16 | Produce products from pre-mixed ingredients | SCQF3 | SCQF4 | | SCQF4 | |
| PPL2PRD17 | Modify dishes to meet the specific nutritional needs of individuals | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PRD18 | Prepare, operate and clean specialist equipment | SCQF4 | SCQF4 | | SCQF4 | |

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| Food Production Units <i>(continued)</i> | | | | | | |
| PPL2PRD19 | Maintain an efficient use of food resources | SCQF4 | SCQF3 | | SCQF4 | |
| PPL2PRD20 | Liaise with care team to ensure that individuals' nutritional needs are met | SCQF4 | SCQF4 | SCQF3 | SCQF3 | SCQF4 |
| Professional Cookery Units | | | | | | |
| PPL1PC1 | Prepare vegetables | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC2 | Cook vegetables | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC3 | Prepare and cook fish | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC4 | Prepare and cook meat and poultry | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC5 | Prepare and finish simple salad and fruit dishes | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC6 | Prepare and cook rice | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC7 | Prepare and cook pasta | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC8 | Prepare and cook pulses | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC9 | Prepare and cook grain | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC10 | Prepare and cook vegetable protein | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC11 | Prepare and cook eggs | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC12 | Cook and finish simple bread and dough products | SCQF4 | SCQF4 | | SCQF3 | |
| PPL1PC13 | Package food for delivery | SCQF4 | SCQF4 | | SCQF3 | |
| PPL2PC1 | Prepare vegetables for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |

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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Professional Cookery Units <i>(continued)</i> | | | | | | |
| PPL2PC2 | Cook and finish basic vegetable dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC3 | Prepare fish for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC4 | Cook and finish basic fish dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC5 | Prepare shellfish for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC6 | Cook and finish basic shellfish dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC7 | Prepare meat for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC8 | Cook and finish basic meat dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC9 | Prepare poultry for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC10 | Cook and finish basic poultry dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC11 | Prepare game for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC12 | Cook and finish basic game dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC13 | Prepare offal for basic dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC14 | Cook and finish basic offal dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC15 | Make basic stocks | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC16 | Prepare, cook and finish basic hot sauces | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC17 | Prepare, cook and finish basic soups | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC18 | Prepare, cook and finish basic rice dishes | SCQF4 | SCQF4 | | SCQF4 | |

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|--|--|-------------------------|----------|-----|-----------------|---------------------|
| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Professional Cookery Units <i>(continued)</i> | | | | | | |
| PPL2PC19 | Prepare, cook and finish basic pasta dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC20 | Prepare, cook and finish basic pulse dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC21 | Prepare, cook and finish basic vegetable protein dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC22 | Prepare, cook and finish basic egg dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC23 | Prepare, cook and finish basic bread and dough products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC24 | Prepare, cook and finish basic pastry products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC25 | Prepare, cook and finish basic cakes, sponges, biscuits and scones | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC26 | Prepare, cook and finish basic grain dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC27 | Prepare, cook and finish basic cold and hot desserts | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC28 | Prepare and present food for cold presentation | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC29 | Prepare, cook and finish dim sum | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC30 | Prepare, cook and finish noodle dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC31 | Prepare and cook food using a tandoor | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC32 | Process dried ingredients prior to cooking | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC33 | Prepare and mix spice and herb blends | SCQF4 | SCQF4 | | SCQF4 | |
| PPL2PC34 | Contribute to sustainable practice in kitchens | SCQF3 | SCQF3 | | SCQF4 | |
| PPL3PC1 | Cook and finish complex vegetarian dishes | SCQF4 | SCQF4 | | SCQF4 | |

| | | Core Skills signposting | | | | |
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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Professional Cookery Units <i>(continued)</i> | | | | | | |
| PPL3PC2 | Prepare fish for complex dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC3 | Cook and finish complex fish dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC4 | Prepare shellfish for complex dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC5 | Cook and finish complex shellfish dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC6 | Prepare meat for complex dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC7 | Cook and finish complex meat dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC8 | Prepare poultry for complex dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC9 | Cook and finish complex poultry dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC10 | Prepare game for complex dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC11 | Cook and finish complex game dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC12 | Prepare, cook and finish complex hot sauces | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC13 | Prepare, cook and finish complex soups | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC14 | Prepare, cook and finish fresh pasta dishes | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC15 | Prepare, cook and finish complex bread and dough products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC16 | Prepare, cook and finish complex cakes, sponges, biscuits and scones | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC17 | Prepare, cook and finish complex pastry products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC18 | Prepare, process and finish complex chocolate products | SCQF4 | SCQF4 | | SCQF4 | |

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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Professional Cookery Units <i>(continued)</i> | | | | | | |
| PPL3PC19 | Prepare, process and finish marzipan, pastillage and sugar products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC20 | Prepare, cook and present complex cold products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC21 | Prepare, finish and present canapés and cocktail products | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC22 | Prepare, cook and finish complex dressings and cold sauces | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC23 | Prepare, cook and finish complex hot desserts | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC24 | Prepare, cook and finish complex cold desserts | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC25 | Produce sauces, fillings and coatings for complex desserts | SCQF4 | SCQF4 | | SCQF4 | |
| PPL3PC26 | Maintain sustainable practice in commercial kitchens | SCQF5 | SCQF4 | | SCQF5 | SCQF5 |
| Hospitality Supervision and Leadership Units | | | | | | |
| PPLHSL1 | Provide leadership for your team | SCQF5 | | | SCQF5 | SCQF6 |
| PPLHSL2 | Develop productive working relationships with colleagues | SCQF5 | | | SCQF5 | SCQF6 |
| PPLHSL3 | Contribute to the control of resources | SCQF6 | SCQF5 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL4 | Maintain the health, hygiene, safety and security of the working environment | SCQF6 | | | SCQF6 | SCQF6 |
| PPLHSL5 | Lead a team to improve customer service | SCQF5 | | | SCQF6 | SCQF6 |
| PPLHSL6 | Contribute to promoting hospitality services and products | SCQF6 | SCQF5 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL7 | Supervise food production operations | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL8 | Supervise functions | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |

| | | Core Skills signposting | | | | |
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| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Hospitality Supervision and Leadership Units <i>(continued)</i> | | | | | | |
| PPLHSL9 | Contribute to the development of recipes and menus | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL10 | Supervise food services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL11 | Supervise drink services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL12 | Supervise off-site food delivery services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL13 | Supervise cellar and drink storage operations | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL14 | Manage the receipt, storage or dispatch of goods | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF5 |
| PPLHSL15 | Supervise the wine store/cellar and dispense counter | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL16 | Supervise vending services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL17 | Supervise housekeeping services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL18 | Supervise linen services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL19 | Monitor and solve customer service problems | SCQF6 | SCQF5 | | SCQF6 | SCQF6 |
| PPLHSL20 | Supervise portering and concierge services | SCQF6 | SCQF4 | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL21 | Supervise reception services | SCQF6 | SCQF4 | SCQF6 | SCQF6 | SCQF6 |
| PPLHSL22 | Supervise reservations and booking services | SCQF6 | SCQF4 | SCQF6 | SCQF6 | SCQF6 |
| PPLHSL23 | Improve the customer relationship | SCQF6 | SCQF4 | | SCQF6 | SCQF6 |
| PPLHSL24 | Provide learning opportunities for colleagues | SCQF6 | | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL25 | Support the use of technological equipment in hospitality services | SCQF6 | SCQF5 | SCQF6 | SCQF6 | SCQF6 |

| | | Core Skills signposting | | | | |
|--|--|-------------------------|----------|-------|-----------------|---------------------|
| SSC CODE | NOS UNIT TITLE (2016) | Communication | Numeracy | ICT | Problem Solving | Working with others |
| Hospitality Supervision and Leadership Units <i>(continued)</i> | | | | | | |
| PPLHSL26 | Supervise practices for handling payments | SCQF5 | SCQF4 | SCQF5 | SCQF6 | SCQF6 |
| PPLHSL27 | Contribute to the development of a wine list | SCQF6 | SCQF4 | SCQF4 | SCQF5 | SCQF5 |
| PPLHSL28 | Manage the environmental impact of your work | SCQF6 | | SCQF4 | SCQF6 | SCQF6 |
| PPLHSL29 | Contribute to the selection of staff for activities | SCQF6 | SCQF5 | SCQF4 | SCQF6 | SCQF5 |
| PPLHSL30 | Ensure food safety practices are followed in the preparation and serving of food and drink | SCQF6 | SCQF4 | SCQF5 | SCQF6 | SCQF6 |
| PPLHSL31 | Lead meetings | SCQF5 | | | | SCQF5 |

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