Pearson
BTEC International
Level 3 Extended Diploma
in Business and Hospitality

Specification

First teaching September 2020

Issue 2

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Welcome

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education. BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with A Levels, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programmes.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 3 qualifications in this suite, we worked with many employers, higher-education providers, colleges and schools to ensure that we met their needs. Employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example teamwork. Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and higher-education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support*, for details of the support we offer.

Summary of Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality specification Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
Unit 10: Principles of Management – Learning Aim C includes a new assessment criteria (C.M4). Wording updates to assessment criteria C.M3. These changes do not affect the tasks given in the Pearson Set Assignment for this unit.	Page 108

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

Contents

Introduction to the BTEC International Level 3 qualification for the business and hospitality sectors

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality. We also refer you to other handbooks and policies. This specification includes all the units for this qualification.

This qualification is part of the suite of business and hospitality qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the business and hospitality sectors, these qualifications are:

Pearson BTEC International Level 3 Certificate in Business

Pearson BTEC International Level 3 Subsidiary Diploma in Business

Pearson BTEC International Level 3 Foundation Diploma in Business

Pearson BTEC International Level 3 Diploma in Business

Pearson BTEC International Level 3 Extended Diploma in Business

Pearson BTEC International Level 3 Certificate in Hospitality

Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality

Pearson BTEC International Level 3 Foundation Diploma in Hospitality

Pearson BTEC International Level 3 Diploma in Hospitality

Pearson BTEC International Level 3 Extended Diploma in Hospitality

Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with this qualification is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality	1080 GLH Equivalent in size to three International A Levels. At least 15 units, of which eight are Mandatory and at least four, depending on the options selected, are assessed by Pearson Set Assignment. Mandatory content (62%).	A two-year, full-time course for learners who want to progress to employment in a range of business-related roles in the hospitality industry. Progress could be either directly to employment in Level 3 roles, or via higher education business and hospitality courses.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 3 in Business and Hospitality is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

| | Pearson Set Assignment | | M | Mandatory units | | O | Optional units |

Unit (number and title)	Unit size (GLH)	Extended Diploma (1080 GLH)
1 Exploring Business	90	M
2 Research and Plan a Marketing Campaign	90	M
3 Business Finance	90	M
4 Managing an Event	90	M
5 Business Decision Making	120	M
6 The Hospitality Industry	60	M
7 Environment and Sustainability in the Hospitality Industry	60	M
8 Customer Service Provision in Hospitality	60	M
9 International Business	60	O
10 Principles of Management	60	O
11 Human Resources	60	O
12 Cost and Management Accounting	60	O
13 Digital Marketing	60	O
14 Creative Promotion	60	O
15 Pitching for a New Business	60	O
16 Business Ethics	60	O
17 Market Research	60	O

continued overleaf

Unit (number and title)	Unit size (GLH)	Extended Diploma (1080 GLH)
18 Branding	60	O
19 Career Planning	60	O
20 Cost Control for Hospitality Supervisors	60	O
21 Hospitality Business Enterprise	60	O
22 Luxury Hospitality	60	O
23 Front Office Operations	60	O
24 Accommodation Operations	60	O
25 Team Development	60	O
26 Events in Hospitality	60	O
27 Technology and Digital Media in Hospitality	60	O
28 Marketing for Hospitality	60	O
29 Personal Selling and Promotional Skills for Hospitality	60	O
30 Recruitment and Selection in Hospitality	60	O
31 Industry-related Project in Hospitality	60	O

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are signposted in the units.

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

Centres should ensure that content, for example, content that references regulation, legislation, policies and regulatory/standards organisations, is kept up to date. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic.

Set assignment units

Some mandatory units in the qualifications are assessed using a set assignment. Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from September each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate operations and processes.

For these units, Pearson will provide an Authorised Assignment brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for this qualification is available in English but can be translated as necessary.

A learner taking the qualification may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example, a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

1   Qualification purpose and progression

Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality

Who is this qualification for?

The Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality, is primarily designed for learners in the 16–19 age group, who wish to pursue a career in business within the hospitality sector, primarily via higher education to access graduate entry employment, or alternatively through junior business employment.

What does this qualification cover?

The content of this qualification has been designed to support progression to particular roles in business and operational management in the hospitality sector; either directly into entry-level roles linked to these occupational areas; or, more likely, via particular higher education routes in the particular areas. The qualification content has been designed in consultation with employers, professional bodies and higher education providers to ensure that the content is appropriate for the progression routes identified.

The learning programme covers the following content areas:

- business environments
- marketing
- finance
- event management
- business decision making
- the hospitality industry
- environment and sustainability
- customer service.

The optional units have been designed to support progression to business and hospitality courses in higher education, and to link with relevant occupational areas. They cover content areas such as:

- international business management
- human resources
- accounting
- marketing
- hospitality enterprise
- hospitality operations
- selling and promotional skills.

What could this qualification lead to?

The qualification is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:

- Higher National Diploma in Business
- BSc (Hons) in Business and Management
- BA (Hons) and BSc (Hons) in Business Studies
- BSc (Hons) in International Management

- BSc (Hons) or BA (Hons) in Marketing
- BSc (Hons) in Business and Hospitality Management
- BBA (Hons) in Culinary Industry Management
- BA (Hons) in International Hospitality Management
- BSc (Hons) in Event Management.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

After this qualification, learners can also progress directly into employment; however, it is likely that many will do so via higher study. Areas of employment include junior business roles in marketing, administration, hospitality operations, events management.

How does the qualification provide transferable employability skills?

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 2: Transferable employability skills.*

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study. BTEC International Level 3 qualifications provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in a degree.

2 Structure

Qualification structure

Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality

Mandatory units

There are eight mandatory units, four internal units and four set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least seven optional units.

Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	Exploring Business	90	**Mandatory**	Internal
2	Research and Plan a Marketing Campaign	90	**Mandatory**	Set assignment
3	Business Finance	90	**Mandatory**	Internal
4	Managing an Event	90	**Mandatory**	Internal
5	Business Decision Making	120	**Mandatory**	Set assignment
6	The Hospitality Industry	60	**Mandatory**	Set assignment
7	Environment and Sustainability in the Hospitality Industry	60	**Mandatory**	Set assignment
8	Customer Service Provision in Hospitality	60	**Mandatory**	Internal
Optional units – learners complete seven units				
9	International Business	60	**Optional**	Internal
10	Principles of Management	60	**Optional**	Set assignment
11	Human Resources	60	**Optional**	Internal
12	Cost and Management Accounting	60	**Optional**	Internal
13	Digital Marketing	60	**Optional**	Internal
14	Creative Promotion	60	**Optional**	Internal
15	Pitching for a New Business	60	**Optional**	Internal
16	Business Ethics	60	**Optional**	Internal
17	Market Research	60	**Optional**	Internal
18	Branding	60	**Optional**	Internal

Pearson BTEC International Level 3 Extended Diploma in Business and Hospitality				
Unit number	Unit title	GLH	Type	How assessed
Optional units *continued*				
19	Career Planning	60	**Optional**	Internal
20	Cost Control for Hospitality Supervisors	60	**Optional**	Set assignment
21	Hospitality Business Enterprise	60	**Optional**	Set assignment
22	Luxury Hospitality	60	**Optional**	Internal
23	Front Office Operations	60	**Optional**	Internal
24	Accommodation Operations	60	**Optional**	Internal
25	Team Development	60	**Optional**	Internal
26	Events in Hospitality	60	**Optional**	Internal
27	Technology and Digital Media in Hospitality	60	**Optional**	Internal
28	Marketing for Hospitality	60	**Optional**	Internal
29	Personal Selling and Promotional Skills for Hospitality	60	**Optional**	Internal
30	Recruitment and Selection in Hospitality	60	**Optional**	Internal
31	Industry-related Project in Hospitality	60	**Optional**	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
Unit 2: Research and Plan a Marketing Campaign	· An assignment set by Pearson and marked by the centre. · The advised period is 9 hours. · Completed using a computer.	Two available for each one-year period.
Unit 5: Business Decision Making	· An assignment set by Pearson and marked by the centre. · The advised period is 3 hours. · Completed using a computer.	Two available for each one-year period.
Unit 6: The Hospitality Industry	· An assignment set by Pearson and marked by the centre. · The advised period is 12 hours. · Completed using a computer.	Two available for each one-year period.
Unit 7: Environment and Sustainability in the Hospitality Industry	· An assignment set by Pearson and marked by the centre. · The advised period is 9 hours. · Completed using a computer.	Two available for each one-year period.
Unit 10: Principles of Management	· An assignment set by Pearson and marked by the centre. · The advised period is 7 hours. · Completed using a computer.	Two available for each one-year period.
Unit 20: Cost Control for Hospitality Supervisors	· An assignment set by Pearson and marked by the centre. · The advised period is 9 hours. · Completed using a computer.	Two available for each one-year period.
Unit 21: Hospitality Business Enterprise	· An assignment set by Pearson and marked by the centre. · The advised period is 10 hours. · Completed using a computer.	Two available for each one-year period.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

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

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

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 3.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in *Section 2 Structure* for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in *Appendix 3: Glossary of terms used*.
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in *Appendix 3: Glossary of terms used.* All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see *Section 10 Resources and support.*
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units	This section shows you the main relationships between different units. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for this qualification.

Unit 1: Exploring Business

Level: 3
Unit type: Internal
Guided learning hours: 90

Unit in brief

Learners study the purposes, features, structures and operating environments of business organisations, and examine the link between innovation and business survival.

Unit introduction

A business organisation is one that provides goods or services, whether that is to make a profit or not. The common thread in business is that owners and employees are striving to satisfy customers. In today's world of international business, customers are well-informed and have many options in terms of what they buy and who they buy from, so a successful business is one that balances satisfying their customers with selling products or providing services.

In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of business organisations, with the associated risks and benefits.

By developing relevant business knowledge and understanding, this unit will help you to progress to employment, vocational training and higher apprenticeships, or higher education.

Learning aims

In this unit you will:

A Explore the features of different business organisations and what makes them successful

B Investigate how businesses are organised

C Examine the environment in which business organisations operate.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the features of different business organisations and what makes them successful	**A1** Features of business organisations **A2** Stakeholders and their influence	A report that examines the features of two contrasting business organisations, looking at how each is organised, how their structures enable achievement of their aims and objectives and the relationship and communication with stakeholders.
B Investigate how businesses are organised	**B1** Structure and organisation **B2** Aims and objectives	
C Examine the environment in which business organisations operate	**C1** External environment **C2** Internal environment **C3** Competitive environment **C4** Benefits and risks associated with innovation **C5** Situational analysis	A report that examines the effects of the internal and external environment on a large business organisation and how the business has, and will, respond to changes.

Content

Learning aim A: Explore the features of different business organisations and what makes them successful

A1 Features of business organisations

- Ownership and liability:
  - private, e.g. sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability
  - public, e.g. government department
  - not-for-profit, e.g. charitable trust, voluntary.
- Purposes, e.g. supply of products or services, difference between for-profit and not-for-profit business organisations. Sectors: primary, secondary, tertiary, quaternary.
- Scope of business activities: local, national, international.
- Size: micro – up to nine staff, Small and Medium Enterprises (SMEs): small – between 10 and 49 staff, medium – between 50 and 249 staff; large: more than 250 staff.
- Reasons for success: how these differ depending on the type of business (profit or non-profit), and its aims and objectives, e.g. clarity of vision, innovative products or processes.

A2 Stakeholders and their influence

- Stakeholders:
  - internal, e.g. managers, employees, owners
  - external, e.g. suppliers, lenders, competitors, trade receivables, trade payables, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups.
- The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups).
- Methods of communicating with stakeholders e.g. written (reports, newsletters, email, letters, leaflets), verbal (meetings, committees); the role of technology including social media.

Learning aim B: Investigate how businesses are organised

B1 Structure and organisation

- Organisational structure, e.g. hierarchical, flat, matrix, holacratic.
- Functional/operational areas, e.g. human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration.

B2 Aims and objectives

- Aims of businesses in different sectors – mission, vision and values:
  - private, e.g. making profits, profit maximisation, break-even, survival, growth, market leadership
  - public, e.g. service provision, cost control, value for money, service quality, meeting government standards
  - not-for-profit, e.g. education, housing, alleviating poverty, healthcare.
- SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives.

Learning aim C: Examine the environment in which business organisations operate

C1 External environment

- Political, e.g. government support, membership of trading communities such as the European Union.
- Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates.
- Social attitudes to saving, spending and debt; social responsibility requirements; change, e.g. to demographic trends, consumers' tastes/preferences.
- Technological change, e.g. automation, improved communications.
- Environmental factors and ethical trends, e.g. carbon emissions, waste, recycling, sustainability.
- Legal environment, e.g. partnership legislation, companies acts, charities legislation, competition legislation, financial services regulation, industry regulators, government departments.

  (Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.)

C2 Internal environment

- Corporate culture.
- Corporate social responsibility (CSR), business ethics.

C3 Competitive environment

- Competition (local, national and international).
- Factors influencing competitive advantage, e.g. differentiation, pricing policies, market leadership, reputation, market share, cost control, technology relationships with customers, suppliers, employees.
- Benefits and importance of establishing and maintaining a competitive advantage.

C4 Benefits and risks associated with innovation

- Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points, improved recognition and reputation, smarter working.
- Risks: failing to meet operational and commercial requirements, failing to achieve a return on investment, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management).

C5 Situational analysis

- Assessment of the business environment using various techniques, e.g. PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, 5Cs (Company, Competitors, Customers, Collaborators, Climate) analysis, Porter's Five Forces.
- Impact on pricing and output decisions in different market structures.
- Reponses by business to pricing and output decisions of competitors in different market structures.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the features of different business organisations and what makes them successful		
A.P1 Explain the features of two contrasting business organisations. **A.P2** Explain how two contrasting business organisations are influenced by stakeholders.	**A.M1** Assess the relationship and communication with stakeholders of two contrasting business organisations using independent research.	**AB.D1** Evaluate the reasons for the success of two contrasting business organisations, reflecting on evidence gathered.
Learning aim B: Investigate how businesses are organised		
B.P3 Explore the organisation structures, aims and objectives of two contrasting business organisations.	**B.M2** Analyse how the structures of two contrasting business organisations allow each to achieve its aims and objectives.	
Learning aim C: Examine the environment in which business organisations operate		**C.D2** Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.
C.P4 Discuss the internal, external and competitive environment on a given business. **C.P5** Select a variety of techniques to undertake a situational analysis of a given business.	**C.M3** Assess the effects of the business environment on a given business.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aims: C (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit learners must have access to information on a range of business organisations, including local, national and international.

Essential information for assessment decisions

Learners must individually select and research their choice of business organisations. The business organisations selected by the learner in Learning aims A and B should be contrasting in terms of their features, e.g. ownership and liability, purpose, sector, scope and/or size.

Learners must show individuality of thought, independent collection, collation and judgement of evidence.

It is recommended the learner's own centre is not used for this unit.

Learning aims A and B

For Distinction standard, learners' evaluations will be well-supported by relevant evidence of how differing features, and the complex relationship and communications with its internal and external stakeholders, make business organisations successful. Their evaluations will be thorough and well-reasoned.

For Merit standard, learners will present a careful consideration of each of the business organisations' relationship and communication with its stakeholders, and arrive at conclusions about how well each business communication impacts on its relationship with stakeholders. Learners will give a breakdown of the organisational structure including the different functional areas within the structure, what each does and how the areas interrelate or work together to contribute to each business's aims and objectives.

For Pass standard, learners will carry out research that allows them to clearly link familiar and obvious features of the business organisations and the stakeholder influence to success factors.

Learning aim C

For Distinction standard, learners will carry out in-depth research on the extent to which the business environment affects a given business, and how it could affect the business in the future. Learners will be able to utilise a variety of situational analysis techniques to support their evaluation.

For Merit standard, learners will select and apply relevant knowledge of the effects of the business environment on a given business and how it has responded to changes in the market.

For Pass standard, learners will carry out research that allows them to discuss the effect of the internal, external and competitive environment on a given business. Learners will show an understanding of situational analysis techniques that can be used to analyse the business environment.

Links to other units

This unit is an introductory unit. It is fundamental to, and supports, all other units in the programme.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and presentation skills.

Unit 2: Research and Plan a Marketing Campaign

Level: 3
Unit type: Internal set assignment
Guided learning hours: 90

Unit in brief

Learners develop an understanding of how marketing research is conducted in order to plan a marketing campaign.

Unit introduction

A business organisation may have an outstanding existing or planned product or service to offer prospective customers, but if those customers do not know about it, they cannot buy it. So a business organisation must make sure it understands the needs of its prospective customers and then enable them to find out about the product or service and how it will benefit them. A careful marketing campaign will help the organisation to achieve this.

In this unit, you will learn how a marketing campaign is planned and developed. You will explore a range of different objectives that can be included in a marketing campaign such as increasing sales or market share, or establishing a brand image, and explore the various stages of the process an organisation goes through when developing its campaign. Using your understanding of these factors, and of marketing models and tools, you will develop your own costed marketing campaign for a given product. You will examine the marketing aims and objectives for existing products and use your own independent market research data to make recommendations about the type of marketing campaign a business organisation should undertake. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training or higher education.

Assessment availability

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Explore how different markets are researched using different models and tools

B Explore approaches to product marketing nationally and internationally

C Develop a plan for a marketing campaign for a new product.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how different markets are researched using different models and tools	**A1** The role of marketing **A2** Market research methods **A3** Business models used in marketing	
B Explore approaches to product marketing nationally and internationally	**B1** Research the characteristics of a market **B2** Research marketing campaigns **B3** Research the application of the promotional mix	This unit is assessed through a Pearson Set Assignment.
C Develop a plan for a marketing campaign for a new product	**C1** Marketing aims and objectives **C2** Developing the rationale **C3** The application of the marketing mix **C4** The marketing campaign **C5** Appropriateness of a marketing campaign **C6** Formal business reports	

Content

Learning aim A: Explore how different markets are researched using different models and tools

A1 The role of marketing

- Principles and purposes of marketing as a means of anticipating, stimulating or satisfying demand.
- Principles of marketing applied to a business organisation's marketing aims and objectives, distinguishing between financial, e.g. increasing sales, and non-financial objectives, e.g. brand awareness, and their interrelationship.
- Different approaches to marketing in relation to the size of the business organisation, budgetary constraints, new product development, product innovation and the characteristics of market conditions, size and structure, e.g. mass and niche markets.
- The features of customer relationship management (CRM), e.g. contact management, sales analytics, email client integration, territory management, coordination of the salesforce.
- The relationship between business strategy, marketing aims and objectives and customer loyalty and retention.

A2 Market research methods

Features, advantages and disadvantages of the main methods used to undertake market research.

- Features of a research plan including:
  - timescales
  - identification of the subject matter
  - specific area of research to be covered
  - selection and recording of evidence
  - drawing conclusions based on research evidence.
- Research characteristics of market segmentation differentiated by:
  - demographics – age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group
  - geographic – location
  - psychographic – social class, attitudes, lifestyle and personality characteristics
  - behavioural – spending, consumption, usage, loyalty status and desired benefits.
- Types of secondary research distinguished between internal and external sources:
  - internal to include business data on customers, e.g. average spend and financial records to include loyalty cards and sales records
  - external to include commercially published reports, government statistics, trade journals, media sources.
- Criteria used to assess the robustness of research findings, including relevance, timeliness, validity, reliability, appropriateness, sufficiency, currency; apply these criteria to the outcome of research using the internet.
- Difference between quantitative and qualitative data, and their application when drawing conclusions and making recommendations.

A3 Business models used in marketing

The contribution of marketing models and tools to the development of a marketing campaign.

- Internal factors that influence the features of a marketing campaign, including:
  - size of the marketing budget and the availability of finance
  - size, culture, ethics and values of the business organisation
  - relative cost of different marketing techniques, e.g. media and technology, and availability of specialist marketing staff.
- External factors that influence the features of a marketing campaign using the STEEPLE model (Social, Technological, Economic, Environmental, Political, Legal, Ethical).
- Role and features of competitor analysis and the implications for a business.
- Determination of competitive forces in a market using Porter's Five Forces Analysis and the implications for a business.
- Influence on a marketing campaign of the position of a product in the product life cycle (introduction, growth, development and decline).
- Application in a marketing campaign of the marketing mix (the 4Ps: product, price, place, promotion) and the extended marketing mix (the 7Ps: people, process and physical environment).
- Components of the promotional mix (advertising, public relations or publicity sales promotion, direct marketing and personal selling) and their application in a marketing campaign.
- Product positioning: its purpose and contribution to the development of a marketing campaign aimed at specific target groups.

Learning aim B: Explore approaches to product marketing nationally and internationally

B1 Research the characteristics of a market

The application of appropriate research methods and techniques to research the characteristics of a specific market for a product or service.

- Characteristics of specific market sectors to include:
  - target markets and segments
  - market size, structure and trends and main competitive forces in the market, using appropriate business models supported by quantitative and qualitative research.

B2 Research marketing campaigns

- The application of appropriate research methods and techniques to research the features of a marketing campaign, including:
  - aims and objectives of the marketing campaign
  - SMART (Specific, Measurable, Achievable, Relevant and Time-bound) targets and objectives in a marketing campaign
  - marketing mix and the extended marketing mix in a marketing campaign, including the marketing message, pricing strategies, the unique selling point (USP), the role of social media in promoting customer engagement
  - adaptation of the marketing mix and budgetary considerations in the light of changing circumstances over the lifetime of a marketing campaign
  - methods used to assess the effectiveness of a marketing campaign, including outcomes mapped against objectives, quantitative and qualitative measures; internet metrics.

B3 Research the application of the promotional mix

- Application of appropriate research methods and techniques to research ways in which a business promotes its products or services in its target market in relation to:
  o advertising
  o public relations or publicity
  o sales promotion
  o direct marketing
  o personal selling.
- The role of the internet in promoting products and services and enhancing the brand, including the influence and importance of social media.

Learning aim C: Develop a plan for a marketing campaign for a new product

C1 Marketing aims and objectives

- Selection of appropriate marketing aims and objectives to suit business goals in a range of different contexts, including new product, improved product, branding, diversification.
- Application of research data to conduct a situational analysis: SWOT (Strengths, Weaknesses, Opportunities, Threats) and STEEPLE (Social, Technological, Economic, Environmental, Political, Legal, Ethical).
- Application of research data to determine a target market, conduct a competitor analysis and apply Porter's Five Forces Analysis.

C2 Developing the rationale

- Interpretation, analysis and use of data and other information to make valid marketing decisions.
- Additional sources of information that may be required in different business contexts.
- Methods to assess the reliability and validity of research findings, including data and information used in the formulation of the rationale of a marketing campaign.

C3 The application of the marketing mix

- Application of the components of the marketing mix in the formulation of a marketing campaign:
  o product development, e.g. form and function, packaging, branding
  o pricing strategies, e.g. penetration, skimming, competitor-based, cost plus
  o promotional, e.g. advertising, public relations, sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image
  o place, distribution channels, e.g. direct to end users (mail/online/auction), retailers, wholesalers
  o extended marketing mix: people, physical environment, process.

C4 The marketing campaign

Application of marketing principles to the preparation of a marketing campaign.

- Components of a marketing campaign to include:
  - o objectives of the marketing campaign
  - o purpose of the marketing message
  - o selection of an appropriate marketing mix
  - o selection of appropriate media
  - o allocation of the campaign budget
  - o timelines for the campaign, including monitoring milestones
  - o how the campaign is to be evaluated.

C5 Appropriateness of a marketing campaign

- Criteria used in the evaluation of the effectiveness of a marketing campaign including:
  - o contribution of the marketing campaign to a business's long-term strategic aims
  - o how far the marketing campaign reinforces and supports brand value
  - o sustainability of the planned marketing activities
  - o how far the campaign is able to respond and adapt to both internal and external changes in the business environment
  - o appropriateness of marketing activities to the target market, their needs and interests
  - o legal or ethical considerations that result from the roll-out of the marketing campaign.

C6 Formal business reports

- The purpose of formal business reports and their format:
  - o target audience and their requirements and expectations
  - o format of a formal business report: title and details of report, introduction, analysis and management issues, conclusions, recommendations; appendices.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how different markets are researched using different models and tools		
A.P1 Perform market research in a given context using different methods and tools. **A.P2** Explain features of a market for a given context.	**A.M1** Analyse a market for a given context, based on own detailed market research.	**A.D1** Evaluate the findings of own comprehensive market research for a given context.
Learning aim B: Explore approaches to product marketing nationally and internationally		
B.P3 Explain the way in which a product is marketed in a given context. **B.P4** Explain the effectiveness of the marketing of a product in a given context.	**B.M2** Analyse the effectiveness of the marketing of a product in a given context.	**B.D2** Evaluate the effectiveness of the marketing of a product in a given context.
Learning aim C: Develop a plan for a marketing campaign for a new product		
C.P5 Produce a plan for a marketing campaign for a new product in a given market. **C.P6** Explain decisions and approaches taken in own plan for a marketing campaign for a new product in a given market.	**C.M3** Analyse decisions and approaches taken in own detailed plan for a marketing campaign for a new product in a given market.	**C.D3** Justify decisions and approaches taken in own plan for a comprehensive marketing campaign for a new product in a given market.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A, B and C

For Distinction standard, learners must undertake market research in a specific market sector using an extensive range of sources such as industry reports, marketing campaigns and data tables showing market trends, from which they draw relevant conclusions to prepare the rationale for a marketing campaign for a specific product. Learners must present a rationale with a logical structure, applying a variety of relevant marketing principles, models and tools. Learners provide comprehensive coverage of relevant, rationalised marketing aims and objectives, including an evaluation that is entirely relevant to the context. References will be clearly focused and entirely relevant to the context. Learners demonstrate a thorough understanding of marketing concepts and their relevance. They will use a detailed analytical approach that leads to entirely relevant and balanced conclusions. A range of analytical tools will be used, which fully address the context of the case study. All aspects of the marketing plan will be covered in detail, and in context, with clear reference to the relevant aspects of the marketing mix, including the extended marketing mix. The budget is realistic and detailed and identifies the potential returns on marketing expenditure.

For Merit standard, learners must carry out market research in a specific market sector using a wide range of research sources. Learners use their research findings to conduct an analysis that enables them to clearly identify the key factors in a successful marketing campaign. For example, they could show how the extended marketing mix has been applied in a successful marketing campaign. Learners must present a rationale with a logical structure and apply relevant marketing principles, models and tools. Learners rationalise marketing aims and objectives, which are relevant to the context. References are made to individual research that are relevant to the context and demonstrate a good understanding of marketing concepts and their relevance. Conclusions are relevant and balanced. A variety of analytical tools are used leading to a coherent, justified evaluation. The marketing mix will be presented in context with some application of the extended marketing mix. The budget presented by the learner is realistic and covers most marketing activities.

For Pass standard, learners must perform relevant market research in a given context, collating data on a specific market sector. They must use their research findings to identify the features of the market and show how these features have influenced the marketing campaign for a product in that market. For example, they could show how a particular market trend such as the increase in online shopping, has influenced the marketing campaign of a specific product. Learners must prepare a rationale that has a basic structure and attempts to apply relevant marketing models and tools with some use of marketing principles. Learners provide relevant marketing aims and objectives, which are relevant to the context. Reference will be made to their own research activities, which includes a basic grasp of marketing models that leads to conclusions which may lack relevance in some places. Learners will show evidence of the use of analytical tools in justifying the marketing campaign. A marketing mix will be presented covering most aspects of the scenario. The budget shows a basic understanding of the costs associated with each activity.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to:
- Unit 1: Exploring Business
- Unit 3: Business Finance.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 3: Business Finance

Level: 3
Unit type: Internal
Guided learning hours: 90

Unit in brief

Learners develop the skills and knowledge required to analyse and interpret financial data, enabling them to assess the financial health of a business and suggest how its performance can be improved.

Unit introduction

Business finance enables a business organisation to operate on a day-to-day basis, and over the long term, develop new products and invest in new equipment in order to access new markets. Decisions relating to business finance require careful planning and monitoring, which involve deciding where to obtain the finance, calculating business costs, and understanding how to evaluate and improve the overall performance of a business.

In this unit, you will consider the importance of business finance and the types of business finance available in different contexts. The unit will introduce you to accounting terminology, the purpose and importance of business accounts, and the different sources of finance available to businesses. You will prepare and analyse business finance planning tools such as cash flow forecasts and break-even analyses. Measuring the financial performance of an organisation will require you to prepare and analyse statements of comprehensive income, and statements of financial position, in relation to the organisation's profitability, efficiency and liquidity.

This unit will give you a background to business finance and accounting as you progress to employment and further training.

Learning aims

In this unit you will:

A Explore types of business finance available at different stages in the growth of a business

B Understand how financial planning tools can be used to analyse financial data and assess business risks

C Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore types of business finance available at different stages in the growth of a business	**A1** Sources of income **A2** Sources of revenue **A3** Business finance and types of business	A report identifying the sources of finance applicable in different business scenarios.
B Understand how financial planning tools can be used to analyse financial data and assess business risks	**B1** Cash flow forecasts and statements **B2** Break-even analysis **B3** Business risks	Present financial information on behalf of a sole trader which analyses the performance of the business, identifies current business risks and suggests ways in which business performance could be improved.
C Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business performance	**C1** Statement of comprehensive income **C2** Statement of financial position **C3** Measuring performance using financial ratios **C4** Preparation of financial performance reports	

Content

Learning aim A: Explore types of business finance available at different stages in the growth of a business

A1 Sources of finance

Features of the main sources of internal and external business finance and their advantages and disadvantages.

- Internal sources of finance, including owner's capital, retained profit and the sale of assets.
- The importance of net current assets.
- External sources of finance distinguished between long-term, medium-term and short-term:
  o long-term sources of finance, including mortgages, shares and debentures
  o medium-term sources of finance, including leasing, hire purchase, bank loans, peer-to-peer lending and venture capital
  o short-term sources of finance, including bank overdrafts, crowdfunding, debt factoring, invoice discounting and trade credit.

A2 Sources of revenue

Features of the main sources of revenue received by a business and factors that influence the amount received from each source of revenue.

- Revenue received from selling activities, including cash sales and credit sales.
- Revenue received from supplementary activities, including rental income, interest payments on deposits and commission received (e.g. social media).

A3 Business finance and types of business

The relationship between business finance and the characteristics of a business, its objectives and the stage in its development.

- Types of business and the stages in their development to include: start-up, sole trader partnerships, private and public limited companies.
- Business objectives to include: expansion, product development, market development and relocation.

Learning aim B: Understand how financial planning tools can be used to analyse financial data and assess business risks

B1 Cash flow forecasts and statements

Methods and processes used to prepare, complete, revise and analyse cash flow forecasts and statements of cash flow.

- The importance of cash flow.
- Inflows/receipts and outflows/payments.
- The difference between a cash flow forecast and a statement of cash flow.
- Analysis of cash flow forecasts and statements.
- Actions that can be taken by a business to address cash flow difficulties.
- Benefits and limitations of cash flow forecasts.

B2 Break-even analysis

Methods and processes used to prepare, complete, revise and analyse a break-even chart.

· Distinguishing between types of cost: fixed, variable, semi-variable.

· Sales: calculations of total revenue from output and sales per unit.

· Constructing a break-even chart from given data to determine the break-even point and the margin of safety.

· Calculating the margin of safety and the break-even point using the break-even formula (units and/or sales value).

· Calculation of total contribution, contribution per unit benefits and limitations.

· The implications of contribution analysis for short-term decision making.

· Benefits and limitations of break-even analysis.

B3 Business risks

Assessment of financial risks using cash flow and break-even analysis.

· Risks related to costs (fixed costs, variable costs, semi-variable, total costs), including changes in suppliers, changes in the cost of imported materials, factors impacting labour costs.

· Risks related to cash inflows and revenue streams (changes in market conditions, overambitious forecasts, changes in economic conditions including interest rates).

Learning aim C: Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business performance

C1 Statement of comprehensive income

Methods and processes used to prepare, complete, revise and analyse a statement of comprehensive income for a sole trader.

· Purpose and use of a statement of comprehensive income.

· Completion, calculation and amendment to include gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income).

· Adjustments in a statement of comprehensive income for depreciation using both the straight line and reducing balance methods.

C2 Statement of financial position

Methods and processes used to prepare, complete, revise and analyse a statement of comprehensive income for a sole trader.

· The purpose and use of a statement of financial position.

· Completion, calculation and amendment of a statement of financial position of a sole trader to include: non-current assets (tangible and intangible, cost, depreciation and amortisation, net book value), current assets (inventories, trade receivables, prepayments, bank, cash), current liabilities (bank overdraft, accruals, trade payables).

· Non-current liabilities (bank loan and mortgage).

· Adjustments in a statement of financial position for depreciation, prepayments and accruals.

- Accounting for changes in capital, including opening capital, transfer of profit or loss and drawings.
- Extracting financial data from a statement of financial position to determine net current assets/liabilities, capital employed.

C3 Measuring performance using financial ratios

Methods and processes used to analyse financial statements against financial targets.

- Measuring profitability: calculation, interpretation, analysis and evaluation of:
  o gross profit margin – (gross profit/revenue) × 100
  o mark-up – (gross profit/cost of sales) × 100
  o net profit margin – (net profit/revenue) × 100
  o return on capital employed (ROCE) – (profit/capital employed) × 100.
- Measuring liquidity: calculation, interpretation, analysis and evaluation of:
  o current ratio – current assets/current liabilities
  o liquid capital ratio – (current assets – inventory)/current liabilities.
- Measuring efficiency: calculation, interpretation, analysis and evaluation of:
  o trade receivable days – (trade receivable/credit sales) × 365
  o trade payable days – (trade payables/credit purchases) × 365
  o inventory turnover – (average inventory/cost of sales) × 365
  o comparative analysis of business performance against own performance, competitors and industry benchmarks
  o actions taken by a business to improve its profitability, liquidity and efficiency and the benefits and limitations of such actions.
- Limitations of ratios when assessing business performance.

C4 Preparation of financial performance reports

Importance of using a business report format for the presentation of financial performance review outcomes.

- Format, layout:
  o title and details of the report
  o introduction
  o set of calculations based on the financial data provided for the business
  o risks faced by the business based on financial data provided by the business and the previous decisions it has taken
  o analysis of the performance of the business
  o conclusions
  o recommendations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore types of business finance available at different stages in the growth of a business		
A.P1 Explain sources and suitability of finance available in different business contexts. **A.P2** Explain sources and suitability of revenue available in a specific business context.	**A.M1** Analyse the types of business finance required in a specific business context.	**A.D1** Evaluate appropriate types of business finance applicable in a specific business context.
Learning aim B: Understand how financial planning tools can be used to analyse financial data and assess business risks		
B.P3 Explain the purpose of financial planning tools in reviewing financial data in a specific business context. **B.P4** Perform appropriate calculations using financial planning tools to identify financial risks in a specific business context.	**B.M2** Analyse the factors that impact on financial risks in a specific business context.	**B.D2** Evaluate the impact of different factors that impact on financial risks in a given business context.
Learning aim C: Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business performance		**C.D3** Justify recommendations for improvements to business performance for a sole trader, arising from own preparation and interpretation of business financial data.
C.P5 Prepare and interpret financial statements for sole trader businesses. **C.P6** Explain ways to improve profitability, liquidity and efficiency in a given business context.	**C.M3** Assess business performance of a sole trader by manipulating financial data and making suggestions for improving business performance.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aim A

To complete this assignment learners must ensure they select businesses which give them the depth of information they will need. The choice of business will be individual and not teacher led.

For Distinction standard, you will expect learners to individually prepare a report which incorporates an extensive evidence drawn from relevant sources evaluating how far different types of business finance meet the requirements of specific businesses. Careful consideration is given to the weighting of all relevant factors, including advantages and disadvantages and the associated business risks, to present a reasoned and logical evaluation of the factors involved in determining the most appropriate types of business finance in different contexts.

For Merit standard, you will expect learners to show that they have selected a wide range of relevant research sources and applied their knowledge and understanding of business finance in order to identify the similarities and differences in approach to securing business finance in different business contexts. Learners will consider how different types of business finance can be accessed by businesses operating at different stages in their development or in different sectors. For example, a new on-line business start-up may be able to access crowdfunding while an SME operating as a sole-trader or a partnership could consider converting to a limited company. Learners would highlight the main factors which would need to be considered when presenting their recommendations.

For Pass standard, you will expect learners to clearly identify the main features of different types of business finance. You will expect learners to show how these features can influence the decisions of businesses at different stages in their development. For example, the relative size of the business, the cost of business finance and access to specific types of business finance could be considered in relation to different types of businesses depending upon their size, business objectives, products and the sector in which they operate. Learners would be able to distinguish between sources of business finance and sources of business revenue.

Learning aims B and C

For Distinction standard, you will expect learners to present a financial report which contains an in-depth analysis drawn from the financial forecasts they have prepared from cash flow and break-even data. The analysis will clearly identify the potential risks to the business from these forecasts and detail the actions that could be taken by the business to address these risks. Financial statements will be prepared accurately and presented in a professionally-accepted format and learners will extract relevant data from these statements to analyse business performance relating to profitability, efficiency and effectiveness.

For Merit standard, you will expect learners to prepare accurate cash flow forecasts and break-even charts with a broad range of conclusions based upon their analysis of the forecasts they have prepared. Financial statements will be accurately prepared in a vertical format and the learner will use financial ratios to analyse business performance. Recommendations will be logically consistent with the outcome of the ratio analysis.

For Pass standard, you will expect learners to explain the purpose of cash flow forecasts and break-even analysis and provide evidence of calculations completed from data extracted from financial forecasts. Learners show an understanding of the main components of the financial statements and how they can be used to measure business performance. Recommendations relating to improvements in business performance will focus upon a narrow range of options.

Links to other units

This unit links to *Unit 1: Exploring Business.*

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills in analysing and interpreting financial data.

Unit 4: Managing an Event

Level: 3
Unit type: Internal
Guided learning hours: 90

Unit in brief

Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained.

Unit introduction

Events management is one of the most exciting and dynamic sectors of business. This unit combines your creativity and organisational skills to produce successful, memorable events, whether for profit or social enterprise.

You will investigate a number of successful events, both large and small, and use this research to assess the feasibility of events to plan and run yourself. Examples could range from organising meetings, product launches, exhibitions, promotions, charity events, team-building events and staff development, to a full-scale conference. Your chosen event will be carefully planned, demonstrating your ability to use planning tools. You will then stage the event, testing the effectiveness of your planning. This will require you to 'think on your feet', deal with financial and security issues, liaise with suppliers and venue personnel, and utilise your problem-solving skills. Afterwards you will evaluate the success of the event. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will develop your teamwork, communication, time-management, negotiation and problem-solving skills. It will help you develop the essential transferable skills that employers look for. The unit will provide a useful opportunity to consider whether to pursue a career in events management or to continue on to further study in this area.

Learning aims

In this unit you will:

A Explore the role of an event organiser

B Investigate the feasibility of a proposed event

C Develop a detailed plan for a business or social enterprise event

D Stage and manage a business or social enterprise event

E Reflect on the running of the event and evaluate own skills development.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the role of an event organiser	**A1** Different tasks needed to be completed by an event organiser **A2** Different skills needed by an effective event organiser **A3** Common formats for skills audit collection	An individual report identifying tasks that would need to be carried out by an event organiser. Summary of skills needed by an event organiser and identification of own personal skills, highlighting areas for development.
B Investigate the feasibility of a proposed event	**B1** Different types of event, and the factors affecting success **B2** Feasibility measures and critical success factors	An individual summary report and group presentation, following a detailed investigation into a range of large and small successful events, to include a justification of the chosen proposal. A detailed plan of the event, identifying critical success factors.
C Develop a detailed plan for a business, or social enterprise event	**C1** Event planning and the use of planning tools **C2** Factors to be considered, including budgets, resources and contingency planning	
D Stage and manage a business or social enterprise event	**D1** Management of the event **D2** Problem solving	Learners must take an active part in staging and managing the event. Evidence of this such as photographic evidence, witness statements, assessor records, must be presented. A written report recording and evaluating the success of the event in terms of: · meeting event objectives · achieving targets · satisfaction survey or feedback from participants · analysis and evaluation of own event-management skills.
E Reflect on the running of the event and evaluate own skills development	**E1** Evaluation of the event **E2** Review of personal skills development in the running of the event	

Content

Learning aim A: Explore the role of an event organiser

A1 Different tasks needed to be completed by an event organiser

- Organising: venue, location, catering, planning and reserving facilities, e.g. toilets if outdoor event, setting up programme, preparing and distributing documents, contracts.
- Investigating current legal requirements, including consumer protection.
- Setting up organisational procedures, e.g. risk assessment and security.

A2 Different skills needed by an effective event organiser

- Organisational.
- Problem solving.
- Time management.
- Negotiation.
- Communication.
- Interpersonal.

A3 Common formats for skills audit collection

- Likert scale.
- Semantic differential scale.
- Observation.
- Questionnaire.
- Appraisal.

Learning aim B: Investigate the feasibility of a proposed event

B1 Different types of event, and the factors affecting success

- Business events: conferences, exhibitions, product launches, trade shows, shareholders' meetings, press conferences, awards evenings, team building, seminars.
- Sport and recreation events: the Olympic Games, the Paralympic Games, national sports tournaments, sports matches, motor sports events, racing, equestrian events, country fairs, food festivals, fun runs, sailing regattas, animal shows, collectors' fairs.
- Entertainment: music festivals, concerts, plays.
- Celebrations: weddings, prom nights, birthdays, anniversaries.
- Social enterprise events: charity sports events, charity fundraising events, e.g. dinners, galas, auctions.

B2 Feasibility measures and critical success factors

- Mind map event ideas.
- Purpose of event.
- Aims and objectives.
- Constraints: budget, venue, resources; human and physical.
- Success factors: setting goals and targets.

Learning aim C: Develop a detailed plan for a business, or social enterprise event

C1 Event planning and the use of planning tools

- Gantt charts.
- Critical path analysis.
- Online planning tools.

C2 Factors to be considered, including budgets, resources and contingency planning

- Aims and objectives.
- Budget: available finance, expected sales figures, banking, cost of resources, expenses such as venue, catering, staff, travel.
- Resources: flipcharts, Wi-Fi, telephone, display boards, ability to take money, chairs, tables, computer, Smart Board.
- Venue: size of room, facilities available, car parking, access arrangements.
- Catering: special consideration of dietary needs.
- Legal constraints: contracts, health and safety (risk assessment), negligence liability.
- Team working: allocation of tasks, planning meetings.
- Insurance, including public liability.
- Methods of communication: promotion, letters, invitations.
- Contingency planning: 'what if' scenarios, e.g. 'What if the caterers don't turn up?'.

Learning aim D: Stage and manage a business or social enterprise event

D1 Management of the event

- Contracts for venue: suppliers, personnel.
- Marketing of the event: publicity, advertising, sponsorship, guest list, invitations.
- Customer service.
- Monitoring procedures to ensure tasks allocated have been completed.
- Security and health and safety.
- Methods of communication: internally and externally.
- Attendee evaluation: prepare, issue and collect questionnaires.

D2 Problem solving

- Implementation of contingency plan, e.g. non-delivery of resources.
- Customer service issues.
- Health and safety issues.

Learning aim E: Reflect on the running of the event and evaluate own skills development

E1 Evaluation of the event

- Review of success: meeting aims and objectives, timing, keeping to budget set, effectiveness of contingency plan.
- Analysis of evaluation forms.
- Suggestions for improvement.

E2 Review of personal skills development in the running of the event

- Event management.
- Employability.
- Communication.
- Negotiation.
- Time management.
- Problem solving.
- Team working.
- Analysis of own skills.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the role of an event organiser		
A.P1 Explain the role and skills required to be an effective event organiser. **A.P2** Investigate own skills in the form of a skills audit.	**A.M1** Analyse own skills against those required by an event organiser, highlighting areas for development.	**A.D1** Fully justify how own skills match those of an event organiser.
Learning aim B: Investigate the feasibility of a proposed event		
B.P3 Investigate the staging of several events to determine common success factors. **B.P4** Explain the chosen event idea, including reasons for choice.	**B.M2** Assess the feasibility of the event proposal.	**BC.D2** Evaluate and justify the feasibility of the plan, tools, budget and risk, making any required contingency adjustments.
Learning aim C: Develop a detailed plan for a business, or social enterprise event		
C.P5 Explain factors that need to be considered when producing a detailed plan for the proposed event. **C.P6** Produce a detailed plan for chosen event using planning tools, detailed budget and consideration of risk assessment and contingency planning.	**C.M3** Analyse the key factors that need to be considered when producing a plan for an event.	

Pass	Merit	Distinction
Learning aim D: Stage and manage a business or social enterprise event		**DE.D3** Justify how own contribution has contributed to a successful outcome of the event by the demonstration of outstanding management skills throughout the arranging and staging of an event.
D.P7 Stage an event, demonstrating some relevant management skills.	**D.M4** Demonstrate effective and safe management skills when organising and staging an event.	
Learning aim E: Reflect on the running of the event and evaluate own skills development		
E.P8 Review the success of the event in meeting aims and objectives, achieving targets and receiving good feedback from stakeholders.	**E.M5** Analyse the planning and running of the event, how risks and contingencies were managed, making recommendations for future improvements.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Learning aims: D and E (D.P7, E.P8, D.M4, E.M5, DE.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

The event selected should allow learners to fulfil the skills and activities required by the assessment criteria while ensuring learners and participants are safe.

Learners should produce their own independent evidence if working in a group.

Learning aim A

For Distinction standard, learners will justify how their own personal skills match those required by an event organiser.

For Merit standard, learners will compare their own personal skills to those required by an event organiser. They will highlight areas where they need to develop their skills and make suggestions as to how this might happen.

For Pass standard, learners will produce a report/interview transcript, identifying the role and skills required to be an effective event organiser. A personal skills audit will be included.

Learning aims B and C

For Distinction standard, learners will show clear justification, based on their research, of their choice of event and why it will be successful.

For Merit standard, learners will assess the feasibility of the proposed event. There will be an analysis to show that they clearly understand the importance of producing a contingency plan when organising an event and a rationale presented for the proposed contingency plans.

For Pass standard, learners will show evidence of research into a number of different successful events and an identification of the common success factors. This will enable them to produce an effective event plan, taking into account all key planning factors and using planning tools. A budget for the event will also be provided.

Learning aims D and E

For Distinction standard, learners will produce a detailed justification on how well the event was managed and to what extent the initial plan contributed to the success (or not) of the event. Learners will justify how their own contribution was instrumental in the success of the event and the skills developed throughout the process. Learners need to show a significant and sustained participation through the planning, staging and evaluation of the event to fully achieve a distinction. A witness statement will be needed to support this.

For Merit standard, learners will analyse the planning and staging of the event, with a particular focus on how potential risks and contingencies were managed. They will also include detailed recommendations for improvement.

For Pass standard, learners will give evidence in the form of a diary covering all stages of the event, together with witness statements, photographic evidence and observation records. Learners will also submit a written review of the success of the event based on feedback from stakeholders.

Links to other units

This unit links to:
- Unit 1: Exploring Business
- Unit 2: Research and Plan a Marketing Campaign
- Unit 3: Business Finance
- Unit 9: International Business
- Unit 10: Principles of Management.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers from event management businesses
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills required to coordinate and manage an event.

Unit 5: Business Decision Making

Level: 3
Unit type: Internal set assignment
Guided learning hours: 120

Unit in brief

Learners use their knowledge and understanding of business concepts and processes from the mandatory content to formulate business decisions and solutions.

Unit introduction

In this unit, you will apply the knowledge and skills you have gained in other units to interpret business data and formulate appropriate decisions and solutions to business problems. You will consider business situations and scenarios where you are required to select and use appropriate evidence drawn from several sources in order to make business decisions to support a business's objectives.

Making business decisions will require you to analyse, interpret and compare business data drawn from a number of sources such as financial data, financial statements and market information. You will use appropriate business models to identify business risks and evaluate the costs and benefits of alternative solutions to a business problem. You will predict probable consequences, identify faulty arguments or misrepresentations of information or data, compare information and data, provide reasonable alternatives, and evaluate and justify your proposed solutions.

This unit will help you to understand the importance of decision making and planning in a business and enable you to progress to employment, self-employment, training or higher education. This is a controlled assessed unit and will allow you to demonstrate your ability to extract relevant information and apply the knowledge and understanding you have developed.

Assessment availability

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Examine the business principles and practices that determine business decisions
B Review and interpret business data and information
C Formulate decisions and solutions to business problems
D Prepare business documents to present business decisions.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the business principles and practices that determine business decisions	**A1** Business ideas and objectives **A2** Purpose and structure of a business **A3** Business practices and operations **A4** The use of business models to aid decision making	
B Review and interpret business data and information	**B1** Sources for data collection and their presentation **B2** Techniques to analyse data effectively for business purposes	
C Formulate decisions and solutions to business problems	**C1** Analysis and interpretation of financial projections **C2** Analysis and interpretation of financial statements **C3** Creation and interpretation of a break-even chart **C4** Interpreting the outcome of investment appraisal	This unit is assessed through a Pearson Set Assignment.
D Prepare business documents to present business decisions	**D1** 'What if' scenarios and sensitivity analysis **D2** Contingency plans **D3** Use IT skills to create appropriate documentation	

Content

Learning aim A: Examine the business principles and practices that determine business decisions

A1 Business ideas and objectives

Impact of influences in the internal and external business environments on the development of business ideas and objectives in a business organisation at different stages in its growth.

- Influences on the development of business ideas and objectives for a business 'start-up', including the interests and skills of an entrepreneur, product innovation, finding a gap in the market, current trends, likely demand.
- Influences on the development of business ideas and objectives for a developing business, including changes in the economic climate, social and economic trends, intrapreneurship, increased competition in the market, changes in the product portfolio, new markets.
- The classification of business ideas and objectives: development of new products, e.g. innovations; changes to processes, e.g. production processes; changes to systems, e.g. sales and procurement; changes to structure, e.g. changes to management responsibilities and the organisation of the workforce.
- Criteria used to justify and evaluate a business idea or objective, including costs and returns (financial and non-financial) and the contribution of a business idea to a business's objectives and long-term strategy.

A2 Purpose and structure of a business

Characteristics of the aims and objectives of a business organisation and their influence on the ownership, structure and location of the organisation.

- Aims and objectives of a business, including profit maximisation, sales maximisation, market share; brand recognition; product development, market development, diversification, efficiency savings, growth.
- Influence of the aims and objectives of a business organisation on business ownership (sole trader, partnerships and limited companies), reasons why a business may need to change its ownership, including to finance growth, to address competitive pressures in the market; business failures leading to a take-over.
- Influence of the aims and objectives on the structure of the business organisation – flat, matrix and hierarchical structures.
- Influence of the aims and objectives on the location of a business organisation – local, national, international.

A3 Business practices and operations

Operational decisions taken in relation to the activities and processes within a business organisation.

- Factors taken into account when making operational decisions in relation to:
  o human resources – including the recruitment process, wage rates, the proportion of full-time to part-time staff, conditions of employment, training methods
  o physical resources – including premises (buy or rent), the purchase of non-current assets (lease or hire purchased or buy outright), procurement practices including Just-in-Time processes
  o financial resources relating to the need for sources of finance, their features, costs and time horizons.

- Factors taken into account when making operational decisions in relation to processes:
  - o Management Information Systems (MIS) and their use as data processing tools to aid operational, tactical and strategic decision making in a business
  - o quality processes – the features of quality control, quality assurance and Total Quality Management (TQM); quality circles, best practice and benchmarking.
- Influence of legislation and regulations on business practice and decision making:
  - o health and safety at work
  - o data protection
  - o employment rights and protection
  - o consumer rights and protection.

  Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.

A4 The use of business models to aid decision making

The application of business models to decision making and their role in business planning, identifying and managing business risks and determining business tactics and strategy.

- The features and application of business models in the decision-making process:
  - o Porter's Five Forces Analysis
  - o 5Cs analysis
  - o Ansoff Matrix
  - o Boston Matrix
  - o product life cycle.
- Purpose and features of a competitor analysis.
- Influence of economic, market and social trends on business decision making.
- Main features of a marketing plan formulated using the 7Ps marketing mix: identification of a product's USP and its target market; market segmentation (demographic, geographic, psychographic, and behavioural).

Learning aim B: Review and interpret business data and information

B1 Sources for data collection and their presentation

Sources of information and data and the ways in which they can be presented to aid decision making in business.

- Primary and secondary sources of information and the factors that need to be taken into account when storing sensitive data and information, including legal requirements.
- Interpretation of business data: line graphs, pie charts, bar charts, histograms, Scatter graphs.
- The value and limitations of using linear trend lines to extrapolate forecasts in relation to market trends.

B2 Techniques to analyse data effectively for business purposes

Techniques used in decision making to analyse business data and draw valid and logically consistent conclusions to inform operational tactics and long-term business strategy.

- Representative values: the meaning and interpretation of the mean, median and mode in a business context.
- Frequency distributions and their interpretation.
- Measures of dispersion: standard deviation for small and large samples, typical uses (statistical process: control, buffer stock levels).
- The use of quartiles, percentiles and the correlation coefficient in data analysis.

Learning aim C: Formulate decisions and solutions to business problems

C1 Analysis and interpretation of financial projections

Methods and processes used to prepare, complete, revise and analyse cash flow forecasts and sales forecasts.

- Review financial data relating to projected sales and cash flow to forecast business performance over a specific period of time; justify business decisions based on an analysis of the financial data.

C2 Analysis and interpretation of financial statements

Use of ratio analysis to analyse the performance of a business based on data extracted from its financial statements.

- Use of appropriate methods to analyse a statement of comprehensive income to predict consequences and suggest and justify solutions.
- Use of appropriate methods to analyse a statement of financial position to predict consequences and justify solutions:
  - o calculation of liquidity, profitability and efficiency ratios from given data
  - o interpretation of ratios calculated in relation to a business decision.

C3 Creation and interpretation of a break-even chart

Features of a break-even chart and preparation from given data.

- Methods of analysing a break-even chart to predict consequences and suggest and justify solutions relating to changes in costs, price, contribution and the margin of safety.

C4 Interpreting the outcome of investment appraisal

Reviewing the outcome of investment appraisal on proposed acquisitions of different non-current assets; recommendations in relation to the costs and benefits to the business.

- Features of different investment appraisal techniques and their application in business decision making: net present value; discounted cash flow; internal rates of return.

Learning aim D: Prepare business documents to present business decisions

D1 'What if' scenarios and sensitivity analysis

How business risks can be analysed and evaluated and the application of risk management strategy.

- Classifications of business risk: legal, reputation, financial when making final recommendations/judgements.
- The role and application of SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and STEEPLE (Social, Technological, Economic, Environmental, Political, Legal, Ethical) to identify possible threats and risks and opportunities of a proposed business decision.
- 'What if' scenarios and sensitivity analysis in relation to a proposed business decision.
- Analysis, comparison and evaluation of data to predict consequences, provide reasonable alternatives and justify solutions.
- Contribution of networking and critical path analysis, and Gantt charts, to the implementation of business decisions.

D2 Contingency plans

Role and purpose of contingency plans in reducing the business risks that may arise following the implementation of a business decision.

- Features and purpose of contingency plans.
- Processes involved in formulating contingency plans in relation to business decisions.

D3 Use IT skills to create appropriate documentation

Format of business documents required to present the outcome of a business decision.

- Format, layout and purpose of business documents: formal reports, executive summary and presentations.
- Presentations and report writing: utilisation of appropriate formats, presentation software and techniques.
- Programmes/software packages for the production and manipulation of financial information, including the generation of graphs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the business principles and practices that determine business decisions		
A.P1 Explain factors that influence the development of a business idea or objective. **A.P2** Explain factors that influence the formulation of a business idea or objective in a specific context.	**A.M1** Analyse the factors that will need to be taken into account when formulating a business decision in a given context.	**A.D1** Evaluate the relative importance of different factors that may influence the outcome of a business decision.
Learning aim B: Review and interpret business data and information		
B.P3 Extract appropriate data from a given data set to aid decision making. **B.P4** Explain the current context of a business organisation using given data.	**B.M2** Analyse the current context of a business organisation using given data.	**B.D2** Evaluate the current context of a business organisation using given data.
Learning aim C: Formulate decisions and solutions to business problems		
C.P5 Explain the main influences on business performance from a given set of data. **C.P6** Explain reasoning for formulating the outcome of a business decision.	**C.M3** Assess the relative importance of business data and information extracted from a given data set when formulating a business decision with a supported rationale.	**CD.D3** Justify a logically consistent case for the preferred outcome, and its implications, of a business organisation's strategy with a detailed, supported rationale, using a comprehensive report and concise presentation slides prepared to a professional standard.
Learning aim D: Prepare business documents to present business decisions		
D.P7 Produce a report with recommendations to aid business decision making. **D.P8** Prepare presentation slides with speaker notes, using appropriate software, to summarise key outcomes of a business decision.	**D.M4** Prepare a detailed business report, with concise presentation slides, in an acceptable business format that provides a reasoned rationale for a business decision set against other alternatives relating to the future direction of a business organisation.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A, B, C and D

For Distinction standard, learners must undertake a comprehensive analysis of all the options under consideration, including both quantitative and qualitative factors. Quantitative factors should include relevant calculations such as financial ratios, and the impact on the business decision should be articulated clearly. Learners should present a well-formulated risk analysis for each of the options, which should take account of the prevalent factors in both the internal and external business environments. For example, internal factors may include a commentary on the robustness of the financial data presented by the business and its associated business objectives. External factors would be drawn from the material presented in the controlled assignment and could include market trends, competitive pressures or potential opportunities for business growth. Learners must submit a formal business report that has a logical structure, contains no communication errors and uses appropriate terminology throughout. Learners provide a comprehensive coverage of key factors, risks and alternative approaches in context and linked to business objectives. Learners demonstrate an understanding of a complex range of resource implications applied to the context. Forecasts are applied to the context and are detailed and accurate. References are made throughout to the case study that are relevant and supported by appropriate evidence. Forecasts will demonstrate interpretations of a range of financial concepts and principles, which are applied to the context, detailed and accurate. Presentation slides must be accurate and well laid out with speaker notes clearly providing a clear rationale for the decision made, which is based on sound business principles and supported by in-depth analysis.

For Merit standard, learners must prepare a detailed analysis of the options under consideration, including both quantitative and qualitative factors. Quantitative factors should include calculations of appropriate financial data and show a good understanding of how the results of these calculations impact on each of the options under consideration. Learners will show a good understanding of the potential risks associated with each of the options, which will be linked to some of the main factors drawn from the operating environment outlined in the controlled assignment. Learners must prepare business documentation that has a logical structure, contains few communication errors and includes a range of relevant management principles. Learners must show a clear understanding of the link between key factors, risks and alternative approaches linked to the context. Learners must demonstrate an understanding of a range of resource implications, which are applied to the context and are detailed and accurate. The learner will show some understanding of how business forecasts can be applied to the decision-making process. Presentation slides and speaker notes provide a well-argued case for recommending one of the options identified in the controlled assignment.

For Pass standard, learners must review each of the options under consideration by performing calculations of the main quantitative factors that may impact on each of the options. Learners will show their understanding of the application of the formulae associated with some of the main financial performance ratios. Most of the calculations will be accurate and learners are expected to show their workings. Learners will draw general conclusions from a basic analysis of the data and information including reference to some of the factors identified in the business's operating environment, although the impact of these factors may not be fully explored. Learners will identify some of the main risks of each of the options although the potential impact of these risks will not be fully analysed. Learners must prepare a formal business report that has a basic structure with only minor communication errors and provides evidence of an attempt to apply relevant business concepts. Learners must provide some key facts, risks and alternative approaches that are relevant to the context. Learners must demonstrate an understanding of the resource implications of business decisions with some application to the context and with appropriate evidence to support some of the points made. Presentation slides are basic and are supported by general speaker notes. Learners present a basic rationale to support the outcome of a business decision.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to *Unit 3: Business Finance*.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop problem-solving skills.

Unit 6: The Hospitality Industry

Level: 3
Unit type: Internal set assignment
Guided learning hours: 60

Unit in brief

Learners develop knowledge and understanding of the hospitality industry, the current trading environment and how the hospitality industry responds to trends and changes in different scenarios.

Unit introduction

This unit gives you the knowledge that will be relevant to all other units in this qualification. You will develop an overview of the importance of the hospitality industry within the economy in terms of its scale, scope and diversity. You will investigate the commercial and catering services sectors of the industry, and develop an understanding of the operations that provide accommodation, catering and related services. You will explore the diverse types of ownership, products and services offered, as well as customer types.

You will use a range of business analysis tools to determine the current trading environment for hospitality businesses at both a local and national level and will be able to understand how hospitality businesses react to and develop in response to current trends and changes in the consumer market.

Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Explore the current structure of the hospitality industry

B Investigate the hospitality supply chain

C Use data and information to develop a business response to trends and changes in the hospitality industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the current structure of the hospitality industry	**A1** The hospitality industry **A2** Scope and scale of the hospitality industry **A3** Business organisation and ownership in the hospitality industry **A4** Employment opportunities	This unit is assessed through a Pearson Set Assignment.
B Investigate the hospitality supply chain	**B1** Industries in the hospitality supply chain and the goods and services they provide **B2** Sourcing considerations	
C Use data and information to develop a business response to trends and developments in the hospitality industry	**C1** Business analysis tools **C2** Researching and collecting data and information on trends and developments **C3** Use data and information to develop responses to trends and developments	

Content

Learning aim A: Explore the current structure of the hospitality industry

A1 The hospitality industry

Sectors that make up the hospitality industry, their products and services, brands, businesses and types of ownership.

- Types of hospitality business:
  - o accommodation, including hotels, resorts, spas, alternative provision
  - o food and beverage outlets, including restaurants, takeaways and fast food, cafes, coffee shops, bars and nightclubs
  - o contract food service providers
  - o hospitality services, including retail, education, government and local authority provision
  - o membership clubs, including professional or employment association clubs, sporting clubs
  - o events, including music events, meetings and conferences.
- Products:
  - o food
  - o beverages
  - o accommodation
  - o information on products.
- Services:
  - o meeting rooms
  - o business services
  - o personal services – concierge services, hairdressing, beauty
  - o health and fitness
  - o event management
  - o vending
  - o food and beverage service provision to other industries
  - o facilities management.

A2 Scope and scale of the hospitality industry

- Relationships between hospitality and tourism sectors.
- Economic value and contribution to local and national economies.
- Direct and indirect impacts on local and national economies.
- Number of businesses.
- Numbers employed in the industry.

A3 Business organisation and ownership in the hospitality industry

- Operational departments:
  - o food and beverage
  - o food preparation and production
  - o front office
  - o accommodation.

- Support departments:
  o accounting and finance
  o purchasing and stores
  o sales and marketing
  o personnel and human resources.
- Business ownership and operation:
  o sole traders
  o partnerships
  o incorporated companies
  o franchises
  o licensing agreements.

A4 Employment opportunities

- Kitchen, including porter, commis chef, chef de partie, sous chef, pastry chef, head chef.
- Food and beverage, including bar person, barista, food server, food and beverage supervisor, restaurant manager.
- Front office, including receptionist, night porter, concierge, night auditor, reservations manager, front office manager.
- Housekeeping, including house porter, room service attendant, housekeeper, head housekeeper.
- Conference and banqueting, including banqueting porter, conference and event organiser, conference and events manager.

Learning aim B: Investigate the hospitality supply chain

B1 Industries in the hospitality supply chain and the goods and services they provide

- Suppliers – providing food, beverages, equipment, dry goods.
- Recruitment/staffing agencies – providing staff, pre-screening, web recruitment, recruitment campaigns.
- Tour operators – creating and operating package holidays comprising two or more products or services at an inclusive price.
- Travel agents – providing expert advice and guidance on destinations, arrange and book transport and package holidays, individual components, advice to travellers on passports, visas and health precautions, tour guides.
- Transport – providing trains, flights, buses, taxi and car services.
- Banks – providing financial services, financial advice, including loans, online/telephone banking, insurance.

B2 Sourcing considerations

- Different methods of supply and trace origin data.
- Value for money.
- The range/choice on offer.
- After-sales services and warrantees.
- Types of supplier payment options and methods.

Learning aim C: Use data and information to develop a business response to trends and developments in the hospitality industry

C1 Business analysis tools

Use and apply business tools to analyse and evaluate the current business environment and business risks.

- PESTLE – political, economic, social, technological, legal, environmental.
- SWOT – strengths, weaknesses, opportunities, threats.
- Competitor analysis.

C2 Researching and collecting data and information on trends and developments

- Market trends, new products and services, new concepts.
- Marketing and media influences.
- Gaps and opportunities in the market.
- Target market.
- Customer needs and wants.
- Competitors, market position, barriers to entry, pricing, product development.
- Global influences on the hospitality industry.
- Changing consumer lifestyle trends.
- Sustainability and ethical considerations.
- The impact of the digital revolution on production and consumption.

C3 Use data and information to develop responses to trends and developments

- Increase or reduce prices.
- Increase range of products and services to match changing and emerging markets.
- Encourage membership of trade organisations for financial protection and repatriation.
- Impose levies and surcharges.
- Increase security measures for maintaining security of data and minimise risk of system failures.
- Product diversification or specialisation.
- Increase research – local, national and international.
- Update technology and staff training on legislation, compliance and new systems.
- Public relations management.
- Invest in new facilities.
- Flexible opening times and staffing.
- Adopt crisis management and major incident plans.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the current structure of the hospitality industry		
A.P1 Explore hospitality businesses in your local area, providing details of their products and services, structure and value to the local economy. **A.P2** Investigate the range of job roles, entry points and progression opportunities available in a range of local hospitality businesses.	**A.M1** Analyse how hospitality businesses are structured and the contribution they make to the local and national economies.	**A.D1** Assess the contribution of the hospitality business to the local and national economies through the supply of its products and services.
Learning aim B: Investigate the hospitality supply chain		
B.P3 Describe industry sectors involved in the hospitality supply chain and the goods and services they provide **B.P4** Explain how the choice of supplier impacts the ability of hospitality businesses to deliver their goods and services.	**B.M2** Analyse the way hospitality businesses select suppliers to allow them to deliver goods and services to their customers.	**B.D2** Assess the criteria hospitality businesses apply to select appropriate suppliers allowing them to deliver quality goods and services to their customers.
Learning aim C: Use data and information to develop a business response to trends and developments in the hospitality industry		
C.P5 Use basic analytical tools to determine the current trading environment for hospitality businesses in in your local area. **C.P6** Explain current trends in the hospitality industry and how these impact on hospitality businesses.	**C.M3** Analyse current trends and changes in the consumer market and how hospitality businesses react to these changed.	**C.D3** Evaluate the impact of trends and developments on businesses within the hospitality industry and the steps hospitality businesses need to take to respond.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A, B and C

For Distinction standard, learners will use a range of data and information to evaluate the impacts of trends and developments on a range of businesses in the hospitality industry. Learners will assess how trends and developments necessitate changes to business operation, including the selection of suppliers, workforce implications, structure of businesses and the products and services offered. Learners will present a justified conclusion as to the course of action a business needs to take.

For Merit standard, learners will use data and information to analyse the impacts of trends and developments on a range of businesses in the hospitality industry. Learners will analyse how trends and developments necessitate changes to business operation, including the selection of suppliers, workforce implications, structure of businesses and the products and services offered. Learners will present a conclusion as to the course of action a business needs to take.

For Pass standard, learners will use data and information to determine the trading environment in a given scenario. Learners will explain the trends and developments in the hospitality industry and how these impact on businesses. Learners will explain how trends and developments impact on ownership, staffing and the products and services offered by hospitality businesses and how this affects the hospitality supply chain. Learners may be able to provide a conclusion as to the course of action a business needs to take.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to all units within the specification.

Employer involvement

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

- guest speakers
- design/ideas to contribute to unit delivery
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 7: Environment and Sustainability in the Hospitality Industry

Level: 3
Unit type: Internal set assignment
Guided learning hours: 60

Unit in brief

Learners develop knowledge and understanding of the impact of the hospitality industry on the environment and the measures taken by the hospitality industry to ensure a sustainable environment.

Unit introduction

Sustainability is a way for people to use resources without the resources running out and has become an important issue worldwide. In this unit, you will look at the importance of sustainability in hospitality and what it means in general terms. You will then be able to describe the positive and negative environmental impacts of the hospitality industry, how these are measured and the opportunities that exist to reduce the negative aspects. You will also develop an understanding of the costs and benefits of environmentally friendly practices to different parties, such as waste disposal and use of energy, and the interest groups driving environmentally friendly operations in the context of the hospitality industry.

You will have the opportunity to devise a realistic proposal for an environmental audit considering the needs of customers and the business. You will participate in this audit on your chosen business, making suitable recommendations to reduce any adverse qualities in the hospitality business.

This unit will give you a foundation knowledge and understanding of the importance of sustainability in the hospitality industry and enable you to progress to self-employment or employment in the hospitality industry, training or higher education.

Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Understand the impact of the hospitality industry on the environment
B Undertake research into an environmental issue in a hospitality business
C Develop an environmental policy for a hospitality business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the impact of the hospitality industry on the environment	**A1** Impact of the hospitality industry on the environment **A2** Conflicting needs of different stakeholders **A3** Benefits and challenges of operating a sustainable business	This unit is assessed through a Pearson Set Assignment.
B Undertake research into an environmental issue in a hospitality business	**B1** Measures taken by the industry to ensure a sustainable environment **B2** Plan research into an environmental issue **B3** Carry out research into an environmental issue	
C Develop an environmental policy for a hospitality business	**C1** Environmental policy **C2** Procedures to complete the policy **C3** Measures of success and progress	

Content

Learning aim A: Understand the impact of the hospitality industry on the environment

A1 Impact of the hospitality industry on the environment

Recognise the impact the hospitality industry has on the environment.

- Environment: definitions of 'environment', uses of the term 'environment'; key terms, including climate change, carbon footprint, sustainability, greenwashing, 6 Rs – recycle, rethink, refuse, reuse, repair, reduce; ethical customers and trade and food miles.
- Impacts of the hospitality industry on the environment:
  - o positive impacts, including educates public about local environment, the industry creates employment and business opportunities contributing to the local economy, buildings being designed so the impact on the environment is reduced, sustainable practices becoming normal to promote a green image that appeals to customers, to include using organic products, recycling, using less toxic chemicals, using energy and water efficient systems
- negative impacts, including CO_2 emissions, waste energy, waste water food and disposal of waste, buildings and tourists may destroy local environment/habitat of animals, noise, large use of energy
- growth of hospitality businesses: increasing customer numbers, comparison of carbon footprints of different equipment and products used in the industry, impact of customers' choices on the environment.

A2 Conflicting needs of different stakeholders

Understand the responsibilities of businesses to their stakeholders in maintaining sustainable policies.

- Stakeholders: shareholders, customers, employees, suppliers, local community, government, environment.
- Conflicting needs: pressures on delicate, at-risk ecosystems due to the growth of businesses; pressures of perceived economic gain against negative environmental impacts; resources needed by hospitality businesses (water, power), how and why business decisions can cause conflict with local people.
- Role of governments and government agencies in matters relating to the environment, conflicts that may arise between economic and environmental priorities.

A3 Benefits and challenges of operating a sustainable business

Understand how operating a sustainable business will potentially affect profit, reputation and customer satisfaction.

- Benefits: Corporate Social Responsibility (CSR), impact on quality of the environment, the local environment, operating ethically.
- Commercial: impact on costs, staff motivation, customer perception of the business, brand value, investment opportunities.
- Challenges: customer and staff commitment, availability of resources, cost, impact on profit, lack of information, risk of greenwashing.

Learning aim B: Undertake research into an environmental issue in a hospitality business

The importance and purpose of the policies and procedures that need to be put in place to support sustainability.

B1 Measures taken by the industry to ensure a sustainable environment

Measures demonstrated by the hospitality industry to ensure sustainability.

- Sustainability in hospitality: definition, principles, including environmental, social, economic, alternative terminology, costs and benefits (from different perspectives) of planning and implementing changes as a result of environmental impact assessments.
- Measures to ensure a sustainable environment: examples of good practice, local sourcing, implications for businesses and customers, environmentally friendly operations in the context of the hospitality industry.

B2 Plan research into an environmental issue

- Environmental issue relating to infrastructure, business practices and/or customer choices.
- Planning research: aims, planned outcome, task and review dates, monitoring, data collection tools.

B3 Carry out research into an environmental issue

Complete research into a chosen environmental issue and summarise findings.

- Undertaking research: primary, secondary, creating and using research resources such as surveys, observation sheets and interview questions, meeting any relevant legislation, data collection, presentation and analysis.
- Conclusions: summary of findings, relate to initial aims of research.

Learning aim C: Develop an environmental policy for a hospitality business

Understand how to design and use an environmental policy to enhance environmental performance.

C1 Environmental policy

Understand the purpose of an environmental policy.

- Purpose of environmental policy: provides information on company performance, assesses extent of harm to environment by activities, waste, noise.
- Advantages: reduces environmental problems, raises company image, efficient use of sustainable resources, increased awareness, attract and retain staff, financial incentives, competitive position.

C2 Procedures to complete the policy

How to plan an environmental policy for a given hospitality organisation.

- Setting an environmental policy to include minimisation of carbon footprint, reduction of waste going to landfill, sustainable sourcing, education of guests and employees on sustainable issues, use of local suppliers.
- Areas to include in policy:
  o energy, including sourcing and use
  o water, including consumption, quality and waste water treatment
  o waste, including opportunities for avoidance, reuse, recycling and disposal
  o air, including indoor air quality, air emissions, noise
  o food safety, including purchasing and supply chains, chemicals and other hazardous materials, including use, storage and disposal
  o refurbishment activities and care of the grounds
  o compliance with environmental regulations, including local, regional or national legislation that applies to the organisation
  o impact of the hospitality sector on the local community, wildlife habitats and the landscape.

C3 Measures of success and progress

How to set targets and progress for the planned policy.

- Setting targets: what the target applies to, when the target is planned to be met, who will be responsible for managing the effort to achieve the changes, monitoring of compliance and achievement of targets.
- Staff motivation and training: awareness and communication, training, financial and technical support, team building, recognising and rewarding effort, publicising success.

Assessment criteria

Pass		Merit	Distinction	
Learning aim A: Understand the impact of the hospitality industry on the environment			**A.D1**	Evaluate the impact of hospitality businesses on the environment and the importance of maintaining sustainable practices while meeting the benefits and challenges when managing a sustainable business.
A.P1 Explain the impact of the hospitality industry on the environment and the responsibilities to stakeholders in maintaining sustainable policies. **A.P2** Describe the benefits and challenges of running a sustainable business.		**A.M1** Assess the importance of meeting the benefits and challenges when managing a sustainable business.		
Learning aim B: Undertake research into an environmental issue in a hospitality business			**BC.D2**	Evaluate the findings of own research into an environmental issue, summarising findings and drawing conclusions as to the extent to which the proposed policy meets the needs of the organisation and the likelihood of its success.
B.P3 Plan research into an environmental issue. **B.P4** Carry out research into an environmental issue.		**B.M2** Analyse the results of research into an environmental issue.		
Learning aim C: Develop an environmental policy for a hospitality business				
C.P5 Develop a plan for an environmental policy for a hospitality business based on research findings. **C.P6** Explain how the success of the policy may be measured.		**C.M3** Present a justified policy that takes into account resources required and measurement of success.		

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

· different hospitality organisations to review environmental policies and procedures
· a range of environmental policies used in different hospitality outlets.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a comprehensive explanation of the influence of the hospitality industry on the environment and when supporting sustainable policies. This should include any commitments to include shareholders, customers, employees, suppliers, the local community, the government and the environment. Learners should produce an assessment of the influence of hospitality businesses on the environment, to include both positive and negative impacts. There should be a detailed account of why hospitality businesses should maintain sustainable practices. Learners should produce a thorough description of the advantages and challenges of running a sustainable business.

For Merit standard, learners will produce, in some detail, an explanation of the influence of the hospitality industry on the environment and when supporting sustainable policies. This should include any commitments to include some stakeholders, namely customers, employees, suppliers and the local community. Others may be included. Learners should describe, in some detail, the advantages and challenges of running a sustainable business and why it is important to meet these challenges.

For Pass standard, learners should produce an explanation of the impact of the hospitality industry on the environment and the responsibilities to stakeholders in maintaining sustainable policies. Learners should briefly describe the benefits and challenges of running a sustainable business.

Learning aim B

For Distinction standard, learners will plan and carry out research into an environmental issue independently. Learners should produce a detailed presentation that shows how a hospitality business can implement changes to ensure a sustainable environment is maintained. Learners need to ensure that the physical environmental issues are fully addressed. They also need to consider the range of control measures required to ensure a sustainable environment. Learners will evaluate their findings and draw justified conclusions from their research.

For Merit standard, learners will plan and carry out research into an environmental issue, with limited guidance. Learners should produce a detailed presentation that shows how a hospitality business can implement changes to ensure a sustainable environment is maintained. Learners need to ensure that the physical environmental issues are fully addressed. Learners give an analysis of their findings but may not have drawn detailed or justified conclusions.

For Pass standard, learners will plan and carry out research into an environmental issue with guidance. Learners should produce a presentation that shows how a hospitality business can implement changes to ensure a sustainable environment is maintained.

Learning aim C

For Distinction standard, learners will develop a realistic environmental policy to meet the needs of a hospitality business, based on the findings of their research. The policy will include key issues of energy, water, waste, air, food safety, purchasing and supply chains, chemicals and other hazardous materials, refurbishment activities, compliance with environmental regulations, including local, regional or national legislation, and the impact of the organisation on the local community, wildlife habitats and the landscape. The learner will evaluate how the planned policy will meet the needs of the organisation and the likelihood of its success, to include a comprehensive review of the targets set and when they are likely to be met, and who will be responsible for managing the changes. Learners will use appropriate terminology consistently and accurately throughout.

For Merit standard, learners will present a detailed environmental policy, meeting the needs of a hospitality business, based on the findings of their research. The policy will include key issues of energy, water, waste, air, food safety, purchasing and supply chains, chemicals and other hazardous materials, refurbishment activities, compliance with environmental regulations, including local, regional or national legislation, and the impact of the organisation on the local community, wildlife habitats and the landscape. The planned policy will justify how it meets the needs of the organisation and the likelihood of its success, to include a review of the targets set and when they are likely to be met, and who will be responsible for managing the changes. They will use appropriate terminology accurately.

For Pass standard, learners will develop an environmental policy for a hospitality business based on the findings of their research. The policy will include an overview of the key issues of energy, water, waste, air, food safety, purchasing and supply chains, chemicals and other hazardous materials, refurbishment activities, compliance with environmental regulations, including local, regional or national legislation, and the impact of the organisation on the local community, wildlife habitats and the landscape. Learners will explain how the success of the policy may be measured by meeting the needs of the organisation. They will use appropriate terminology.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to:

- Unit 6: The Hospitality Industry
- Unit 21: Hospitality Business Enterprise
- Unit 23: Front Office Operations
- Unit 24: Accommodation Operations.

Employer involvement

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

- guest speakers, such as environmental and sustainability officers
- visits to hospitality businesses, to provide learners with a realistic insight into the management and implementation of initiatives.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 8: Customer Service Provision in Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners develop the knowledge and skills needed for effective customer service delivery in a hospitality business. Learners will understand the skills needed to provide positive customer service in an organisation and the need to continually improve their customer service skills.

Unit introduction

Issues such as customer satisfaction, brand loyalty, exceeding customer expectations and ensuring repeat custom are critical for the growth, development and success of the hospitality industry. Customer service is extremely important to the success of a hospitality business. A reputation for excellent customer service will help organisations attract and retain customers. Supervisors are an essential factor in guaranteeing the continuity of an active and positive customer service culture in an organisation. This unit looks at how a supervisor can help develop customer service in their business and the part they play in retaining existing customers and attracting new ones.

In this unit, you will develop an understanding of and how to apply excellent customer service, and how to be successful in leading a team to make improvements. You will learn about the importance of exceeding customer wants, needs and expectations and how to encourage customer loyalty. You will develop skills to allow you to deal with a diverse range of customer service situations and ensure a positive result for the customer and the business. This unit will help you to understand how to develop team supervisory skills in the customer service area. You will develop the skills needed to make recommendations and improvements to customer service.

This unit will support you to progress to a higher level of study or employment in a range of job roles across the hospitality industry, including supervisory positions, where a broad range of communication, interpersonal, practical skills and knowledge will be required, including customer service and teamwork skills.

Learning aims

In this unit you will:

A Understand how to develop customer service in a hospitality organisation

B Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations

C Explore methods to monitor and improve customer service performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand how to develop customer service in a hospitality organisation	**A1** Customer service in hospitality **A2** Customer service and meeting organisational objectives **A3** Role of the supervisor in customer service	Written documentation evidencing how customer service operations must function and the benefits to customers and the business.
B Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations	**B1** Customer service for diverse types of customer **B2** Anticipate different customer needs and expectations **B3** Customer service skills and behaviour **B4** Deal with different customer requirements effectively	Observation records of delivering customer service to a diverse range of customers in a customer service setting.
C Explore methods to monitor and improve customer service performance	**C1** Monitor and evaluate customer service performance **C2** Indicators of improved performance **C3** Implement measures to improve customer service **C4** Improvement of future performance of customer service	Written evidence of monitoring, implementing and improving customer service to include customer feedback forms, comment cards.

Content

Learning aim A: Understand how to develop customer service in a hospitality organisation

A1 Customer service in hospitality

Different types of hospitality customer and the skills needed to deal with them effectively.

- Types of customer, e.g. internal, external the difference between their needs and expectations.

A2 Customer service and meeting organisational objectives

Key features of customer service and how they can be developed to meet business needs.

- Definition of customer service.
- Aims of customer service: developing customer satisfaction, customer loyalty, repeat business, customer confidence, increase sales and usage, enhanced public image, new customers.
- Features of customer service: product knowledge, maintain brand standard, customer service policy, staff training, positive attitude, good interpersonal skills, communication, presentation.
- Consequences of poor customer service: poor business image, decline in customer numbers, fall in revenue.
- Exceeding customer needs: customer expectations, positive attitude to business, improved reputation, increase in visits, increase in amount spent, attention paid to detail, standards of service, deal promptly with problems, provide additional help and assistance.
- Trends in customer service: customer liaison staff, press releases, mobile phone apps, websites, regularly updating the websites, providing accurate information, providing reliable information; social media; sponsorship.
- Customer service standards: organisational objectivities, service level arrangements (for complaint handling).

A3 Role of the supervisor in customer service

When developing teams, the importance of supervision to ensure the continuity of an effective customer service environment.

- Develop effective teams: lead a team, motivation, ability to take the initiative, ability to defuse and resolve conflict, fairness in decision making, team formation, team roles (front of house, back of house), delegation, lines of authority, mentoring.
- Team goals: positive attitude, improved working environment, improved work atmosphere, increased job satisfaction.
- Demonstrate good customer service skills: personal presentation, hygiene, appearance, attitude, first impressions, knowledge of products and services, communication and listening skills, use of open and closed questions, use of appropriate words and phrases, pitch and tone of voice, levels of empathy.

Learning aim B: Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations

B1 Customer service for diverse types of customer

Developing different approaches for diverse types of customer service needs within the hospitality industry.

- Different types of customer:
  - internal, e.g. front of house, back of house, support staff
  - external, e.g. individuals, groups, business travellers, corporate, people with young children
  - people with specific needs, e.g. mobility impairment, sensory impairment, dietary requirements, different cultures.
- Using initiative and creativity to solve problems efficiently: staying calm, consistent service to all customers whatever their attitude and need, empathy towards customers.

B2 Anticipate different customer needs and expectations

Being prepared for diverse customer service situations and dealing with these effectively.

- Customer needs: quality of hospitality products and services offered, value for money, timing, e.g. urgent, non-urgent, special requirements, functions, family rooms, healthy, safe and secure environment.
- Understanding disabilities: physical, sensory, intellectual.
- Appropriate communication methods to suit customers with different disabilities.
- Understanding cultural requirements.

B3 Customer service skills and behaviours

- Communication styles, including verbal, e.g. face to face, telephone; non-verbal, e.g. written, email, internet, body language.
- Listening skills.
- Barriers to communication.
- Customer requirements:
  - when making a reservation the information is accurate, the response is timely
  - when making a complaint the problem is understood, the outcome will be communicated
  - when a customer has specific needs.

B4 Deal with different customer requirements effectively

Manage a range of customer service requests and situations in a realistic manner.

- Customer situations: providing information or advice, sales, dealing with problems, dealing with complaints, direct (face to face, at the time of the experience), indirect (review websites), dealing with situations efficiently, effectively (follow organisation's policies), dealing with praise (oral or written).
- Keep accurate records: taking payments, issuing receipts, taking reservations, keeping health and safety records.
- Acting within the limitations of the job role: seeking advice when needed.
- Dealing with problems: handling complaints and customer behaviour, implementing remedial measures, following required protocols, following organisational policy.
- Dealing with good customer behaviour.

Learning aim C: Explore methods to monitor and improve customer service performance

C1 Monitor and evaluate customer service performance

Different sources of information that can be used to measure and evaluate the effectiveness of customer service.

- Sources of information, e.g. customers, colleagues, management.
- Monitor and measure team performance: mystery customer, staff observations, focus groups, customer feedback, surveys, suggestion cards, verbal feedback, online reviews, informal comments, e.g. complaints, staff suggestions.
- Financial data: turnover, repeat business.
- Competitor activity: comparison with competitor products or services.

C2 Indicators of improved performance

- Reduction in number of complaints.
- Increase in profits.
- Reduction in staff turnover.
- Repeat business from loyal customers.

C3 Implement measures to improve customer service

Apply effective customer service procedures to develop customer service within a hospitality business.

- Efficiency: staff levels, e.g. standards checklist, team responsibilities, review and evaluate team working arrangements, self-evaluation, staff training, e.g. communicate core values, develop underperforming team members, individual on-the-job coaching, on and off-site training.
- Communicating performance: appraisal interview, team meetings, methods of feedback, e.g. meetings, emails, staff newsletter, use of feedback, e.g. motivate team, maintain team focus.
- Improvements to customer service policy: introducing an employee of the month award, e-bonus scheme, improvements to products and services offered, quality, range, price, loyalty schemes.

C4 Improvement of future performance of customer service

Implement new performance measures to improve customer service.

- Importance of customer service standards: develop customer service standards (SMART objectives), e.g. clear, measurable, written, accessible, appropriate to product or service, implement standards by training staff.
- Adapt core values.
- Implement mission statement: organisational objectives, ensure they are up to date with business needs, include customer service statements, review the range of products and services offered, suitability, diversity of products, services offered, listen and act on feedback, monitor review sites, observe service level arrangements (for complaint handling).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand how to develop customer service in a hospitality organisation		
A.P1 Explain the key features of customer service in the hospitality industry and the importance of customer service to the organisation and the customer. **A.P2** Describe the role of the supervisor when leading a team to deliver excellent customer service.	**A.M1** Analyse how effective customer service benefits the customer and business. **A.M2** Analyse how different types of customer service need can be addressed, ensuring consistency across the service team.	**A.D1** Evaluate how and why customer needs and expectations are changing and the effect this is having on customer service delivery in the hospitality industry.
Learning aim B: Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations		**B.D2** Demonstrate consistent customer service skills with a wide range of customers in a variety of different customer service situations, including complaint handling, to industry standards.
B.P3 Demonstrate customer service skills with a range of customers in a variety of hospitality situations. **B.P4** Demonstrate how to resolve basic customer queries and enquiries.	**B.M3** Demonstrate competent customer service skills in hospitality businesses.	
Learning aim C: Explore methods to monitor and improve customer service performance		**C.D3** Evaluate the methods used for improvements to the standard of customer service in the hospitality business.
C.P5 Select and use a range of methods to gather customer service information. **C.P6** Use customer service information to suggest basic improvements to customer service.	**C.M4** Demonstrate detailed methods to improve customer service.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (A.P3, B.P4, B.M3, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a hospitality work setting. Learners must be allowed to develop and implement customer service improvements for the hospitality business.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will provide a thorough evaluation of the different types of customer and the complex customer service situations faced by staff in a hospitality business. Learners will give specific, reasoned details relating to organisational objectives and the potential risks and benefits of providing high-quality customer service that complies with the requirements of regulations and best practice. Learners will offer convincing reasons and examples that justify their evaluation and give clear conclusions.

Learners will explain in detail the role of the supervisor in promoting excellent customer service.

Learners will show a thorough knowledge and understanding of how to develop customer service in a hospitality organisation and apply it in context or express their ideas.

For Merit standard, learners will give a balanced breakdown of the potential impacts for a selected hospitality business if it does not respond effectively to a customer needs. The analysis will consider potential impacts that are relevant and appropriate for the chosen organisation. Learners will support their analysis with relevant evidence in terms of specific details and examples of potential impacts to the business and customers.

Learners will explain in some detail the role of the supervisor in promoting excellent customer service.

Learners will show a good understanding of the relevant factors used to develop customer service in a hospitality organisation.

For Pass standard, learners will explain the key factors that affect customer service provision in a hospitality business. Learners will also explain the potential positive impacts for an organisation that delivers excellent customer service.

Learners must give a realistic explanation of the reasons why a hospitality business should manage customer expectations. The explanation may be unbalanced or superficial or generic in parts.

Learners will explain the role of the supervisor in promoting excellent customer service.

Learners will show an understanding of most of the relevant factors but may make limited use of supporting evidence for their explanations.

Learning aims B and C

Although laid out separately Learning aims B and C should be assessed together.

For Distinction standard, learners must consistently demonstrate initiative, professionalism and responsibility in using communication and interpersonal skills to resolve customer situations successfully as they arise. Learners will deal effectively with customer behaviour and show a high degree of empathy, within the limits of their own responsibility and accepted guidelines. Learners will consistently demonstrate initiative in understanding and solving problems in customer service situations in order to ensure an effective outcome for both the customer and the hospitality business. Learners will always demonstrate a professional attitude and comprehensive knowledge of relevant procedures, successfully balancing the interests of the customer with the interests and requirements of the hospitality business. They will show their ability to understand and manage situations effectively and fully comply with good-practice requirements.

Learners will make convincing recommendations about effective methods that could be used by a hospitality business to improve the quality of customer service. Learners will provide well-selected evidence to justify their recommendations, demonstrating a thorough investigation of the potential methods, including valid references to the use of technology. Learners may offer multiple solutions and will consider possible alternatives in line with the objectives of the hospitality business. All recommendations will be valid, well considered and demonstrate an in-depth understanding of the most successful methods used in effective customer service. The evidence will demonstrate high-quality written communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

Learners will make reasoned judgements to justify recommendations as to how the customer service can be improved.

For Merit standard, learners must demonstrate that they have the knowledge and skills to deal with customers in different customer-related situations confidently and effectively, and provide an efficient written response. Learners will deal confidently with customer behaviour in a way that achieves positive outcomes to problems or complaints for both the customer and the hospitality business. They will show a clear understanding of the problems or complaints in each situation, as well as a clear understanding of the customer's feelings or point of view. Learner conduct in all the customer service situations will be entirely appropriate and their knowledge of relevant customer service requirements and practice will be sound.

Learners will produce a balanced analysis of the methods used by a selected hospitality business with a clear and coherent detailed plan to improve standards of customer service and increase customer loyalty. In doing so, learners will methodically investigate the customer service methods, assessing their suitability. This will include demonstrating a clear understanding of the importance of technology in customer service and a review of how it is used. Learners will demonstrate an appreciation of the relative significance of different factors involved in monitoring and reviewing customer service and the relationships between these factors and the objectives of the selected organisation. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will demonstrate competent communication and social skills appropriate to meet customer needs in different customer service situations.

Learners will apply their customer service knowledge and skills to deal competently with customer service situations, to achieve an appropriate and acceptable outcome for both the customer and the hospitality business. There will be no unacceptable omissions in the customer service knowledge and skills evidenced by learners. However, the application of knowledge and skills might be limited in scope or depth. Learners will show a limited amount of empathy for the customer. They will demonstrate an understanding of key aspects of the customer problems or complaints. However, learner understanding of these key aspects and the potential consequences of not resolving them might be superficial in parts.

Learners will show a broad understanding of most of the key methods and factors used by a selected organisation and produce a basic plan with suggestions on how to improve standards of customer service and increase customer loyalty. They will also give an appropriate explanation of how customer service is monitored and reviewed, including the use of technology in order to improve the customer experience in line with the objectives of the selected organisation. There will be references to the goals of improving levels of customer service, but they may be superficial in parts. The evidence may be limited in scope or make superficial use of supporting evidence. Some minor inaccuracies may exist.

Links to other units

This unit links to:
- Unit 6: The Hospitality Industry
- Unit 23: Front Office Operations
- Unit 24: Accommodation Operations
- Unit 26: Events in Hospitality
- Unit 27: Technology and Digital Media in Hospitality
- Unit 29: Personal Selling and Promotional Skills for Hospitality.

Employer involvement

Where possible, employers should be involved with this unit by providing opportunities for learners to visit their businesses, speakers with appropriate expertise to talk to learners and possible work placements.

The practical part of this unit, where learners are required to provide customer service to customers in simulated or real situation, should take place in a hospitality vocational context. If there is no suitable situation in the centre, then a link with a local employer or collaboration with a local college with realistic hospitality work environments could facilitate this.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop the skills needed to progress to employment in a customer-facing role.

Unit 9: International Business

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners explore the reasons why businesses trade globally and consider the factors that influence the implementation of international business strategies.

Unit introduction

International business has a significant influence on a nation's economy. It takes place in a globally competitive environment, involving organisations of all types and sizes. Organisations engaged in international business activities need to take into account a number of factors, such the culture and politics of the country with which they want to do business. Governments can influence international business to maximise the benefits to the national economy and countries join international trading blocs to promote and protect international business.

In this unit, you will explore the benefits and issues associated with international business activities. You will investigate the economic and wider external environments that influence the choice of international markets. You will also examine the strategic and operational approaches to developing business in an international context. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will give you a greater understanding of the global business environment to help inform your career choices. The unit gives you the skills to undertake advanced or specialist studies in international business at higher education level.

Learning aims

In this unit you will:
A Examine the influences on the growth of globalisation
B Explore the structure of the global economy
C Examine strategic and operational approaches to developing international business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the influences on the growth of globalisation	**A1** Globalisation **A2** Factors influencing globalisation	A critical review of the current factors impacting the development and growth of international business.
B Explore the structure of the global economy	**B1** International trading associations **B2** The finance of international trade **B3** Barriers to international business **B4** Exchange rates	A case study investigation of an international business organisation, examining current and potential strategies.
C Examine strategic and operational approaches to developing international business	**C1** Strategic aims and objectives **C2** External influences **C3** Operational implications	

Content

Learning aim A: Examine the influences on the growth of globalisation

A1 Globalisation

· The features and benefits of international trade, including imports and exports, international specialisation, increased standard of living; wider variety of goods available; technology transfer; the impact of international specialisation; creation of employment opportunities; international cooperation between countries.

· Features of globalisation, including the growth of trading blocs and their purpose, the growth of international transport systems, the international mobility of labour, international currency exchange and the impact of the growth of technology on business communications.

· The challenges of globalisation, including the economic and political influence of major international businesses, population movements; the increase in protectionist economic policies.

A2 Factors influencing globalisation

The influence of business organisations on the growth of the global economy.

· Reasons for conducting business internationally:
  o growth and diversification
  o access to new markets
  o additional revenue streams, increasing market share
  o brand exploitation
  o market leadership
  o technological dominance
  o gain comparative advantage
  o generate efficiency savings arising from internal economies of scale
  o external economies of scale
  o preferential tax rates or government incentives.

· Characteristics, advantages and disadvantages of international markets, e.g. developed economies, emerging markets, less developed economies.

· Factors influencing the choice of market, e.g. type of product, operating costs, size of market, political stability, regulatory.

· Characteristics and features of organisations and agencies involved in international business:
  o exporting organisations
  o importing organisations
  o multinational organisations
  o associated organisations, e.g. logistics and marketing
  o government agencies providing support and advice to international businesses.

Learning aim B: Explore the structure of the global economy

B1 International trading associations

Purpose and features of associations and trading arrangements in international business.

- World Trade Organization (WTO).
- Customs unions and common markets, e.g. European Union (EU), Mercosur (common market of South American nations), Eurasian Economic Union (EAEU).
- Free-trade areas such as USMCA (the United States-Mexico-Canada Agreement, which is to replace the North American Free Trade Area), ASEAN-Australia-New Zealand Free Trade Area (AANZFTA).

B2 The finance of international trade

- Methods of financing international trade, e.g. cash in advance, letters of credit, open account, consignment, international credit cards, international bank transfers, commercial payment systems.
- Agencies that support international business, e.g. banks, chambers of commerce, regional advisory organisations.
- Government support for international businesses, e.g. trade delegations, export finance advisers, trade fairs, identifying international partners, grants for international promotions.

B3 Barriers to international business

Factors that impact the growth of international business.

- Protectionism in international markets, e.g. to protect infant industries, to protect employment/local business.
- Features of the methods for protecting markets and their impact on the volume and value of international business, e.g. tariffs, customs duties, currency restrictions, quotas, subsidies.
- Features of the barriers to trade, e.g. trade restrictions, exchange rate volatility, legal and regulatory systems, financial requirements, operating risks, economic sanctions, political pressures.

B4 Exchange rates

- The factors influencing a country's exchange rate, e.g. inflation, interest rates, public debt, terms of trade, political stability, economic policies.
- Impact of currency rate fluctuations on a country and individual export and import businesses.

Learning aim C: Examine strategic and operational approaches to developing international business

C1 Strategic aims and objectives

- Factors that can influence the determination of business strategy for large and small businesses using SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.
- Strategic aims and objectives of international businesses at different stages in their development, including market opportunities, profitability, growth, costs, efficiency, diversification, to increase shareholder value, corporate social responsibility.

- Factors influencing the strategic direction of small and large business organisations, e.g. the speed of establishing operations, access to local business knowledge and expertise, cost control, risk control, growth potential.
- Strategies for operating internationally, e.g. subsidiary businesses, joint ventures, partnerships, agencies, licensing, franchising, subcontracting and outsourcing.

C2 External influences

- STEEPLE analysis of factors that influence the external environment in which business organisations operate:
  - Social and cultural, e.g. language, social structures, religion, values and attitudes to work.
  - Technological, e.g. reverse innovation for less developed economies
  - Economic, e.g. tax rate on profits
  - Environmental, e.g. regulations on sustainability and recycling
  - Political, e.g. stability of political systems in a country
  - Legal and regulatory, e.g. intellectual property rights, corporate governance regulation
  - Ethical factors, e.g. equal pay, workforce health and safety.

C3 Operational implications

- Factors to take into account when implementing an international business strategy, including costs, expertise required, risk appetite of owner, contribution of the functional areas, including sales and marketing, finance, human resources, production/operations, administration, research and development.
- Re-engineering products and services to meet the demands and preferences of international markets, e.g. manufacturing vehicles to take account of emission regulations in different countries, reverse innovation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the influences on the growth of globalisation		**A.D1** Evaluate the importance of factors influencing the global economy and the impact of globalisation on the national economies of contrasting countries.
A.P1 Explain the importance of factors influencing the global economy. **A.P2** Explain the impact of globalisation on the national economies of contrasting countries.	**A.M1** Analyse the importance of factors influencing the global economy and the impact of globalisation on the national economies of contrasting countries.	
Learning aim B: Explore the structure of the global economy		**B.D2** Evaluate the impact of trading associations and trading barriers on an international trading organisation.
B.P3 Explain the impact of trading associations on an international business organisation. **B.P4** Explain the impact of trading barriers on an international business organisation.	**B.M2** Analyse the impact of trading associations and trading barriers on an international trading organisation.	
Learning aim C: Examine strategic and operational approaches to developing international trade		**C.D3** Justify own recommendations for the future strategic direction of an international business organisation.
C.P5 Explain the current strategic approach of an international business organisation. **C.P6** Explain reasons for own recommendations for the future strategic direction of an international business organisation.	**C.M3** Analyse the current strategic international approach of a business organisation. **CM.4** Analyse the future strategic direction of an international business organisation, with rationale for own recommendations.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3. B.P4, C.P5, C.P6, B.M2, C.M3, C.M5, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to current business information, for example from websites and printed resources.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must produce a comprehensive report that explores both the positive and negative factors that influence the growth or reduction in scale of business activities that take place in the global economy. Learners must clearly distinguish between those factors that impact the global economy as a whole and those whose impact is primarily on specific market sectors or individual countries. Learners will show an in-depth understanding of the influences on each of the factors they have identified and the risks and opportunities they afford to business organisations operating in the global economy. For example, learners could show how the global economy is influenced by political and economic decisions taken by major international trading countries, whereas other specific factors may impact on certain market sectors such as cars or technology, which, in turn, could impact those countries that specialise in the production of goods and services focused on these market sectors. Learners will use data and market trends to support their conclusions, for example the volume and value of international trade, the volume and value of imports and exports of specific countries as well as economic performance indicators in these countries, including trends in economic growth and employment data. Learners will provide a wide range of examples to illustrate their ideas, which will be thoroughly detailed and accurate.

For Merit standard, learners must produce a well-reasoned report that explores in detail the positive and negative factors that impact on the growth or reduction of business activities that take place in the global economy. Learners will use a range of data sources to support the conclusions drawn in their report. For example, this data could be extracted from economic performance data of the global economy as a whole or the economic performance data of some of the main trading blocs, as well as data on those countries specialising in key market sectors. This data could include economic growth statistics and employment statistics. Learners will draw relevant conclusions, including the potential risks and opportunities for businesses operating, or seeking to operate, in the global economy and provide a range of examples to illustrate their conclusions, which will be detailed and accurate.

For Pass standard, learners must produce a report that identifies the main features of globalisation and highlights some of the main contributory factors affecting the growth or reduction of the global economy. Learners will review the relative influence of most of the factors that influence the development and growth of the global economy and how these factors have stimulated the development and growth of international trade between countries. Learners will include some economic and business data related to the global economy as a whole and to specific countries or market sectors to support their conclusions, which will be generally accurate, but may be generic and lacking in detail.

Learning aims B and C

For Distinction standard, learners must produce a comprehensive case study on a self-selected international business organisation. They must clearly identify how the business organisation's mission and core values have been translated into its business strategy in relation to its overseas business operations and activities. This could include research data drawn from publications such as the business organisation's Annual Report, with the case study including information such as the countries in which the business is based referenced against the trading blocs to which these countries are associated. Quantitative data could include the number of employees in each country and the relative size and importance of the business's different international markets. Learners must conduct a comprehensive environmental analysis using STEEPLE and SWOT analysis, which, coupled with their other research findings, is used as the basis for a set of realistic recommendations for the future strategic direction of the business organisation. Learners will produce a robust rationale and risk analysis that justify the business case for the recommendations.

For Merit standard, learners must produce a detailed case study on a self-selected international business organisation. The case study clearly show how the organisation's mission and core values, as well as the existence of international trading blocs, have influenced its strategic direction and associated operational business decisions and practices. For example, a business may have chosen to locate one of its major manufacturing plants in a specific country that belongs to a trading bloc in order to gain access to additional markets or it could have been attracted to a country whose working population has particular skills or characteristics. Learners must incorporate the results of their research into a detailed environmental analysis, using STEEPLE and SWOT analysis, which provides the basis for a set of realistic recommendations for the future strategic direction of the business organisation. For example, they may choose to support their recommendations by suggesting a series of SMART business targets against which the proposed recommendations could be assessed. These should be clearly referenced against the mission of the business and include an overview of the business risks involved in implementing the recommendations.

For Pass standard, learners must show a general understanding of how the business practices and operations of an international business organisation have been implemented to drive forward its mission and business strategy. Learners will provide an overview of the impact of international trading associations such as trading blocs, on the organisation's decisions relating to aspects such as its location and main markets, and how the activities of the business organisation can be affected by barriers to international trade such as tariffs, quotas and subsidies. For example, learners could show how a business has focused its trading activities in those countries belonging to a free trade area or a customs union in order to take advantage of low tariffs and quotas. Learners will conduct a basic environmental analysis using STEEPLE and SWOT analysis, the outcome of which will be used to provide a set of recommendations that are general in nature and supported by a basic risk assessment and rationale.

Links to other units

This unit links to:

- Unit 1: Exploring Business
- Unit 2: Research and Plan a Marketing Campaign
- Unit 3: Business Finance
- Unit 5: Business Decision Making
- Unit 10: Principles of Management.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop investigation and analysis skills.

Unit 10: Principles of Management

Level: 3
Unit type: Internal set assignment
Guided learning hours: 60

Unit in brief

Learners develop an understanding of how the role of management and leadership in the workplace contributes towards business success.

Unit introduction

Managers are vital to the running of any business; they shape and influence business through their leadership and managerial performance.

In this unit, you will examine how businesses adapt their approaches to management in response to challenges in the internal and external business environment. You will gain an understanding of how the implementation of different leadership styles and theories can impact on the workplace. Depending on their roles and responsibilities, managers need to develop skill sets that enable them to work effectively in areas such as the management and motivation of people, financial resources, quality management, and the management of change. You will investigate some of the issues that managers and leaders have to deal with in the workplace in making businesses more efficient and ensuring their survival and growth.

This unit will help you to progress to employment by considering a career working in supervision and management, and/or to vocational training. Additionally, you might move on to related higher education having developed a knowledge and understanding of management.

Assessment availability

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Explore management and leadership principles, concepts, key terms, functions and theories

B Examine management and leadership styles and skills and their impact on organisational performance

C Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore management and leadership principles, concepts, key terms, functions and theories	**A1** Management and leadership **A2** Functions of management and leadership **A3** Business culture	This unit is assessed through a Pearson Set Assignment.
B Examine management and leadership styles and skills and their impact on organisational performance	**B1** Management and leadership styles **B2** Management and leadership skills	
C Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts	**C1** Managing change **C2** Change recommendations	

Content

Learning aim A: Explore management and leadership principles, concepts, key terms, functions and theories

A1 Management and leadership

Definition of management and leadership, features of different theories, and the importance of understanding different approaches according to the situation.

· Principles of management as a process, e.g. Taylor, Fayol.

· Development of different theories to include:

  o behavioural theories, e.g. managerial grid model, role theory

  o contingency theories, e.g. situational theory

  o transactional and transformational leadership theory.

· The concept of leadership continuum for management behaviour.

A2 Functions of management and leadership

Skills and attributes of a leader and how different functions of management and leadership contribute to the achievement of the organisation's vision, mission, and objectives.

· Importance of leadership role and traits for achieving organisational goals.

· Functions of management, e.g. planning, organising, coordinating, controlling, monitoring, delegating.

· Attributes of leadership, e.g. inspiring, empowering, energising, influencing stakeholders, envisioning, determining best route to achieve success.

· Differences between leadership and management, including:

  o size and stage of development of organisation

  o traits and qualities of the individual

  o work functions.

A3 Business culture

Definitions and characteristics of business culture and how this influences management practices.

· Theories of business culture and the effect of each type on the workforce and performance, e.g. Handy, Schein, Hofstede, Johnson & Scholes.

· Factors that influence business culture to include:

  o vision, mission

  o values, goals and ethos

  o beliefs and traditions

  o organisational policies and procedures

  o equality, diversity, inclusion

  o leadership and management styles

  o recruitment and selection for the right employees.

Learning aim B: Examine management and leadership styles and skills and their impact on organisational performance

B1 Management and leadership styles

Characteristics, advantages and disadvantages of different leadership styles in different business contexts.

- Management and leadership styles to include:
  - autocratic
  - democratic or participative
  - paternalistic
  - laissez-faire.
- Impact or influence on different leadership styles, e.g. culture of organisation, beliefs and values of manager or leader.
- Benefits and challenges of adapting leadership style to respond to different situations, e.g. situational leadership theory.

B2 Management and leadership skills

Key principles and practices of management and leadership skills and their purpose in the working environment.

- Practices of management and leadership skills to include:
  - setting objectives
  - motivating
  - decision making
  - team building
  - leading by example
  - using emotional intelligence
  - consulting.
- Purpose of leadership and management skills in the working environment to include:
  - delivering results and improving overall quality to achieve common goals
  - managing implementation of policies and procedures
  - resolving problems
  - valuing and supporting others
  - managing conflict
  - building positive interpersonal relationships and developing team potential
  - effectively communicating giving constructive and developmental feedback.

Learning aim C: Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts

C1 Managing change

Key features of change management and how this affects the growth and success of a business.

- The need to manage change for business survival and success, to include change management models and theory, e.g. Lewin, Schein, Kotter.
- Relationship with the wider environment and factors influencing change:
  - internal factors, e.g. leadership, structure, culture
  - external factors, e.g. political, economic, social, technological.

- Needs and motivations of stakeholders who influence change, including:
  - owners, e.g. profitability
  - managers, e.g. business and staff performance
  - customers, e.g. prices, quality and range of products
  - employees, e.g. pay, working conditions
  - government, e.g. providing employment
  - regulators, e.g. working in line with legislation and regulations
  - financial institutions, e.g. business performance in relation to loan repayment.

C2 Change recommendations

Format and preparation of reports and presentations examining change management to business organisation managers and owners.

- Reports to include:
  - accepted business conventions and formats for reporting and presentations
  - effective presentation slides
  - context and recommendations for change
  - rationale for recommendations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore management and leadership principles, concepts, key terms, functions and theories		**A.D1** Evaluate functions and skills of leadership and management for different leadership roles in a given business context, through the application of theories, models and concepts of management and leadership.
A.P1 Explain functions of leadership and management using different theories and concepts in a given business context. **A.P2** Examine the skills and attributes needed for different leadership roles in a given business context.	**A.M1** Analyse the functions and skills of leadership and management using different theories and concepts for different leadership roles in a given business context.	
Learning aim B: Examine management and leadership styles and skills and their impact on organisational performance		**B.D2** Evaluate management and leadership issues that impact business performance in a given business context.
B.P3 Explain how different leadership styles can influence business performance. **B.P4** Explain how management and leadership skills could be improved in a given business context.	**B.M2** Analyse management and leadership issues that impact business performance in a given business context.	
Learning aim C: Prepare proposals for business improvement to meet the needs of stakeholders in given business contexts		**C.D3** Evaluate the potential success of different strategies used for improving business performance in a given context, providing concise, reasoned, recommendations for change in an appropriate format.
C.P5 Explain factors and stakeholders that influence change in a given context in an appropriate format. **C.P6** Explain own recommendations for actions to be taken to improve business performance for a given context, and in an appropriate format.	**C.M3** Analyse factors and stakeholders that influence change in a given context using an appropriate format. **C.M4** Justify own recommendations for actions to be taken to improve business performance for a given context, using an appropriate format.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business case studies and information from websites and printed resources.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must individually prepare a critical appraisal showing in-depth understanding of management and leadership concepts through relating these to identified issues. By applying relevant examples, the learner will be able to provide thorough and well-reasoned judgements as to how well models and theories can be used to help improve the effectiveness of management and leadership practices in a realistic business context.

For Merit standard, learners must demonstrate knowledge and understanding of relevant concepts and theories through using relevant management terminology, as applied to the business context. They will examine the context and make reasoned judgements about management and leadership issues that impact on business success.

For Pass standard, learners must demonstrate knowledge and understanding of the principles and functions of management and leadership, and determine business best practice in context. They will rationalise the styles and skills required in different management and leadership situations.

Learning aim C

For Distinction standard, learners must prepare a critique of the success of different strategies used for business improvement, making appropriate judgements and presenting fully justified recommendations. They will demonstrate an in-depth understanding of theories and concepts of change management and the role of stakeholders.

For Merit standard, learners must demonstrate knowledge and understanding of a broad range of internal and external factors of change management that influence growth and success in a business scenario. They will apply change management theory, making justified recommendations for improving business performance.

For Pass standard, learners must demonstrate knowledge and understanding of the concepts of the challenges faced by businesses and how stakeholders influence change in a business scenario. They will apply change management theories, and show understanding of the factors influencing change and how these factors affect the growth and success of a business.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to:

- Unit 1: Exploring Business
- Unit 11: Human Resources.

Employer involvement

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

- guest speakers
- business materials as exemplars
- support from local business staff as mentors
- visits to appropriate businesses.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their management skills.

Unit 11: Human Resources

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners develop knowledge and skills in human resource planning and management.

Unit introduction

Effective human resource management, including recruitment and selection, is essential to the success of a business. It is important that the processes and procedures involved in human resource management meet the needs of the business and comply with current regulations. This will include understanding the importance of motivating employees and gaining their cooperation and commitment to the business.

In this unit, you will learn the importance of human resource management and planning, the relationship between a motivated workforce and business success, and the processes and procedures involved in recruiting, training and appraising the performance of employees.

This unit will give you a foundation for progression to employment, for example in a human resources role, or to higher education. You will have an opportunity to review the human resource practices in a large organisation, which will enable you to better understand how performance is managed.

Learning aims

In this unit you will:

A Explore factors that can impact human resource planning in business

B Examine methods of managing employee performance and how motivation impacts on business performance

C Examine how effective recruitment and selection contribute to business success.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore factors that can impact human resource planning in business	**A1** Human resources (HR) **A2** Human resource planning	Learners research and report on human resource planning and workforce motivation to improve business performance, for a given business scenario and the recruitment process in a large business.
B Examine methods of managing employee performance and how motivation impacts on business performance	**B1** Motivation in the workplace **B2** Training and development **B3** Performance appraisal	
C Examine how effective recruitment and selection contribute to business success	**C1** Recruitment of staff **C2** Recruitment and selection processes **C3** Ethical and legal considerations in the recruitment process	

Content

Learning aim A: Explore factors that can impact human resource planning in business

A1 Human resources (HR)

Definition, function and features of the human resources process.

- Human resources as a factor of production.
- Features of the human resources process including:
  - labour market analyses
  - forecasting labour demand.
- Sources of information available to conduct labour market analyses.
- The link between business planning and human resources.
- The impact of globalisation on human resource planning.

A2 Human resource planning

Features and characteristics of the human resource planning process.

- Factors involved in human resource planning, including:
  - nature of the work, demand for products or services, skills requirements and shortages, location, labour market competition
  - workforce profiles, e.g. skills level, ability, educational level, aptitude, need for flexibility in the workforce, core versus peripheral workers, skills transferability
  - types of contract, e.g. full-time versus part-time, subcontracting, zero-hours contracts, temporary staff, agency staff
  - labour turnover (expressed in words and numbers), productivity.
- Management actions to address human resource issues at an operational level, including workplace stress, absenteeism (expressed in words and numbers), motivation, engagement with business culture, employee satisfaction.
- Techniques to meet skills requirements, including:
  - recruitment
  - upskilling/reskilling/training
  - outsourcing
  - changing job roles
  - restructuring.
- Purpose of induction to integrate new employees into role, including:
  - internships
  - work experience
  - internal recruitment
  - secondments.
- Using exit interviews to improve employee retention and reduce turnover.
- Reviewing effectiveness of human resource practices.

Learning aim B: Examine methods of managing employee performance and how motivation impacts on business performance

B1 Motivation in the workplace

Key principles and theories of motivation and how these impact on business performance.

- Theories of motivation, e.g. Maslow, F Herzberg, F W Taylor, E Mayo, et al.
- Impact of motivation on business performance.
- Reward systems, including financial and non-financial motivators, e.g. performance-related pay, pension schemes, company vehicles, flexible working, healthcare, career breaks.

B2 Training and development

- The purpose of training needs analysis.
- Types of training including:
  - internal/external
  - on-the-job/off-the-job
  - mentoring
  - coaching.
- Effectiveness of training, e.g. quality of work, customer satisfaction, employee motivation.

B3 Performance appraisal

Features of managing employee performance and the importance of meeting expected standards.

- Purpose of performance appraisal:
  - to set individual and group targets
  - to assess individual and group performance
  - to provide employee feedback
  - to identify training needs.
- Types of appraisal:
  - self-assessment
  - management by objectives
  - ratings scales
  - 360° appraisal.
- Impact of performance appraisal:
  - on the individual
  - on the business.

Learning aim C: Examine how effective recruitment and selection contribute to business success

C1 Recruitment of staff

Workforce planning for large 250+ staff business organisations, e.g. retail, a production company or financial business.

- Reasons for recruiting new staff:
  - o growth of the business– locally, nationally, globally
  - o changing job roles
  - o systems change
  - o filling new vacancies created by more space or product development
  - o vacancies caused by leavers/turnover of staff
  - o internal promotions
  - o new office or branch and need for additional staff
  - o seasonal fluctuations leading to the requirement for temporary staff.
- Use of government agencies, internal advertisements versus external advertisements, online recruitment and traditional methods.
- Link between recruitment processes and business success.
- Link between professional recruitment processes and efficient staff integration.

C2 Recruitment and selection processes

- Recruitment process – the purpose and characteristics of documents for internal and external recruitment:
  - o job advertisement – placing of the advertisement, internal/external, journal/website
  - o job analysis
  - o job description – the content of the tasks and responsibilities of the job
  - o person specification and skills the position requires – are they essential or desirable?
  - o CV versus application forms
  - o letter of application
  - o online recruitment.
- Cost effectiveness of different application approaches, e.g. paper-based, online.
- Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face to face, group and panel), presentations in interviews, short tests at interviews:
  - o interview protocol, type of selection and how it contributes to the process – advantages and disadvantages
  - o initial selection processes with telephone screening interviews or short, online tests, appreciation that different processes are appropriate for different roles in a business
  - o use of technology in the process, online applications, uploaded CVs or use of post
  - o communication with prospective employees: are the channels easy to access, can the process be monitored?
  - o quality of the process and the documents
  - o linking the process to efficiency and business success.

C3 Ethical and legal considerations in the recruitment process

Importance of adhering to local employment legislation and ethical practices.

- Ethical considerations, including:
  - being honest in an advertisement
  - the maintenance of confidentiality
  - fairness through standard questions asked to all candidates interviewed
  - same criteria used for all applicants
  - disclosure if family or friends work for the same business.
- Legislation including:
  - current right-to-work legislation, document check
  - other employment legislation, e.g. UK Equality Act (2010), equal opportunities regardless of gender, age, race, disability; wage-related legislation, e.g. minimum wage
  - problems associated with non-compliance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore factors that can impact human resource planning in business		
A.P1 Explain the processes involved when a large business organisation plans its human resources. **A.P2** Explain methods used to review human resource practices in a business organisation and the importance to business planning.	**A.M1** Analyse the importance to business success of effective human resource processes and planning.	**A.D1** Evaluate the effectiveness of different human resource methods and processes in relation to business success.
Learning aim B: Examine methods of managing employee performance and how motivation impacts on business performance		
B.P3 Explain the links between motivation and business performance. **B.P4** Explain the ways a business organisation can motivate its employees.	**B.M2** Assess ways to increase motivation and improve business performance.	**B.D2** Evaluate the link between effective strategies for motivation and business performance.
Learning aim C: Examine how effective recruitment and selection contribute to business success		
C.P5 Explain how a large business recruits and selects human resources giving reasons for their processes. **C.P6** Explain how and why a business organisation adheres to recruitment processes that are ethical and comply with current employment law.	**C.M3** Analyse the importance to business performance of different recruitment and selection methods and processes used in a large business organisation.	**C.D3** Evaluate the recruitment and selection processes used in a large business organisation and how they contribute to the success of the business.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will be expected to prepare a critical evaluation of the importance of human resource management for business improvement, making appropriate judgements and presenting fully justified recommendations. They will demonstrate an in-depth understanding of theories and concepts of motivation, and ways employers can motivate staff to ensure business success.

For Merit standard, learners will demonstrate knowledge and understanding of a broad range of factors that influence human resource planning and increase motivation in a business scenario. The learner will apply motivation theory, making justified recommendations for improving business performance.

For Pass standard, learners will demonstrate knowledge and understanding of the concepts of the challenges faced by businesses and how these have influenced the management of human resources. They will apply motivational theories, and show understanding of the factors influencing management and performance of the workforce and their application in the workplace. They will show an understanding of the link between staff motivation and business success.

Learning aim C

Learners will write a report that includes information about how a business recruits employees. A large business of 250+ employees will be used as not all small businesses have a transparent, easily-accessible recruitment system. To ensure the material they require is available, learners could research a few businesses before they select one for study.

Recent and relevant ethical and legal considerations must be stated in the report. The individual report must be written in appropriate business language.

For Distinction standard, learners will evaluate the recruitment processes, reach a reasoned conclusion and make insightful reference to how it is linked to the success of a selected business. The report will consider the problems that can impact on a business if there are staff shortages or if unsuitable employees are selected due to ineffective recruitment systems.

For Merit standard, learners will analyse the different recruitment methods, looking at the strengths and weaknesses of the systems in place.

For Pass standard, learners will examine the factors for workforce planning and the reasons why businesses need to recruit additional employees. The report must demonstrate an understanding of the recruitment methods and why the different processes are used. Learners will indicate whether external bodies and/or agencies contribute to the process of assessment or interviewing, highlighting their specific contribution to the practice. The report will show a clear understanding of the importance of sequencing in the recruitment process and the use of technology/new technologies in this field.

Links to other units

This unit links to:

- Unit 1: Exploring Business
- Unit 10: Principles of Management
- Unit 25: Team Development
- Unit 30: Recruitment and Selection in Hospitality.

Employer involvement

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

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop human resource management skills.

Unit 12: Cost and Management Accounting

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners study cost and management accounting and its involvement with financial planning, controlling, monitoring and evaluation of business costs and revenues.

Unit introduction

Cost and management accountants are concerned with providing information to help the decision-making process in business. Cost accountants are primarily involved with the identification, classification and calculation of costs vital to helping managers make decisions about prices and potential profits. Management accountants provide management with the information they need to forecast, control and evaluate costs.

In this unit, you will learn how to develop a more in-depth understanding and application of management accounts and their role in financial planning. Typical cost accounting methods and budgets will be applied to appropriate business scenarios. Control measures will involve calculating and analysing the difference between standard and actual costs. Finally, long-term management accounting decisions will be considered using capital investment appraisal. Management accounting is not just about numerical calculations, you will need to use your analytical skills to weigh up alternative courses of action, evaluate options and make reasoned judgements and recommendations.

Cost and management accounting has clear links to all the other finance units and will help you to progress to employment and accounting apprenticeships. This unit will give you an excellent foundation for higher education routes such as accounting or professional courses.

Learning aims

In this unit you will:

A Explore absorption and marginal costing techniques for decision making

B Carry out standard costing and variance analysis statements

C Explore budgets for financial planning and control

D Undertake investment appraisal of long-term capital investment.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore absorption and marginal costing techniques for decision making	**A1** Classification of costs and costing methods **A2** Use of costing methods **A3** Analysis of costing methods	A portfolio of written evidence including: · a report outlining different types of costs, main costing methods and their uses · case study evidence – calculate and apply absorption and marginal costing
B Carry out standard costing and variance analysis statements	**B1** Purpose and stages of standard costing **B2** Type and calculation of variances **B3** Variance analysis	· compare, contrast and evaluate the usefulness of absorption and marginal costing techniques and assess the significance of non-financial factors
C Explore budgets for financial planning and control	**C1** Type and purpose of budgets **C2** Usefulness of budgetary control **C3** Preparation of budgets	· case study evidence – a table of overall and sub- variance calculations · a report that includes: o an examination and analysis of variances o recommendations for variances that need further investigation · a report examining the main types of budget · an analysis of the main purposes of budgeting as a management tool in planning and control · an evaluation of the advantages and limitations of budgets · practical exercises to prepare suitable subsidiary, cash and master budgets.
D Undertake investment appraisal of long-term capital investment	**D1** Investment appraisal methods **D2** Financial and non-financial perspectives	A report that examines the effects of the internal and external environment on a large business and how the business has, and will, respond to changes.

Content

Learning aim A: Explore absorption and marginal costing techniques for decision making

A1 Classification of costs and costing methods

- Difference between cost and management accounting.
- Definition of cost
  - fixed costs, e.g. rent and rates, insurance, salaries
  - variable costs, e.g. raw materials, components, production wages
  - semi-variable costs, e.g. heat and light, telephone
  - stepped costs
  - total cost
  - unit cost.
- Cost centres, departmental overheads.
- Definition of absorption and marginal costing and their main uses.

A2 Use of costing methods

- Absorption costing: allocation of variable (direct) costs to each unit of production, apportioning of fixed costs (overheads) to each unit of production.
- Calculating total cost (per unit) using absorption costing, calculation of markup and profit margin to set prices.
- Preparing job cost sheets using absorption costing, including variable cost, fixed cost, total cost, profit markup/margin and price.
- Marginal costing: allocation of variable (direct) costs only to each unit of production.
- Calculation and application of marginal costing in decision making, including: the acceptance of special orders, make or buy policy, limiting factor/constraint.

A3 Analysis of costing methods

- Comparison and contrasting of absorption and marginal costing methods, benefits and limitations of marginal and absorption costing, significance of non-financial factors in the use of marginal costing.

Learning aim B: Carry out standard costing and variance analysis statements

B1 Purpose and stages of standard costing

- Definition of a standard costing, types of standards: ideal and attainable.
- Stages in setting up standard costing, including standard materials, labour and overheads.
- Advantages and limitations of standard costing.

B2 Type and calculation of variances

- Calculation and explanation of the following variances (and sub-variances): material variances (price and usage), labour variances (rate and efficiency), sales variances (price and volume), overheads variances.

B3 Variance analysis

- Reasons for variances, including the interrelationships of sub-variances, including sales volume and sales price variance, labour rate and labour efficiency variance, material price and material usage variance.

Learning aim C: Explore budgets for financial planning and control

C1 Type and purpose of budgets

- The importance of budgeting for operational and tactical planning by management.
- Subsidiary budgets, including purchase, sales, production, trade receivable and trade payable budget, cash budget.
- Master budgets, including profit and loss budget and budgeted statement of financial position.
- How to prepare budgets, including ideal and attainable standards, fixed and flexible budgets.
- Main purposes of budgets, including forecasting, monitoring, control, planning, coordination, communication and motivation.

C2 Usefulness of budgetary control

- Variance analysis as a way of monitoring and controlling budgets, management by exception (management response to the analysis of budgets).
- Benefits and limitations of budgetary control, including reliability of data, rigidity, assistance with cost control and setting prices, motivation/involvement of staff, greater awareness of cost control, external factors.

C3 Preparation of budgets

- Calculation and completion of the subsidiary and master budgets.

Learning aim D: Undertake investment appraisal of long-term capital investment

D1 Investment appraisal methods

- Importance of investment appraisal methods for strategic planning by management, examples of long-term projects of at least five years, e.g. purchase of fixed assets, expansion plans, new product development.
- Definition, purpose and analysis of the main methods of investment appraisal: payback, accounting rate of return and net present value.
- Calculation and application of net cash flows, payback period, accounting rate of return and net present value.
- Concept of the time value of money.

D2 Financial and non-financial perspectives

- Analysis and evaluation of investment opportunities from a financial perspective, appreciating the importance of time, short- and long-term cash flow priorities and the relative merits of each method.
- Analysis and evaluation of the non-financial perspectives, including social and responsibility accounting, key stakeholders (internal and external), health and safety, the environment and sustainability, unemployment and ethics.
- Justified recommendations of capital investment proposals using financial and non-financial considerations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore absorption and marginal costing techniques for decision making		**A.D1** Make justified recommendations to improve the financial performance of the business in the given scenarios.
A.P1 Categorise and explain different types of costs and costing methods in given scenarios. **A.P2** Produce accurate absorption and marginal cost statements for given scenarios.	**A.M1** Assess the appropriateness of absorption and marginal costing techniques used for decision making in given scenarios.	
Learning aim B: Carry out standard costing and variance analysis statements		**BC.D2** Evaluate the usefulness of costing and budgetary control systems to the business.
B.P3 Calculate sub- and overall variances in given scenarios using standard costing.	**B.M2** Analyse the reasons for the variances in given scenarios.	
Learning aim C: Explore budgets for financial planning and control		
C.P4 Explain how budgeting is used in a selected business for financial planning and control. **C.P5** Prepare accurate subsidiary and master budgets in a given scenario.	**C.M3** Assess the viability of the completed budgets in a given scenario.	
Learning aim D: Undertake investment appraisal of long-term capital investment		**D.D3** Evaluate the long-term capital investment proposal, taking into account both financial and non-financial considerations, and formulate a set of appropriate and relevant recommendations.
D.P6 Apply investment appraisal methods to alternative capital investment proposals in given scenarios. **D.P7** Explain how non-financial considerations affect capital investment proposals.	**D.M4** Analyse the results of the capital investment appraisal for decision making.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, B.M2, C.M3, A.D1, BC.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A, B and C

For Distinction standard, learners will use the results of their calculations to make justified recommendations on improving the future costing and budgetary performance of the business in the given scenario. They will also evaluate the usefulness of costing and budgetary control using independent research, and examples from the given scenario.

For Merit standard, learners will show they are able to assess how the business in the given scenario can use absorption and marginal costing techniques to make appropriate business decisions. Learners will give evidence of analysis and reasons why sub-variances have occurred and how viable the completed budgets will be.

For Pass standard, learners will explain different types of costs and costing methods in relation to a given scenario and an explanation regarding how the business uses budgeting in their financial planning and control. Learners will produce accurate absorption and marginal cost statements, sub- and overall variances used in standard costing, and accurate subsidiary and master budgets.

Learning aim D

For Distinction standard, learners will use the results of their investment appraisal calculations, together with a consideration of other factors to evaluate the long-term capital investment appraisal. Fully supported and justified recommendations will also be expected.

Learners will have shown accuracy, individuality and independence in their presented assessment evidence throughout the unit.

For Merit standard, learners will analyse the results of their capital investment appraisal calculations.

For Pass standard, learners will produce accurate calculations using three main investment appraisal techniques, together with a written explanation regarding how other non-financial factors such as sustainability and ethics, may have a bearing on the final decision.

Links to other units

This unit links to:

· Unit 3: Business Finance
· Unit 5: Business Decision Making.

Employer involvement

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

· guest speakers
· design/ideas to contribute to unit assignment/case study/project materials.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop accounting skills.

Unit 13: Digital Marketing

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners examine the different aspects of web-based marketing, and the channels that can be used to deliver a successful digital marketing campaign.

Unit introduction

This unit will allow you to develop your marketing skills and provide an understanding of the role of digital marketing in identifying and satisfying customers.

In this unit, you will examine the purpose of digital marketing in a business, and consider the specific aims and objectives of this function. You will research how digital marketing is used today, and develop an understanding of the benefits of, and concerns about, digital marketing. You will investigate the different delivery methods and the use of key performance indicators (KPIs) used to evaluate the success of the digital message. You will use this knowledge to make recommendations for a digital marketing campaign for a selected business.

This unit will give you an insight into the importance of digital marketing as part of the wider marketing function, and enable you to make an informed choice on the suitability of this area of marketing as an employment or training possibility.

Learning aims

In this unit you will:

A Examine the role of digital marketing within the broader marketing mix
B Investigate the effectiveness of existing digital marketing campaigns
C Develop a digital marketing campaign for a selected product or brand.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the role of digital marketing within the broader marketing mix	**A1** Digital marketing in the marketing function **A2** How the digital communication is delivered **A3** Devices for displaying digital communications	A presentation that assesses the influence of digital marketing in shaping customer behaviour and buying habits, and which then outlines the effectiveness of two existing digital marketing campaigns from two different types of business. There will also be an evaluation that highlights different compensation models, benefits and concerns. An accompanying report considering the benefits and potential concerns of digital marketing will also be provided.
B Investigate the effectiveness of existing digital marketing campaigns	**B1** Digital marketing objectives **B2** Digital strategies to meet target objectives **B3** Return on investment compensation models **B4** Benefits and concerns of online advertising	
C Develop a digital marketing campaign for a selected product or brand	**C1** Marketing planning process **C2** Integration in the wider marketing and promotional mix	A fully justified plan for a digital marketing campaign.

Content

Learning aim A: Examine the role of digital marketing within the broader marketing mix

A1 Digital marketing in the marketing function

- Definitions of digital marketing:
  - o the use of digital technologies to create integrated, targeted and measurable communications that help to acquire and retain customers while building deeper relationships with them (Digital Marketing Institute)
  - o achievement of marketing objectives through the use of digital media and technology.
- Role of digital marketing as an extension to, rather than a replacement for, the traditional marketing and promotional mix.
- Current trends in digital marketing, e.g. the move to mobile communications.
- The use of digital marketing to target specific market segments.
- The development of customer databases in delivering digital communications, including the use of free content for lead generation.

A2 How the digital communication is delivered

- Display advertising, banners, pop-ups, floating advertisements (ads), interstitial ads, text ads.
- Search engine marketing, optimisation and sponsored searches.
- Social media marketing.
- Email advertising.

A3 Devices for displaying digital communications

- Personal computers, smartphones, tablets and games consoles.

Learning aim B: Investigate the effectiveness of existing digital marketing campaigns

B1 Digital marketing objectives

- Lead generation.
- Brand awareness.
- Customer retention.

B2 Digital strategies to meet target objectives

- Content marketing – relevance, pressure to keep refreshed.
- Paid search advertising.
- Search engine optimisation.
- Social media marketing.
- Video marketing.
- Video blogging (vlogging).
- Email marketing.
- Mobile applications (apps).
- QR codes.
- Responsive web design.

B3 Return on investment compensation models

- Cost per mile (CPM).
- Cost per click (CPC).
- Cost per engagement (CPE).
- Cost per view (CPV).
- Fixed cost.

B4 Benefits and concerns of online advertising

- Benefits, including cost, measurability, formatting, targeting, coverage, speed.
- Concerns, including banner blindness, fraud and other illegal activity, display variations, ad blocking, privacy/data security, consumer location tracking, spam.

Learning aim C: Develop a digital marketing campaign for a selected product or brand

C1 Marketing planning process

- Set objectives – lead generation, brand awareness, customer retention.
- Analysis of target segment, brand persona and competition.
- Resource identification – human, financial and technological.
- Implementation planning and testing.
- Measurement against targets.

C2 Integration in the wider marketing and promotional mix

- Marketing objectives.
- Marketing mix.
- Promotional mix.
- Anticipated returns.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the role of digital marketing within the broader marketing mix		
A.P1 Explain the role of digital marketing as an extension of traditional marketing and the ways the messages can be delivered. **A.P2** Investigate the ways in which advertisers are targeting mobile device users.	**A.M1** Analyse, using examples, the effectiveness of different digital delivery methods.	**A.D1** Justify the extent to which the digital environment is influencing consumer choices.
Learning aim B: Investigate the effectiveness of existing digital marketing campaigns		
B.P3 Discuss the digital strategies that a selected business uses to meet two different objectives. **B.P4** Outline different compensation models used in digital marketing. **B.P5** Explain the benefits of, and concerns about, digital marketing from the perspective of both the customer and the marketer.	**B.M2** Analyse the different digital strategies and compensation models used to create brand recognition and brand loyalty.	**B.D2** Evaluate the effectiveness of digital marketing campaigns from different businesses, and suggest ways to overcome concerns raised about digital marketing.
Learning aim C: Develop a digital marketing campaign for a selected product or brand		
C.P6 Produce an outline for a digital marketing campaign that will create brand loyalty for a new or existing product or brand.	**C.M3** Produce a detailed digital marketing campaign and demonstrate how it integrates into the wider marketing and promotional mix for a new or existing product or brand.	**C.D3** Produce creatively a digital marketing campaign, justifying the key decisions taken and potential improvements that could be used to create brand loyalty.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information on websites and from printed resources.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will investigate a range of digital marketing campaigns to identify the different types of communication used and their effectiveness in reaching different target segments. Different strategies should be considered, one of which should be the use of video or vlogging to help create brand recognition or brand loyalty. Two different campaigns from different businesses will be discussed and then evaluated in detail to establish how successful they were. Learners will have discussed the suitability of the compensation model used. There will be justified solutions to overcome the concerns about digital marketing.

For Merit standard, learners will demonstrate their analytical skills by discussing the merits and disadvantages of at least three digital communication methods, which should be chosen from at least two different types. For example, learners could choose to discuss the use of interstitial adverts, search engine optimisation and social media marketing. Learners should also analyse the different digital strategies and compensation models used and explain how these are used to create brand recognition or brand loyalty.

For Pass standard, learners will describe the role digital marketing is playing in the marketing process. Current examples should be used to demonstrate latest trends, such as the use of vlogging to promote goods and the distribution of free digital content to acquire new leads. They will also explain the different ways in which digital communications can be delivered to consumers, the devices that are currently being used and the trend towards the increasing use of mobile devices. There will be an attempt at discussing the digital strategies and compensation models used and an attempt to explain some of the limitations and benefits to the consumer and the marketer of digital marketing.

Learning aim C

For Distinction standard, learners will produce a fully justified and creative digital marketing campaign for a product or brand. There will be reflection on the key decisions taken when producing the elements of the campaign, and suggestions on how the campaign might be improved.

For Merit standard, learners will develop a fully-detailed digital campaign and explain how the plan is integrated into and complements the wider marketing and promotional mix.

For Pass standard, learners will produce an outline for a digital marketing campaign that clearly demonstrates brand loyalty for a new or existing brand. Clear reference will be made to the digital application and how brand loyalty is created.

Links to other units

This unit links to:

- Unit 2: Research and Plan a Marketing Campaign
- Unit 14: Creative Promotion
- Unit 17: Market Research.

Employer involvement

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

- guest speakers
- business materials as exemplars
- design/ideas to contribute to unit assessment
- support from local business staff as mentors
- visits to appropriate businesses.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop marketing skills.

Unit 14: Creative Promotion

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners study how creative promotion influences the buying decisions of customers, stimulates demand, creates brand personality, and promotes products and services.

Unit introduction

Effective promotion attracts and persuades customers to buy products and services. It is used to stimulate sales and develop brand loyalty. Businesses use a range of marketing communications and activities to convey their messages.

This unit will develop your understanding of the ways in which businesses communicate with current and potential customers for promotional purposes. You will explore the methods used by contrasting businesses and reflect on the suitability of specific methods used to achieve marketing objectives.

In this unit, you will use your creative skills to produce a fully costed plan for a promotional campaign. The unit will help you to decide if you would like to work in or continue to further study in this area.

Learning aims

In this unit you will:

A Explore the role of integrated marketing communications in creative promotion

B Review the effectiveness of the promotional mix used by different businesses

C Create a plan for a promotional campaign.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the role of integrated marketing communications in creative promotion	**A1** The purposes of marketing communications **A2** Developing effective marketing communications **A3** The importance of integrated marketing communications	A report on the role of integrated marketing communication activities used in a range of different businesses.
B Review the effectiveness of the promotional mix used by different businesses	**B1** The elements of the promotional mix **B2** Influences on the choice of promotional activities	A report on the effectiveness of the promotional activities used by different businesses, comparing the campaign plan produced by learners to other businesses.
C Create a plan for a promotional campaign	**C1** Linking promotional methods to market segments **C2** Costing promotional activities **C3** Planning promotional activities **C4** Ethical and legal dimensions of promotional activities	Learners will produce and present a proposal for a promotional campaign, showing how appropriate communication methods will be utilised in order to meet the needs of customers. The plan will be fully costed and the learner will show how they intend to spend their budget on different activities. Learners will need to produce examples of proposed promotional materials in their presentation.

Content

Learning aim A: Explore the role of integrated marketing communications in creative promotion

A1 The purposes of marketing communications

- To inform, e.g. create awareness of a product, service or brand, to develop understanding of the features and/or characteristics of a product or service.

- To persuade, e.g. convince current or potential customers to change their behaviour, encourage purchasing decisions, visit a website or physical store.

- To differentiate, e.g. highlight unique characteristics of different products, position products, influence the behaviour and attitudes of customers.

- To reinforce and reassure, e.g. positive experiences of products or services, beliefs about own and/or competitors' products.

A2 Developing effective marketing communications

- Communications objectives, e.g. raise awareness, increase knowledge, encourage choice; links between these and promotional and marketing objectives; their role in the achievement of corporate objectives.

- Identify target audience, e.g. adapt messages for different target groups, develop a brand; use marketing research to make judgements.

- Design a message: content, structure, format; appropriateness to target market; potential legal and ethical issues; types of appeal.

- Receive feedback: product trials, promotions and messages; use feedback to measure customer satisfaction, manage expectations and modify promotional activities.

A3 The importance of integrated marketing communications

- Consistency of promotional activities, e.g. branding elements and being 'on message'; consequences of inconsistency.

- Consistency with other elements of the marketing mix, e.g. with pricing, distribution and product; ensuring that customers get a consistent message.

Learning aim B: Review the effectiveness of the promotional mix used by different businesses

B1 The elements of the promotional mix

- Advertising: forms, e.g. print, cinema, TV, online; considerations when planning advertising; cost, reach, penetration.

- Personal selling: sales behaviour, e.g. getting, giving and using information; ethics of selling, e.g. high-pressure sales, mis-selling of products (e.g. banks and PPI).

- Sales promotion: methods, e.g. competitions, discounts, multi-buy offers; customer loyalty versus increased sales; effect on the credibility of messages in other channels.

- Direct marketing: forms, e.g. postal, email; costs and benefits of direct communications.

- Public relations: approaches, benefits and drawbacks of PR activity.

- The effectiveness of promotional activity: integration with the marketing mix and promotional objectives; allocation of budget to methods used; choice of message channels and their effectiveness in conveying messages; impact of competitors.

B2 Influences on the choice of promotional activities

- Appropriateness of promotional activities in different types of market, e.g. mass, niche, B2B, B2C, goods, services.
- Link between promotional activities and strategies, e.g. push and pull strategies.
- Ethical issues and promotional activities, e.g. accuracy of messages, targeting of vulnerable groups (payday loans aimed at younger people, pester power).
- Use of statistics and research to mislead, e.g. claims about customer preferences based on poorly-designed research.
- Legal issues, e.g. consumer legislation, other issues relating to taste and decency, sponsorship; industry codes of practice.
- Organisational influences on promotional activity, e.g. availability of finance, corporate objectives.
- Political influences, e.g. government, media, relevant pressure groups; impact of scandals such as horsemeat in food.
- Social factors, e.g. fashions, trends, demographics, religious beliefs.
- Competitive pressures: rivals' actions, e.g. spoiler campaigns; market context growth, decline; market position; leader or follower.

Learning aim C: Create a plan for a promotional campaign

C1 Linking promotional methods to market segments

- Approaches to market segmentation, e.g. demographic, geographic, geo-demographic; specific requirements of different market segments; importance of adapting communication techniques to meet these.

C2 Costing promotional activities

- Setting a promotional budget, e.g. percentage-of-sales method, competitive parity, objective and task method, affordable method.
- Costing different forms of promotion, e.g. production costs, channel costs.
- Monitoring promotional expenditure, identifying variances, understanding reasons for variances in promotional spending.

C3 Planning promotional activities

- Producing a proposal, e.g. storyboards, maquettes; gaining approval; consistency with branding and marketing mix elements.
- Producing a promotional plan: timescale, print deadlines, shoot times, campaign duration; frequency of activity; budget; link between plan and promotional objectives, marketing objectives and corporate objectives.
- Monitoring marketing activity, e.g. 'web metrics', audience response, impact on business performance indicators; control measures for promotional activity, e.g. responding to unsuccessful promotional activity.

C4 Ethical and legal dimensions of promotional activities

- Laws relating to selling, e.g. consumer protection, sale of goods; codes of practice; Direct Marketing Association, Advertising Standards Authority.
- Ethical considerations, e.g. 'lifestyle' promotions, impact on vulnerable consumers; ethics and morals, e.g. maximising profits versus protecting consumers.
- Effects of compliance and non-compliance, consideration of moral grey areas, e.g. controversial promotion as a public relations technique.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the role of integrated marketing communications in creative promotion		
A.P1 Explore and illustrate how marketing communication aids creative product promotion. **A.P2** Explain the importance of integrated marketing communication activity to contrasting businesses.	**A.M1** Analyse the effectiveness of the marketing communication activities of contrasting businesses.	**A.D1** Assess the extent to which promotional activity supports the achievement of promotional objectives for a selected business.
Learning aim B: Review the effectiveness of the promotional mix used by different businesses		
B.P3 Explain the promotional mix used by contrasting businesses. **B.P4** Illustrate and explain the influences on the promotional activities used by contrasting businesses.	**B.M2** Analyse the factors that influence the choice of promotional activity in contrasting businesses.	**B.D2** Evaluate the extent to which internal and external factors will influence the success of promotional activity.
Learning aim C: Create a plan for a promotional campaign		**C.D3** Demonstrate individual self-management, research and initiative in the preparation and evaluation of a high-quality and creative plan for a promotional campaign.
C.P5 Describe the target market for a product or service offered by a selected business. **C.P6** Plan and prepare a costed promotional plan for a product or service for a selected business.	**C.M3** Assess the extent to which the proposed promotional plan meets both business and consumer needs.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information on websites and from printed resources.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will evaluate from their investigations how far a business's promotional activities are able to support business objectives. They will research the contrasting promotional activities of a suitable, local (or other) business and investigate the techniques and methods used. The work will be illustrated with examples of good practice, and reasoned conclusions will be drawn on the effectiveness of the chosen promotional activities.

For Merit standard, learners will have to analyse how effective the selected promotional activities of contrasting businesses are and give some examples of where this has been achieved.

For Pass standard, learners will explain why promotional activities are important to contrasting businesses, with some discussion of how and why these activities are undertaken.

Learning aims B and C

Learners should ensure they carefully select a business that will allow them to fully develop a promotional campaign. The choice of business should not be class- or teacher-led.

For Distinction standard, learners will evaluate the effects of internal and external influences on promotional activities used by contrasting businesses to contribute to the achievement of business aims. The work will be illustrated with reference to successful promotional activities/campaigns.

Learners will produce, and present individually, a creative plan for a promotional campaign demonstrating individuality in evaluation, thought and skill, as well as reaching justified conclusions on the plan itself and/or possible revision. This will be evidenced by an observation statement.

For Merit standard, learners will analyse factors that influence the choice of the investigated promotional activities. The work will use examples indicating an understanding of the promotional mixes described.

Learners will produce and present a creative plan for a promotional campaign using examples that show how this meets both business and consumer needs.

For Pass standard, learners will cover how different businesses use promotional campaigns and understand the promotional mix. They will identify a target market and produce and present a costed creative plan for a chosen business that shows understanding of the need to meet the demands of the chosen market.

Links to other units

This unit links to:
- Unit 2: Research and Plan a Marketing Campaign
- Unit 13: Digital Marketing
- Unit 17: Market Research.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- business materials as exemplars
- design/ideas to contribute to unit assessment
- support from local business staff as mentors
- visits to appropriate businesses.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop communication and effective promotion skills.

Unit 15: Pitching for a New Business

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners study the practical skills and acquire the knowledge needed to undertake the necessary preparation and steps to set up and pitch for funding for a micro-business.

Unit introduction

Entrepreneurs explore potential business opportunities, select viable business ideas, prepare appropriate business plans and pitch these to potential investors. This unit will teach you how to carry out these steps which are critical to the development of new businesses.

This unit focuses upon pitching a new business idea for a micro-business – a business employing less than 10 people. This could be a business you want to start up yourself or in partnership with others. In this unit, you will investigate a potential micro-business idea and outline a business plan. You will present your business plan to potential investors with a view to securing appropriate funding. It is important that you are able to recognise what should be included in a pitch and how the process of idea formulation, selection, planning and presentation should be managed in order to secure funding.

This unit will develop the skills needed if you decide to set up your own business, or if you want to work in or study further a sector or area that needs entrepreneurial or innovative skills.

Learning aims

In this unit you will:

A Explore potential ideas for a micro-business start-up

B Develop a business plan for a viable micro-business start-up

C Carry out a pitch for funding for the chosen micro-business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore potential ideas for a micro-business start-up	**A1** Exploration of ideas for a micro-business start-up **A2** Models for business opportunities **A3** Factors to be considered when setting up a micro-business	A portfolio comprising research, analysis and risk evaluation that collectively supports a specific recommendation for setting up a new micro-business.
B Develop a business plan for a viable micro-business start-up	**B1** Market analysis and planning **B2** Legal aspects **B3** Financial aspects **B4** Evaluation	A business plan with the detail to enable the pitch to be prepared. Professional presentation with supporting documentation designed to secure potential funding and to stimulate feedback, from which justified modifications to the proposal and pitch can be made.
C Carry out a pitch for funding for the chosen micro-business	**C1** Documents and materials for pitch to audience **C2** Professional presentation skills demonstrated in the pitch **C3** Review and evaluation of the pitch	

Content

Learning aim A: Explore potential ideas for a micro-business start-up

A1 Exploration of ideas for a micro-business start-up

- Idea generation for new products, services and/or market for business opportunities.
- Decision matrix: generation of selection criteria and scoring for business opportunities.
- The application of business model canvas: activities; customer relationships; customer segments; key partners; value proposition; resources; cost structure; channels; revenue streams.

A2 Models for business opportunities

- Business activity: primary, secondary or tertiary sector of activity.
- Processes: manufacturing, outsourcing, sourcing, channels to market.
- Organisational form: structure, roles and responsibilities.

A3 Factors to be considered when setting up a micro-business

- Capability and core competencies.
- Time constraints.
- Financial constraints.
- Potential stakeholder influences.
- Access to physical resources.
- Availability of IT.
- Environmental influences.
- Internal risks.
- External risks.

Learning aim B: Develop a business plan for a viable micro-business start-up

B1 Market analysis and planning

- Target market definition.
- Secondary and primary research including government reports, customer focus groups, interviews, online questionnaires.
- Business environment: Porter and PESTLE.
- Marketing mix.
- Unique selling points (USPs).

B2 Legal aspects

- Business legal form and liability insurance.
- Consumer protection legislation.
- Employment legislation.
- Health and safety legislation.
- Data protection legislation.
- Environmental protection legislation.

B3 Financial aspects

- Pricing policy.
- Sales forecasts.
- Projected costs: set-up, fixed and variable costs.
- Break-even forecast.
- Cash flow forecast.
- Forecast opening and closing statement of financial position, capital structure to show investment necessary from potential investors.
- Forecast statement of comprehensive income for trading period.

B4 Evaluation

- Marketing mix SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.
- Financial forecasts, including liquidity analysis, profitability analysis, sensitivity analysis.

Learning aim C: Carry out a pitch for funding for the chosen micro-business

C1 Documents and materials for pitch to audience

- Appropriate documents and materials that are detailed, appropriate, and relate to individual business proposal including business plan, cost structure, market research data, marketing plan, competitor analysis, risk analysis.
- Documentation to support funding investment including draft profit and loss statement, figures for gross and net profit margins, potential return on investment.
- Evidence of exploration of potential questions and answers from potential investors, including risk, expectations for return, share of ownership in the business.

C2 Professional presentation skills demonstrated in the pitch

- Presentation, behaviour and conduct of presenter, e.g. attire, attitude, business-like skills, suitable for audience, well prepared.
- Negotiation and communication skills.

C3 Review and evaluation of the pitch

- Receive feedback on the business content of the pitch, analyse feedback and make amendments accordingly.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore potential ideas for a micro-business start-up		
A.P1 Describe the potential business opportunities for a micro-business start-up. **A.P2** Review the factors that need to be considered to start up a micro-business.	**A.M1** Analyse the internal and external factors associated with a selected micro-business start-up.	**A.D1** Evaluate the internal and external factors associated with a selected micro-business start-up.
Learning aim B: Develop a business plan for a viable micro-business start-up		
B.P3 Explain your marketing plan for a selected micro-business. **B.P4** Explain how legal and financial aspects will affect the start-up of the business.	**B.M2** Analyse the financial and marketing plans for your micro-business.	**B.D2** Evaluate your plan for a micro-business and justify your conclusions.
Learning aim C: Carry out a pitch for funding for the chosen micro-business		**C.D3** Demonstrate individual responsibility and effective self-management in the preparation, delivery and review of the presentation of a high-quality pitch.
C.P5 Pitch for funding to start up a micro-business. **C.P6** Review the viability and risks of the start-up using audience feedback.	**C.M3** Effectively present an individual pitch to negotiate funding for a micro-business start-up, analysing audience feedback and viability issues.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current business information on websites and from printed resources.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will evaluate a range of internal and external factors for the small business start-up, along with how they can be a risk to the new business (at least four factors and four risks will be evaluated).

For Merit standard, learners will analyse the internal and external factors, ensuring there is a good range and noting that some factors and risks will affect some types of business and not others.

For Pass standard, learners will research a new business and the model outlined. Details of the activity and its processes, and the business form, will be evidenced in the portfolio. At least four factors will be explained. If learners work in groups to research and explore, work must be submitted individually in a professional portfolio. As this is for a micro-business, the choice of business should be a small entity that does not require more than four employees to start it up.

Learning aims B and C

Professional business language will be used and data must be realistic for the business. Learners will be encouraged to create their own plan template for the business plan. If learners work in groups, the group size should not exceed four. An individual plan is required in the portfolio.

Learners will need to pitch their plan to an informed audience, ideally a panel of local business people, staff and peers. It should be organised formally as if in the workplace. Witness statements will be produced and included in the learner's portfolio.

For Distinction standard, learners will show clear justification of the plan, giving reasons for all of its elements. A SWOT and sensitivity analysis will be used, together with a ratio analysis to give an evaluation of predicted success. Learners will present their plan individually. They will have used initiative and creativity in their pitch presentation, demonstrating a high standard of individual technical ability, attention to detail, innovation and precision.

For Merit standard, learners will show the range of financial statements and the marketing mix will be analysed, clearly demonstrating how sales figures were arrived at. All costs will be realistic for the size of the business. Learners will need to present a professional, individual pitch and analyse the feedback from the panel and viability issues.

For Pass standard, learners will design a coherent plan, comprising key sections, including legal and financial, supported with research. Learners will present their plan individually and will be able to answer questions on their plan asked by the panel.

Links to other units

This unit links to *Unit 1: Exploring Business*.

Employer involvement

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

- guest speakers from small businesses
- participation in audience assessment of presentations
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop entrepreneurial and innovative skills.

Unit 16: Business Ethics

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners develop an understanding of how organisations promote ethical behaviour in the workplace and consider the business case for implementing socially-responsible business practices.

Unit introduction

Business organisations are aware that the behaviour of consumers is increasingly influenced by the organisation's ethical behaviour, the way it conducts its working relationships, and how far it recognises the impact of its activities in a wider social and environmental context. To remain competitive in this environment, business organisations need to demonstrate high standards of ethical business behaviour and take account of the social and environmental impact of their production processes.

In this unit, you will consider a business organisation's relationship with its internal and external stakeholders from the perspective of business ethics and corporate social responsibility (CSR). You will explore the nature of ethical behaviour in a business context and the impact of business ethics on costs, operations, and the roles and responsibilities of managers and employees in the workplace. You will also examine the role and importance of CSR and how it influences an organisation's relationship with stakeholders in the wider external business environment.

This unit will help you progress to higher education courses exploring business ethics and CSR, and will enable you to make an informed choice of suitable CSR organisations for employment.

Learning aims

In this unit you will:

A Understand how ethical behaviour is applied in a business context

B Understand how corporate social responsibility is applied in a business context

C Investigate the impact of ethical and corporate social responsibility issues on business practices.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand how ethical behaviour is applied in a business context	**A1** Features of business ethics **A2** Industry and professional codes of practice **A3** The application of ethical values to business practices **A3** Business ethics and the individual	An investigative report profiling the way in which ethical and CSR initiatives are implemented by two different organisations.
B Understand how CSR is applied in a business context	**B1** CSR issues and the impact on stakeholders **B2** Sustainability and the triple bottom line **B3** Promoting business ethics and CSR policies	
C Investigate the impact of ethical and CSR issues on business practices	**C1** Strengthening a business organisation's CSR image **C2** Organisational responses to addressing ethical and CSR issues **C3** Reviewing business practices in relation to disaster recovery	A critical review of the response of an organisation to a business disaster resulting from unethical business practices or deficiencies in its CSR.

Content

Learning aim A: Understand how ethical behaviour is applied in a business context

A1 Features of business ethics

- Definition of business ethics and characteristics and features of operating ethically in a business environment, to include:
  o business concepts of honesty and integrity
  o fairness and inclusion in a competitive business environment
  o concepts of respect and trust in relation to customers, stakeholders, competitors, the general public
  o legal governances and obligations in ethics.
- The influence of business ethics on corporate image to include:
  o vision statement
  o value statements
  o mission statements.

A2 Industry and professional codes of practice

- Examples, purpose and features of industry codes of practice, including:
  o mandatory and voluntary codes of practice
  o sanctions.
- Examples, purpose and features of professional codes of practice:
  o examples, e.g. ACCA Global and the Chartered Insurance Institute (CII) International Code of Ethics, The International Ethics Standards Board for Accountants (IESBA)
  o features, e.g. integrity, objectivity, professional competence, confidentiality, professional behaviour
  o sanctions.

A3 The application of ethical values to business practices

Features and characteristics of ethical and unethical practices in business organisations.

- Corporate governance and executive pay:
  o division of responsibilities, divorce of ownership and control
  o decision-makers have the requisite skills, principal agent problem
  o identification of risk
  o appropriate internal checks and controls, e.g. remuneration committees.
- Financial responsibilities:
  o responsibility to pay taxes promptly/tax avoidance
  o corrupt practices, including bribery and fraud
  o excessive remuneration, severance packages and corporate bonus systems.
- Employment and diversity policies:
  o promotion of diversity in the workplace
  o inclusion and equal opportunities in all areas of the organisation, from recruitment to promotion, and training opportunities
  o health and safety responsibilities.
- Organisations promoting ethical business behaviour:
  o international, e.g. Institute of Business Ethics, Fairtrade Foundation
  o national, e.g. Investors in People, FTSE4Good, Business in the Community
  o professional associations and institutes; trade unions.

- Potential business risks if ethical issues and considerations are not addressed:
  - legal, e.g.
    – consumer protection
    – employment practices
    – data protection
    – health and safety
  - financial, e.g.
    – sales and market share
    – profitability and financial performance
    – share price and company value
  - reputational, e.g.
    – consumer feedback
    – impact on the environment.

A4 Business ethics and the individual

- Influence of ethics on the behaviour of individuals, e.g. CEOs, employees, business owners.
- Strategies for promoting ethical behaviour in an organisation's workforce, to include:
  - contracts of employment
  - induction and ongoing training
  - codes of conduct
  - professional qualifications
  - ethical ambassadors
  - disciplinary sanctions.
- Discretionary decisions in job roles that may involve ethical considerations by an employee, to include:
  - remuneration and sales practices
  - dealing with the unethical behaviour of work colleagues
  - management and supervision of others.

Learning aim B: Understand how corporate social responsibility is applied in a business context

B1 CSR issues and the impact on stakeholders

- Definition of CSR.
- Impact of CSR initiatives on key stakeholder groups, including employees.
- Customers, suppliers, governments, local communities.
- Characteristics and purpose of CSR reports/social audits for:
  - internal stakeholders
  - external stakeholders.

B2 Sustainability and the triple bottom line

Consideration of the three principles of the triple bottom line, i.e. financial, social and environmental, when applied to business decisions in terms of sustainability.

- Environmental issues:
  - waste reduction and recycling
  - sustainability of resources
  - carbon and pollution reduction initiatives.

- Consumer protection statutory and legal requirements:
  - o misleading or inappropriate advertising and false descriptions
  - o effect of products on consumer health, e.g. product safety and food labelling.
- Supply chain and community statutory and legal requirements:
  - o fair treatment and working conditions of employees of key suppliers
  - o minimum/living wage for both own and supplier workforces
  - o restrictive trading practices.

B3 Promoting business ethics and CSR policies

The benefits and drawbacks of applying business ethics and CSR in different types of organisation, including sole traders, plcs and multinational corporations.

- Financial benefits:
  - o financial performance, e.g. increased sales volume and value, profitability, liquidity, efficiency share price and company value
  - o access to loans and grants
  - o ability to charge premium prices
  - o risk reduction.
- Non-financial benefits:
  - o improved customer loyalty and retention, positive brand image and social media profile
  - o enhanced HR practices, including recruitment, motivation and staff retention
  - o quality kite mark recognition and assured standards, and the impact on best practice promoting organisational change.
- Drawbacks of applying business ethics and CSR in different types of organisation, including sole traders, plcs and multinational corporations, including:
  - o opportunity cost implications of implementing policies in relation to the business objectives of large and small businesses
  - o impact on business strategy, e.g. distraction from core business objectives
  - o cost versus benefit analysis of CSR, e.g. membership costs and recognition costs of professional bodies, monitoring costs, administration costs, additional direct and indirect staffing costs, including training costs, public perceptions of 'green washing'.

Learning aim C: Investigate the impact of ethical and corporate social responsibility issues on business practices

C1 Strengthening a business organisation's CSR image

Implementation of ethical behaviour and CSR initiatives in different business contexts, including small and large firms operating in different sectors of the economy.

- Internal environment:
  - o HR practices, including the promotion of diversity and inclusion in recruitment practices, training opportunities and initiatives aimed at enhancing career pathways for under-represented groups
  - o sustainable production, e.g. product innovation, procurement, energy utilisation.

- External environment:
  - transparency with consumers, e.g. marketing, sales promotions
  - transparency in financial matters, e.g. payment schedules and costs
  - education and support for the local community, e.g. sponsorships, charitable donations, environmental initiatives.
- Impact and consequences of activities that result in social and environmental costs:
  - public image and perceptions, e.g. TV and press coverage
  - financial implications, e.g. lower sales, fall in share price and compensation payments
  - legal implications, e.g. fines
  - government intervention to address unethical business practices, e.g. mis-selling of financial products.

C2 Organisational responses to addressing ethical and CSR issues

- Strategies available to address social and environmental costs using business communications strategies, e.g. press releases, press conferences, social media campaigns, advertisements.
- Community engagement, e.g. meeting with local community groups and their representatives.
- Changes to business practices, e.g. changes to production schedules, employment practices, changes in personnel and procurement systems.
- Financial compensation, e.g. payments to affected stakeholders.

C3 Reviewing business practices in relation to disaster recovery

Methods and approaches to critically reviewing the effectiveness of organisational response to business disasters impacting public perception of business ethics and corporate social responsibility.

- Public perception of impact of business disaster:
  - news media articles
  - pressure group activity, e.g. Plastic Pollutes, Greenpeace, Stop Child Labour Campaign
  - boycotting or withdrawal of custom
  - protests, e.g. social media campaigns, online petitions.
- Review of organisational response information in the public domain, e.g. policy changes, press releases/interviews, rebranding.
- Review of organisational response practices, e.g. personnel changes, compensation payments, remedial action, changes to working methods.
- Evaluating organisational responses and effectiveness:
  - scale of response against scale of disaster
  - language of communications, e.g. apologetic, evasive, defiant
  - effectiveness of policy changes, including short-term, long-term
  - evidence of change, or willingness to change working practices
  - reduction in negative publicity in media
  - public response to organisational response, e.g. returning custom, reduction in protest.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand how ethical behaviour is applied in a business context		
A.P1 Explain the concept of business ethics and how they are embedded in industry and professional codes of practice. **A.P2** Explain the practical application and impact of business ethics on business organisations and their employees.	**A.M1** Analyse the concept, application and impact of ethics in relation to business operations, and the behaviours of employees.	**A.D1** Evaluate business operations, and the behaviours of employees, in relation to the concept, application and impact of business ethics.
Learning aim B: Understand how corporate social responsibility is applied in a business context		
B.P3 Explain the concept and features of corporate social responsibility. **B.P4** Explain the benefits and drawbacks for different businesses implementing corporate social responsibility.	**B.M2** Assess the nature and impact of corporate social responsibility for different businesses.	**B.D2** Evaluate the effectiveness of different businesses' approaches to implementing corporate social responsibility policies.
Learning aim C: Investigate the impact of ethical and corporate social responsibility issues on business practices		
C.P5 Explain the impact of a business disaster on an organisation and its key stakeholders. **C.P6** Explain the effectiveness of an organisation's response to a business disaster.	**C.M3** Analyse the effectiveness of an organisation's response to a business disaster.	**C.D3** Critically evaluate the effectiveness of an organisation's response to a business disaster.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1 and B.D2)

Learning aims: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to information on a range of businesses, including local, national and international.

Essential information for assessment decisions

It is expected that learners in a cohort will individually select and research their choice of business organisations. Throughout the unit, learners will show individuality of thought, independent collection, collation and judgement of evidence.

The business organisations selected by the learner for learning aims A, B and C should be contrasting in terms of their features, for example ownership and liability, purpose, sector, scope and/or size.

Learning aims A and B

For Distinction standard, learners must differentiate between the different types of business risk. They will show clearly how specific ethical business practices in relation to both the individual employee and the functional areas within the organisation, along with CSR initiatives, can all serve to reduce the direct and indirect financial impact of business risks. Learners will be able to identify and justify good practice in an organisation in respect of ethical behaviour and CSR. The impact of ethical standards and CSR initiatives will be considered with regards to a wide range of different business stakeholders.

For Merit standard, learners must consider a broad range of business risks and show how different business practices relating to ethics and CSR initiatives can impact business stakeholders. They will discuss the application of standards of ethical behaviour in respect of individuals and show how these standards are applied in different functional areas within the business organisation. Learners will show a clear distinction between the operating practices of different organisations.

For Pass standard, learners must demonstrate an understanding of the main ethical considerations faced by each business organisation and the potential risks if ethical business standards are not maintained. These could include the potential ethical issues that may be faced by employees in their work roles in each organisation. Learners identify the common features of CSR practices and highlight the business considerations that need to be taken into account when implementing CSR initiatives. Learners will differentiate between ethical practices and CSR initiatives, and highlight some of the financial and non-financial benefits for each organisation in respect of its ethical and CSR practices. Responses will be generally accurate with each of the points addressed to some extent.

Learning aim C

Learners critically review the response of a business to a business disaster arising from either unethical business practices or behaviours incompatible with its corporate social responsibilities.

For Distinction standard, learners must show an in-depth understanding of situational analysis to undertake relevant research showing the relationship between a business's CSR policy objectives and its business practices. Learners will demonstrate an understanding of the complex relationship between business ethics and the application of CSR initiatives in a competitive business environment, clearly distinguishing between the costs and benefits of these initiatives in relation to identified business risks. Learners must produce relevant evidence of the way in which a business handles its relationship with key stakeholders when dealing with ethical and CSR issues. Learners will identify the conflicts that arise when attempting to meet the competing needs and interests of different stakeholder groups, highlighting any practices that may contradict the business's stated value statements and CSR objectives. Learners must draw conclusions based on an analysis of stakeholder views and present their own balanced view based on the outcome of their individual research.

For Merit standard, learners must show a detailed understanding of how a business's actions support its ethical and CSR policies and public statements. Learners will identify the financial and non-financial costs of ethical practices and CSR initiatives. They will demonstrate a thorough understanding of situational analysis to identify the impact of a business disaster on key stakeholder groups and how this affects business operations, clearly distinguishing between financial and non-financial outcomes. Learners will undertake an assessment of the costs involved in dealing with the disaster in relation to the needs and interests of different stakeholder groups. Learners will draw valid conclusions of how the business dealt with the disaster based on an analysis of stakeholder views.

For Pass standard, learners must carry out research on a specific business to identify examples of how it promotes ethical behaviour and CSR. Learners must show an understanding of situational analysis by researching how the business dealt with a major disaster that involved its ethical and corporate social responsibilities. For example, the disaster could be an issue relating to the environment, its trading practices or its production processes. Learners provide a summary of the main issues involved, including the impact of the disaster on the business. Learners will highlight how the business dealt with the disaster and provide a personal judgement of how far they consider the business met its ethical and corporate social responsibility obligations.

Links to other units

This unit links to:

- Unit 5: Business Decision Making
- Unit 7: Environment and Sustainability in the Hospitality Industry.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop investigation skills.

Unit 17: Market Research

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners examine the different aspects of market research used by businesses. They will undertake a research project, interpret their findings and produce a report.

Unit introduction

This unit will develop your research skills and your understanding of the role marketing information plays in identifying and satisfying customers' needs.

In this unit, you will examine the purpose and type of market research undertaken in a business, consider the objectives of the research and the processes followed. You will plan and undertake a research activity using the most appropriate design and sampling method. You will analyse and interpret market research data and present your findings. You will use this knowledge to make recommendations for improvements to the market research process for a selected business.

This unit will give you an insight into the importance of collecting and interpreting marketing information as a tool for making wider marketing decisions, and enable you to make an informed choice on the suitability of this marketing area as a possible employment or training opportunity.

Learning aims

In this unit you will:

A Examine the types of market research used in business
B Plan and implement a market research activity to meet a specific marketing objective
C Analyse and present market research findings and recommend process improvements.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the types of market research used in business	**A1** Purpose of market research **A2** Types of research **A3** Appropriateness of choice of research	Report explaining the different types of research used in a chosen business. The report will judge the appropriateness of each type of research for a stated purpose.
B Plan and implement a market research activity to meet a specific marketing objective	**B1** Planning stage **B2** Implementation stage	Market research plan detailing methods and sample size, to be used together with a copy of the pilot questionnaire and some pilot research. Final questionnaire with sampling plan accompanied by evidence of the research data collected.
C Analyse and present market research findings and recommend process improvements	**C1** Statistical analysis and interpretation of primary and secondary research **C2** Presentation of research results **C3** Value of the information	Analysis and interpretation of market research activity using a range of statistical methods to meet a specific marketing objective. Recommendations to improve the quality of the process/data.

Content

Learning aim A: Examine the types of market research used in business

A1 Purpose of market research

- Understand customer behaviour.
- Determine buying trends.
- Investigate brand/advertising awareness.
- Aid new product development.
- Investigate feasibility of entry into new markets.
- To meet marketing objectives.

A2 Types of research

- Qualitative and quantitative.
- Secondary research.
- Internal sources:
  - loyalty schemes
  - EPOS records
  - website monitoring
  - accounting records
  - specialist market research agencies.
- External sources:
  - internet
  - government statistics
  - competitor reports
  - specialist market intelligence agencies, e.g. Mintel, IPSOS, Mori.
- Primary research:
  - surveys
  - observation
  - e-marketing
  - focus groups
  - pilot research.

A3 Appropriateness of choice of research

- Cost.
- Accuracy.
- Timelines.
- Response rates.

Learning aim B: Plan and implement a market research activity to meet a specific marketing objective

B1 Planning stage

- Problem definition.
- Set research objectives.
- Budget.
- Determine what data is to be collected.
- Methods to be used:
  - secondary and primary
  - quantitative and/or qualitative.
- Pilot questionnaire design:
  - question types
  - sequencing
  - length of questionnaire
  - avoiding bias
  - relevance of questions to objectives.
- Pilot sampling plan.
- Probability sampling:
  - random
  - systematic
  - stratified
  - cluster.
- Non-probability sampling:
  - quota
  - convenience
  - observation.
- Sample size and effect on confidence levels.
- Pilot research.

B2 Implementation stage

- Review of pilot primary research.
- Final questionnaire design.
- Final sampling plan.
- Data collection, primary and secondary.

Learning aim C: Analyse and present market research findings and recommend process improvements

C1 Statistical analysis and interpretation of primary and secondary research

- Data analysis/interpretation:
  - arithmetic mean, mode, median
  - range and interquartile range
  - standard deviation
  - time series
  - scatter diagrams and trends.
- Interpretation of secondary research.

C2 Presentation of research results

- Reports, tables, graphs.
- Presentation of conclusions and recommendations.
- Awareness of audience type.

C3 Value of the information

- Limitations of the research:
  - sufficiency
  - accuracy
  - bias
  - subjectivity
  - reliability of sample.
- Recommend improvements to the process.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the types of market research used in business		
A.P1 Explain the range of market research methods used by a selected business.	**A.M1** Assess, using suitable examples, how different market research methods are appropriate in helping to meet marketing objectives and inform decision making.	**A.D1** Justify the use of specialist marketing agencies for carrying out original market research.
Learning aim B: Plan and implement a market research activity to meet a specific marketing objective		
B.P2 Undertake secondary research for a selected marketing objective. **B.P3** Undertake pilot primary market research and collect sample data. **B.P4** Undertake the final market research activity using a detailed sampling plan to obtain a range of secondary and primary data.	**B.M2** Analyse the reasons for choosing particular research methods, the type of data to be collected and the sampling plan.	**B.D2** Evaluate the effectiveness of the pilot research, recommending changes that should be made to the final market research activity.
Learning aim C: Analyse and present market research findings and recommend process improvements		**C.D3** Assess the limitations of the data collected and justify research planning process improvements in light of the work undertaken.
C.P5 Interpret findings from the market research undertaken, presenting them in a range of different formats.	**C.M3** Analyse the findings of the market research using a wide range of statistical techniques and comment on confidence levels.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aim: B (B.P2, B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access and facilities to enable the required research for the unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will judge the usefulness of using specialist external agencies when carrying out original new market research. The work will be supported by appropriate examples throughout.

For Merit standard, learners will assess the different types of research that can be used by a selected business that has different marketing objectives.

For Pass standard, learners will include in their report examples of types of research used by a selected business. It will be fit for purpose, professional and written in appropriate business language. The report explains at least two primary and two secondary types of research for the business and will use realistic examples.

Learning aim B

For Distinction standard, learners will plan a small-scale market research activity for a stated purpose. They will carry out a pilot survey, evaluate the effectiveness of their pilot research and recommend changes to be made prior to undertaking the final market research activity. Both pilot and final research findings must be provided as an appendix to the learners' work.

For Merit standard, learners will analyse their final plan, consider the methods chosen and their suitability for the stated purpose. Pilot data will be collected and changes will be made to the plan before learners undertake the actual research. The analysis will cover the type of data to be collected and include both primary and secondary methods. The sampling plan will include sample type and size.

For Pass standard, learners will produce a plan for carrying out both primary and secondary research. At least two methods of each type must be included in the plan. Pilot data will be collected before learners undertake the actual research.

Learning aim C

For Distinction standard, learners will produce a short report that assesses the limitations of the data collected in terms of its accuracy, subjectivity, bias and reliability. The report must go on to judge the effectiveness of the process undertaken in terms of meeting the research/marketing objectives, and to make recommendations for improvements based on the experience gained.

For Merit standard, learners will use a wide range of statistical analysis techniques to fully interpret the findings of the market research data collected, and present these findings using charts, tables and diagrams to show the outcomes of the data analysis.

For Pass standard, learners will present a basic interpretation of the research data using at least two different formats and two statistical techniques.

Links to other units

This unit links to:

· Unit 2: Research and Plan a Marketing Campaign
· Unit 28: Marketing for Hospitality.

Employer involvement

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

· guest speakers
· participation in audience assessment of presentations
· design/ideas to contribute to unit assignment/case study/project materials
· work experience
· business materials as exemplars
· support from local business staff as mentors.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, planning and analysis skills.

Unit 18: Branding

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners will investigate the role of branding and explore how it is used and will give recommendations for changes to a brand for a selected product.

Unit introduction

Brands surround us in our everyday lives. People may judge others by their brand of car, their brand of clothes or the brand of drinks they consume. Brands can help give people identity and image. Because of this, marketing is often brand driven, with the objective of establishing a product (good or service) with a separate identity in consumers' minds, making the product desirable, wanted and even needed. Messages are carefully crafted to build customer views and expectations of the products associated with the brand. Constant advances in digital-based processes and systems, and changes in customer behaviour and their use of social media, present a challenge for businesses who work to maintain, develop or reinforce their brand identity. Businesses invest a huge amount of effort and resources to ensure that the customer recognises and responds to their brand identity in the right way.

In this unit, you will consider the ways in which businesses use branding to achieve their marketing objectives and business aims. You will explore the ways in which branding influences the marketing mix and how brand-strategy recommendations are developed according to market needs.

This unit will support your continuing studies of branding through a marketing-related degree or a professional qualification. The unit will also give you the skills you need to progress to employment in a branding-related role.

Learning aims

In this unit you will:

A Investigate the role of branding in a selected business

B Review how branding is used by a selected business

C Recommend changes to a brand for an existing product.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the role of branding in a selected business	**A1** Principles of branding **A2** Brand as an asset **A3** Benefits and drawbacks of branding for a business	A report on the impact of branding on a selected large business.
B Review how branding is used by a selected business	**B1** Branding as part of business strategy **B2** Brand design **B3** Factors influencing branding activities	A report on the extent to which the branding of a product meets the aim(s) of the selected large business, including recommendations on changes to be made to a brand in response to a brand audit.
C Recommend changes to a brand for an existing product	**C1** Challenges of managing brands **C2** Changing a brand	

Content

Learning aim A: Investigate the role of branding in a selected business

Learners will understand the principles of branding, the value of a brand and the benefits and drawbacks of branding to a business.

A1 Principles of branding

- Product: good or service.
- Branding: the elements that define the image, ethos and tone of a business and its products.
- Brand: a characteristic name, symbol or shape that distinguishes a product from that of another supplier.
- Brand portfolio: a collection of brands under the control of a business.
- Types of brand:
  - business name such as manufacturers and retailers
  - product and product ranges such as cars or drinks
  - person such as a celebrity actor, singer or entrepreneur.
- Use of branding:
  - new brands
  - brand extensions
  - sub-brands
  - product extension.
- Target audiences for brands.
- Consumer feelings about and connections with a brand:
  - brand awareness and recognition of the brand
  - perceived qualities associated with the brand
  - loyalty to the brand.
- Customer loyalty ladder:
  - suspects to prospects
  - prospects to customers
  - customers to clients
  - clients to advocates.
- Branding as part of the marketing mix.

A2 Brand as an asset

- Value of a brand: the total financial value of a brand.
- Brand equity (positive and negative): the differential effect that knowing the brand name has on a customer's response to the product and its marketing, the value of your brand beyond physical assets.
- Customer equity: the value of customer relationships that a brand creates.
- Protecting the brand: legal issues – trademark registration, copyright, patent registration/IP (intellectual property).

A3 Benefits and drawbacks of branding for a business

- Benefits of strong branding:
  - o differentiates the product from the competition
  - o increases customer engagement
  - o increases customer loyalty and customer advocates
  - o can command premium prices/higher prices than non-branded products
  - o reduces price sensitivity
  - o increases value of the business
  - o makes consumer choice and recognition of products easier
  - o strong brand awareness leads to high sales and high market share
  - o retailers and service sellers are more likely to stock top-selling brands than less well-known brands
  - o brand portfolios allow businesses to compete in many different marketplaces with a range of product lines.
- Disadvantages of branding:
  - o may take years to build a brand
  - o high cost of advertising, keeping brand in the customers' eyes
  - o loss of brand value for one product can affect a range of similar products
  - o brands invite competition and copycats
  - o high cost of research and development in ensuring brand continues to develop and lead the market.

Learning aim B: Review how branding is used by a selected business

Learners will understand how branding and business strategies align, and how branding activities can be affected by internal and external factors.

B1 Branding as part of business strategy

- Brand strategy:
  - o a long-term plan for the development of a successful brand in order to achieve specific goals
  - o aligns with business aims and objectives for the product
  - o influences the marketing strategy of a business.

B2 Brand design

- Brand values: reflecting the core values and culture of the business and its employees.
- Brand personality and voice.
- Brand identity.
- Brand names: descriptive, evocative, inventive, geographical, acronym, founder, lexical.
- Brand elements:
  - o intangibles – promise, personality, positioning and emotion
  - o tangibles – identifying symbols, e.g. logos, graphics, colours, and sounds, e.g. music, jingles, voice.
- Using packaging to communicate a brand.

- Touchpoints – any place where consumers encounter a brand such as:
  o advertising
  o business vehicles and livery used
  o company clothing, e.g. uniforms
  o signage and logos
  o branded mobile apps
  o content marketing, to include web landing pages, blogging, videos, podcasts, email, social media sites and communities.

B3 Factors influencing branding activities

- Internal influences:
  o size of the business
  o stage of the business – start-up, growth, decline
  o type of product
  o geographical location of business
  o budget for branding.
- External influences:
  o competition from other businesses
  o social pressure and conventions relating to the product
  o political climate
  o advances in technology and scope of digital platforms available
  o digital impact of customers communicating positively and negatively about the brand.

Learning aim C: Recommend changes to a brand for an existing product

Learners will understand how brands are managed and why they are changed, and how this is achieved.

C1 Challenges of managing brands

- Brand management: analysis and planning of how a brand is perceived in the market, brand success and brand failure.
- Maintaining branding relationship with customers throughout the product lifecycle.

C2 Changing a brand

- Brand audit – a formal assessment of a brand's strengths and weaknesses, to include:
  o existing marketing strategies, materials and communications
  o the customer perception of brand through primary and secondary data, such as questionnaires, focus groups, customer satisfaction surveys, sales and revenue data, blogs
  o comparison with competitors' brands for similar products.
- Changing the perceptions of a brand:
  o re-branding
  o brand refreshing
  o brand relaunching.

- Reasons for changing a brand:
  - change in business focus
  - changes in the market
  - trends
  - changes in customer behaviour, values and needs
  - competitors' branding strategies
  - technological and digital impact.
- Changes in branding and promotion to reflect social trends:
  - viral marketing – encouraging consumers to share information about products via the internet
  - social media sites – used to show benefits and features of products to differentiate from the competition
  - emotional branding – creating a bond between the consumer and the product by creating an emotional response to the advertising.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the role of branding in a selected business		
A.P1 Explore the principles of branding for a selected large business. **A.P2** Explain how brands can be an asset to a selected large business.	**A.M1** Analyse the advantages and disadvantages of branding to a selected large business.	**A.D1** Evaluate the impact of branding on a selected large business.
Learning aim B: Review how branding is used by a selected business		
B.P3 Review how branding is used by a selected business. **B.P4** Explain, using examples, the branding of two contrasting products in a selected large business.	**B.M2** Analyse the potential impact of internal and external factors on branding activities of a product.	**B.D2** Evaluate the extent to which the branding of a product meets the aim(s) of a selected large business.
Learning aim C: Recommend changes to a brand for an existing product		
C.P5 Explain the challenges of managing an existing brand for a product. **C.P6** Investigate an existing brand for a product using a brand audit.	**C.M3** Analyse the reasons why an existing brand for a product may need to change.	**C.D3** Justify suggested changes to an existing brand for a product.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current marketing information on websites and from printed resources.

Essential information for assessment decisions

Learning aim A

Learners will carry out an investigation into a large business with a reputation for strong brands. They must ensure that they select a business that will give them the depth of information required to cover all assessment criteria fully. The choice of business will be individual and not teacher-led.

For Distinction standard, learners will investigate a large business, looking in detail at the branding of the business and using their results to make reasoned judgements. They will come to a supported conclusion on the impact of branding on that business. They will show understanding of the link between branding and achieving the aims and objectives of the business such as an increase or improvement in market share, and improved competitive advantage.

For Merit standard, learners will investigate a large business and explore its application of the principles of branding. They will analyse the advantages and disadvantages of branding to the business, including an explanation of how brands can be an asset.

For Pass standard, learners will carry out research into a selected large business to explore its application of the principles of branding and explain how brands can be an asset.

Learning aims B and C

Learners will continue their investigation into the business chosen for learning aim A.

For Distinction standard, learners will investigate the reasons for the business having a brand strategy. They will look in more depth at the branding of one of the two products investigated, and explain the challenges of managing this brand and the potential impact of internal and external factors on the branding activities for the product. They will evaluate the extent to which branding of this product meets the aim(s) of the business and, with a view to changing the brand, they will carry out a brand audit to inform an analysis of reasons to change the brand, justifying all recommended changes.

For Merit standard, learners will investigate the reasons for the business having a brand strategy. They will look in more depth at the branding of one of the two products investigated, and explain the challenges of managing this brand and the potential impact of internal and external factors on the branding activities for the product. Using a brand audit, they will analyse the reasons for changing the brand.

For Pass standard, learners will investigate the reasons for the business having a brand strategy and use examples to explain the branding of two of its contrasting products. They will choose one of these products and explain the challenges of managing the brand. They will use primary and secondary research to carry out a brand audit on the product, including the existing marketing strategies, materials and communications, the customer perception of the brand and a comparison with competitors' brands for similar products.

Links to other units

This unit links to:

- Unit 2: Research and Plan a Marketing Campaign
- Unit 17: Market Research
- Unit 28: Marketing for Hospitality.

Employer involvement

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

- guest speakers and interview/discussion opportunities
- work experience
- opportunities to visit suitable businesses
- support from local business staff as mentors
- provision of business materials as exemplars
- ideas and suggestions to contribute to unit assessment.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop the skills needed to progress to employment in a branding-related role.

Unit 19: Career Planning

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners research and plan for potential careers, completing personal skills audits and developing interview techniques, in order to improve their employment prospects.

Unit introduction

Over the last 20–30 years employment opportunities have changed significantly. 'Jobs for life' are far less common, and, these days, you are likely to change your job or even career pathway many times, or work in different jobs simultaneously. In order to make the transition to employment successfully, you need to be able to research suitable career pathways and take the steps necessary to achieve your career goals.

In this unit, you will research potential career pathways, examine your current skill set, and identify any gaps in your skills and knowledge. You will create a career development plan, identifying the training you will need to improve your skills and knowledge and other steps required to reach your goals. As part of your career plan you will also consider alternative pathways should your chosen career be affected by external influences such as a fall in the economic strength of your country. You will prepare job application documentation and take part in a simulated interview to develop your communication and interview skills, and consequently your employment prospects.

This unit will help you to be fully prepared to either enter the workplace at the end of your school or college course or to enrol on higher education courses that will further develop the skills and knowledge required for your chosen career.

Learning aims

In this unit you will:
A Explore employment opportunities to target progression
B Examine personal skills and goals to produce a personal career development plan
C Develop communication and interview skills to improve employment prospects.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore employment opportunities to target progression	**A1** Researching employment opportunities **A2** Employment types and legislation **A3** Requirements for progression	Portfolio including: · career pathways research · personal skills audit · career development plan · review of methods and effectiveness of skills audit and career development plan.
B Examine personal skills and goals to produce a personal career development plan	**B1** Types of skills audit **B2** Soft and transferable skills **B3** Skills audit and career development planning	
C Develop communication and interview skills to improve employment prospects	**C1** Application documentation **C2** Interviews and demonstration of skills **C3** Performance review	A portfolio including: · application documentation · recording and observation records of simulated interview · learner self-evaluation of application and interview performance.

Content

Learning aim A: Explore employment opportunities to target progression

Researching employment opportunities and relevant legislation will vary according to the geographical location of the learner. These differences should be taken into account.

A1 Researching employment opportunities

Characteristics, advantages and disadvantages of different sources of information for career opportunities.

- Sources of information:
  - education providers, e.g. schools, universities and colleges, private training organisations
  - career specialist organisations, e.g. careers advisers, job centres, employment agencies
  - print publications, e.g. local and national newspapers and magazines, industry magazines
  - employing organisation websites
  - networking, e.g. associates, friends and family
  - social media platforms.

A2 Employment types and legislation

- Characteristics, advantages and disadvantages of different working contracts and approaches, including:
  - full-time or part-time
  - 'gig economy' and zero-hour contracts
  - self-employed
  - payment types, e.g. salary, hourly pay, commission, bonus, overtime.
- Impact of employment legislation on career choices and working patterns:
  - local employment legislation
  - local working regulations.

A3 Requirements for progression

Knowledge and understanding of the characteristics of professional standards required for progression in chosen fields, and the processes for achieving them.

- General and career-specific knowledge and skills.
- Entry criteria, including 'ground-floor' entry and 'fast-track' entry.
- Qualifications and training.
- Professional development.
- Career barriers, e.g. changes in the economic situation, 'closed-shop' professions, sector biases such as gender or social status.
- Accessibility, e.g. impact of available training options and costs.

Learning aim B: Examine personal skills and goals to produce a personal career development plan

B1 Types of skills audit

Features and uses of skills audit tools, including:
  - Likert Scale
  - Semantic Differential Scale.

B2 Soft and transferable skills

- Definitions, characteristics and importance of 'soft' and 'transferable' skills and ways to develop them, including:
  o strong work ethic
  o written and verbal communication skills
  o creative problem solving
  o time-management
  o teamwork
  o leadership
  o organisation and self-motivation
  o research and analytical skills
  o numeracy and information technology skills.

B3 Skills audit and career development planning

Tools and techniques for developing career progression opportunities.

- Skills audit to measure:
  o current skills, knowledge and competency
  o gaps in skills, knowledge and competency.
- Characteristics, function and methods for producing effective career development plans, including:
  o establishing current position
  o setting goals – short-term, medium-term, long-term
  o using 'SMART' goals, i.e. Specific, Measurable, Achievable, Relevant, Time-bound
  o training requirements
  o monitoring progress.

Learning aim C: Develop communication and interview skills to improve employment prospects

C1 Application documentation

- Purpose and characteristics of application documents and the language and presentation styles used in completing them, including:
  o letters of application.
  o application forms including paper-based and web-based
  o curriculum vitae (CV)
  o paper or electronic documents.
- Preparing online profiles, e.g. LinkedIn, assessing historical online presence, e.g. searchable social media activity.

C2 Interviews and demonstration of skills

Features of different interview approaches and the impact of these different approaches on skills required and demonstrated by an interviewee.

- Types of interview:
  o individual, or part of a group
  o in person or remote, e.g. telephone, video link
  o formal and informal
  o single interviewer or panel.

- Skills and competences required for interview situations:
  - personal presentation, e.g. appropriate clothing, attitude
  - communication skills, including appropriate use of body language, formal language, technical language, listening skills, and active engagement in discussions
  - understanding purpose of interview questions and producing appropriate responses
  - demonstration of work-related competence.

C3 Performance review

Methods for reviewing performance in interviews and the importance of reviewing performance in relation to future success.

- Individual appraisal of own performance in an interview situation.
- Reviewing own demonstration of work-related competence.
- Suggestions for improvement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore employment opportunities to target progression		**A.D1** Evaluate the effectiveness of methods used to identify career progression opportunities based on own comprehensive research.
A.P1 Carry out appropriate research into career progression opportunities. **A.P2** Explain the effectiveness of methods used to identify and research career progression opportunities.	**A.M1** Analyse the effectiveness of methods used to identify career progression opportunities based on own detailed research.	
Learning aim B: Examine personal skills and goals to produce a personal career development plan		**B.D2** Justify decisions taken in own personal career development plan, in relation to own comprehensive audit of career-related skills and skills-gaps.
B.P3 Produce a simple skills audit identifying career-related skills and skills-gaps. **B.P4** Explain reasons for decisions taken in the preparation of a personal career development plan.	**B.M2** Assess decisions taken in own personal career development plan, in relation to own detailed audit of career-related skills and skills-gaps.	
Learning aim C: Develop communication and interview skills to improve employment prospects		**C.D3** Evaluate the effectiveness of own, proficient job application and interview performance, including rationale for improvements.
C.P5 Explain the effectiveness of own appropriately prepared job application documentation. **C.P6** Explain effectiveness of own, suitable skills used in simulated job interview.	**C.M3** Assess the effectiveness of own competently prepared job application documentation. **C.M4** Analyse the effectiveness of own, competent skills used in a simulated job interview.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aims: C (C.P5, C.P6, C. M3, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

Learners will research career progression and produce a skills audit and personal career development plan with supporting rationale.

For Distinction standard, learners must carry out extensive and thorough research into career opportunities using a wide variety of methods. Learners will report on their research considering the strengths and weaknesses of the methods used, including well-reasoned, supported judgements on their effectiveness.

Learners must produce a personal skills audit that includes a detailed appraisal of personal, transferable, knowledge and competency skills. Their personal career development plan must fully consider how they will achieve their development needs within the timeframe of the plan. Reasoning will be thorough and well-thought through.

For Merit standard, learners must carry out wide-ranging research into a range of career opportunities using a variety of methods. Learners will report on their research considering the strengths and weaknesses of the methods used, including supported judgements on their effectiveness.

Learners must produce a personal skills audit that includes a broad appraisal of personal, transferable, knowledge and competency skills. Their personal career development plan must consider how they will achieve their development needs within the timeframe of the plan, which may include more than one approach. The reasons given for their career plan decisions will be detailed and appropriate.

For Pass standard, learners must carry out research into a range of career opportunities using a variety of methods. Learners will report on their research considering the strengths and weaknesses of the methods used, including appropriate judgements on their effectiveness.

Learners must produce a personal skills audit that includes an appraisal of personal, transferable, knowledge and competency skills. Their personal career development plan must consider how they will achieve their development needs within the timeframe of the plan. The reasons given for their career plan decisions will be appropriate.

Learning aim C

Learners prepare for a job application that matches their own skills and attributes, including application documentation (curriculum vitae, letter of application, application form) and a simulated job interview. Learners will review the effectiveness of these activities. An audio or visual recording of the interview should be included as part of the evidence.

For Distinction standard, learner documentation will be completed in a professional manner with attention to detail and skilful use of language and presentation.

In their simulated interview, learners must demonstrate skills appropriate to the situation, including their visual presentation, personal demeanour and communication skills. Learners will provide confident, well-thought through responses to interviewer questions and information requests, and engage in active discussion.

Learners will then carry out a comprehensive critical review of their own performance and make discerning suggestions for improvement.

For Merit standard, learner documentation must be prepared to a high standard, with well-presented information and clear and concise use of language.

In their simulated interview, learners must demonstrate skills appropriate to the situation, including their visual presentation, personal demeanour and communication skills. Learners will provide confident, sound responses to interviewer questions and information requests.

Learners will review the effectiveness of both the application and interview activities, including a detailed exploration of the strengths and weaknesses of their performance and logical suggestions for improvements.

For Pass standard, learner documentation must be prepared appropriately, with care given to the style of language used and presentation of the information.

In their simulated interview, learners must demonstrate skills appropriate to the situation, including their visual presentation, personal demeanour and communication skills. Learners will respond to questions and requests for information with a degree of confidence and consideration.

Learners will review the effectiveness of both the application and interview activities, including suggestions for improvements.

Links to other units

This unit links with all other units in the specification.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop the skills needed to improve their employment prospects.

Unit 20: Cost Control for Hospitality Supervisors

Level: 3
Unit type: Internal set assignment
Guided learning hours: 60

Unit in brief

Learners develop an understanding of the principles of goods selection, costing and pricing, and the use of financial statements to measure hospitality business performance. They will develop the skills needed to manage the control and to be able to apply accounting methods for resources.

Unit introduction

The purchase and control of resources is a vital part of running any hospitality organisation. The resources used within hospitality organisations can range from food, to cleaning materials, and fixtures and fittings. Accounting methods will need to be used to control and carry out audits of how these resources are used.

This unit will introduce you to how physical resources within the hospitality industry are selected, controlled and accounted for. You will explore fundamental principles relating to how goods are selected and the criteria that need to be applied in order to make these decisions.

You will also explore aspects of costing, pricing and operational finance procedures used in the day-to-day operation of hospitality businesses. You will examine basic concepts and procedures and learn to apply them in relevant industry scenarios.

As future supervisors, you will develop the knowledge and skills to interpret, understand and explain basic operational financial information used in the hospitality industry. This is an important part of operational requirements, encompassing key responsibilities in the hospitality industry, and this knowledge will be readily transferable across the industry.

Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Investigate the principles of goods selection in hospitality
B Carry out costing and pricing activities for hospitality products and services
C Use financial Information to measure hospitality business performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the principles of goods selection in hospitality	**A1** The purchasing cycle **A2** Goods selection criteria **A3** Controlling and recording the movement of stock	This unit is assessed through a Pearson Set Assignment.
B Carry out costing and pricing activities for hospitality products and services	**B1** Calculating and controlling costs **B2** Methods of pricing	
C Use financial information to measure hospitality business performance	**C1** The purpose and use of financial information **C2** The sources of financial information **C3** Financial information	

Content

Learning aim A: Investigate the principles of goods selection in hospitality

A1 The purchasing cycle

The requirements and the importance of each stage of the purchasing process and the ability of a hospitality business to achieve its organisational goals.

- Need.
- Specification.
- Select supplier.
- Negotiate.
- Purchase order.
- Delivery.
- Inspection.
- Goods into stock.
- Invoice checking.
- Payment.
- Documentation:
  - purchase order
  - delivery note
  - invoice
  - goods received note
  - credit note
  - goods returned note.

A2 Goods selection criteria

- The factors that should be taken into account when selecting goods:
  - suitability for purpose, new/second-hand
  - price
  - financial constraints
  - availability
  - lead time
  - physical considerations (access, delivery, storage)
  - upkeep (maintenance, replacement, service agreements)
  - contracts, terms and conditions
  - quality of goods.

A3 Controlling and recording the movement of stock

- Setting minimum/maximum stock levels.
- Delivery and inspection of purchased goods.
- Storage for profit, e.g. correct temperature, FIFO (First In First Out), LILO (Last In Last Out).
- Recording mechanisms, e.g. manual, computerised.
- Issuing goods.
- Reorder levels.
- Stocktaking, e.g. continuous, random, planned.
- Safety and security of storage.

Learning aim B: Carry out costing and pricing activities for hospitality products and services

The types of cost and ways that these can be controlled within the hospitality industry. The methods of pricing that can be applied to different goods and services within the hospitality industry and the factors that need to be taken in to account when costing and pricing a range of goods and services.

B1 Calculating and controlling costs

- Categories of costs:
  - o fixed costs – do not change in relation to how much output a business produces, e.g. rent, rates, salaries, insurance
  - o variable costs – change in proportion to the amount of output produced or amount sold, e.g. wages, energy, commission
  - o direct costs – that can be identified directly with the production of a good or service
  - o indirect costs – these cannot be matched against each product because they need to be paid whether or not the production of good or services takes place
  - o apportioned costs – the distribution of various overhead items, in proportion, to the department on a logical basis.
- Controlling costs and identifying lost profits:
  - o setting and managing budgets
  - o correct storage
  - o waste reduction
  - o stock taking and valuation, LILO, FIFO
  - o forecasting, sales, labour, room occupancy
  - o checking portions
  - o monitoring proportions
  - o monitoring food cost prices.

B2 Methods of pricing

- Cost-plus.
- Mark-up.
- Gross profit margin.
- Market rate.
- Full/marginal costing.
- Discounts.
- Subsidised pricing.
- Service charges.
- Menu pricing:
  - o types of menu, e.g. table d'hôte, à la carte, buffet
  - o menu planning for profit, e.g. cross utilisation of ingredients, buying in bulk, use of seasonal ingredients, use of specials for slow-selling or surplus ingredients
  - o menu sales mix and its effect on profit
  - o pricing strategies, e.g. price discrimination (Early Bird), price bundling, added value
  - o packages, discounting
  - o calculating break-even points.

- Dish costing:
  - o standard recipes
  - o standard yields
  - o shrinkage
  - o portion control.
- Beverage costing:
  - o standard purchasing units
  - o standard serving measures.
- Accommodation costing:
  - o accommodation fixed costs and their effect on costing and pricing
  - o accommodation variable costs and their effect on costing and pricing
  - o adding profit margins
  - o occupancy rates and their effect on costing
  - o yield management of rooms (RevPAR – Revenue Per Available Room)
  - o costing accommodation packages.
- Function/banqueting costing:
  - o costing of complex catering events.

Learning aim C: Use financial information to measure hospitality business performance

The purpose and source of different financial information that can be interpreted to determine the success or otherwise of a hospitality business.

C1 The purpose and use of financial information

- Measure the performance of the business.
- Compare actual with forecasts.
- Judge effectiveness of different departments and managers.
- Highlight necessary changes.
- Enable funds to be raised.
- Satisfy statutory requirements.

C2 The sources of financial information

- Operating statement.
- Trading profit and loss account.
- Balance sheet.
- Cash flow statement.
- Budgets.
- Sales statistics.
- Sales forecasts.
- Food and beverage cost reports.
- Costed recipes.
- Costed issue sheets.
- Wage reports.

C3 Financial information

· Sales income.

· Sales mix.

· Cost of sales ratios.

· Variable (controllable) expenses actual and ratios.

· Wages actual and ratio.

· Net profit.

· Gross profit actual and gross profit ratio.

· Room occupancy.

· Sleeper occupancy.

· Average spends.

· Seat and table turnover.

· Liquidity ratios.

· Acid test.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand how goods and services are procured and controlled in the hospitality industry		
A.P1 Explain how the purchasing cycle is used to procure goods and services in the hospitality industry. **A.P2** Explain how hospitality businesses control the movement of stock.	**A.M1** Analyse the systems used to procure and control goods and services in hospitality businesses.	**A.D1** Evaluate how goods and services are procured and controlled in a hospitality business.
Learning aim B: Carry out costing and pricing activities for hospitality products and services		
B.P3 Demonstrate costing procedures for simple hospitality products and services. **B.P4** Calculate the break-even point of simple hospitality products and services.	**B.M2** Demonstrate accurate costing procedures for complex hospitality products and services in order to make a profit.	**B.D2** Demonstrate detailed and precise costing procedures for complex hospitality products and services in order to make a profit.
Learning aim C: Use financial information to measure hospitality business performance		
C.P5 Explain how financial information is used in the operation of hospitality businesses. **C.P6** Determine the performance of a hospitality business using basic financial information.	**C.M3** Determine the performance of a hospitality business using a range of financial information, identifying areas for improvement.	**C.D3** Determine the performance of a hospitality business using complex financial information to make justified recommendations for improvement.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will evaluate the use of documentation to support the purchasing cycle, to determine goods selection criteria and to further control the movement of goods within a business to reduce wastage and maintain profits.

For Merit standard, learners will evaluate the use of documentation to support the purchasing cycle and to determine goods selection criteria. Learners will discuss how hospitality businesses control the movement of stock and how this can maintain profits.

For Pass standard, learners will explain, in simple terms, how the purchasing cycle is followed and the relevant documentation is used to procure goods and services and how hospitality businesses control the movement of stock.

Learning aim B

For Distinction standard, learners will apply costing procedures to a range of complex hospitality products and services. These costings will be precise and accurate and contain no errors. Learners will be able to apply suitable gross profit margins to a range of products and services in order to allow profit to be made from these items.

For Merit standard, learners will apply costing procedures to a range of complex hospitality products and services. These costings will be accurate and contain few, if any, errors. Learners will be able to apply suitable gross profit margins to a range of products and services in order to allow profit to be made from these items.

For Pass standard, learners will apply costing procedures for simple hospitality products and services. These costings will be mostly accurate; however they may contain errors. Learners will be able to identify, through basic calculations, the break-even point of simple products and services.

Learning aim C

For Distinction standard, learners will use a range of simple and complex financial data to arrive at a justified conclusion about the financial performance of a hospitality business. Learners should be able to determine positive and negative financial performance and make justified recommendations for improvement.

For Merit standard, learners will use a range of simple and complex financial data to arrive at a conclusion about the financial performance of a hospitality business. Learners should be able to determine positive and negative financial performance and identify areas for improvement.

For Pass standard, learners will identify and explain the use of the different types and sources of financial information. Learners will be able to use simple financial data to arrive at a conclusion about the financial performance of a hospitality business.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to:
- Unit 3 Business Finance
- Unit 6: The Hospitality Industry
- Unit 12: Cost and Management Accounting
- Unit 23: Front Office Operations
- Unit 24: Accommodation Operations
- Unit 26: Events in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers from purchasing and finance departments
- advice and guidance on the purchasing cycle, goods and services procurement and examples of the documents involved in this process.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop skills in analysing and interpreting financial data.

Unit 21: Hospitality Business Enterprise

Level: 3
Unit type: Internal set assignment
Guided learning hours: 60

Unit in brief

Learners develop knowledge of the issues involved in starting a hospitality business, and the skills to produce a plan for a hospitality business enterprise.

Unit introduction

Enterprise is important because it is the creation of new ventures that drive the economy, employment, growth and innovation across a country. The hospitality industry offers a diverse range of opportunities for the entrepreneur and you will gain an insight into the opportunities open to you. Your hospitality business idea could be, for example, a market stall, a cleaning service, outside catering, farmhouse holidays, or diversification into a range of related activities or service provision within an existing hospitality business.

In this unit, you will have the opportunity to devise a realistic proposal for a business enterprise, considering the needs of the target market and the current market environment. You will develop an understanding of the legal structure and operation of your proposed enterprise, legal aspects such as health and safety and fire regulations, financial aspects such as start-up and running costs, plus how success can be measured.

This unit will give you the foundation knowledge and understanding for developing enterprise and entrepreneurial skills, and enable you to progress to self-employment or employment in the hospitality industry, training or higher education.

Assessment availability

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

A Investigate an opportunity for a hospitality business enterprise

B Research the financial feasibility of a hospitality business enterprise

C Develop a plan to launch a hospitality business enterprise.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate an opportunity for a hospitality business enterprise	**A1** Researching and collecting information for a hospitality business enterprise **A2** Business analysis tools **A3** Reviewing information and generating an idea	This unit is assessed through a Pearson Set Assignment.
B Research the financial feasibility of a hospitality business enterprise	**B1** Financial information **B2** Sources of finance	
C Develop a plan to launch a hospitality business enterprise	**C1** Business planning **C2** Measures of success **C3** Supporting documents	

Content

Learning aim A: Investigate an opportunity for a hospitality business enterprise

A1 Researching and collecting information for a hospitality business enterprise

Importance of researching and selecting a suitable business idea.

- Current market trends.
- Marketing and media influences.
- Global influences.
- Gaps and opportunities in the market.
- Target market.
- Customer needs and wants.

A2 Business analysis tools

Business tools used to analyse and evaluate the current business environment and business risks.

- Political, economic, social, technological, legal, environmental (PESTLE).
- Strengths, weaknesses, opportunities, threats (SWOT).
- Competitor analysis.

A3 Reviewing information and generating an idea

Reasons for selection of an idea.

- Viability and potential demand for idea.
- Benefits and features of idea.
- Constraints, to include time, budget and ethical.
- Opportunities for growth.

Learning aim B: Research the financial feasibility of a hospitality business enterprise

Using financial forecasts to assess the feasibility of an enterprise idea.

B1 Financial information

- Start-up costs to include:
  - premises
  - equipment
  - fixtures
  - initial market research.
- Running costs to include:
  - rent and rates
  - utility bills
  - wages and salaries
  - materials and supplies
  - maintenance
  - advertising.

- Financial forecasting over a 12-month period of development, to include:
  - sales forecast
  - cash flow forecast
  - projected profit or loss
  - break-even point and margin of safety.
- Personal survival budget.

B2 Sources of finance

Availability of sources of finance.

- Own funds.
- Family and friends.
- Business partners.
- Equity funding, e.g.:
  - business angels
  - crowdfunding
  - venture capital
  - share capital
  - peer-to-peer lending
  - bank loans
  - trade credit
  - hire purchase
  - leasing.
- Government funding, e.g.:
  - grants
  - allowances
  - start-up loans.

Learning aim C: Develop a plan to launch a hospitality business enterprise

C1 Business planning

Formation of a business plan to be used as a decision-making tool, to seek financial investment and to show the future vision of an enterprise.

- Overview to include:
  - type and location of hospitality business enterprise
  - mission and vision
  - business aims.
- Summary of market(s) and competition, to include:
  - local, national and international business environment
  - market research
  - competitor analysis.
- Legal structure and operation, e.g.:
  - sole trader
  - partnership
  - incorporated companies.

- Legal framework, to include:
  - o licences and permissions
  - o consumer protection
  - o data protection
  - o national and local laws, regulations and bylaws
  - o health and safety, and fire regulations.
- Summary of resources, to include:
  - o physical
  - o financial
  - o human.

C2 Measures of success

How the success of a business enterprise may be measured based on calculation, interpretation and analysis of key performance indicators.

- Financial key performance indicators, e.g.:
  - o market share
  - o sales turnover
  - o profits and profit margins.
- Non-financial key performance indicators, e.g.:
  - o customer satisfaction
  - o number of new customers
  - o future bookings.

C3 Supporting documents

Additional evidence to support the business plan.

- Appendices, e.g.:
  - o personal experience
  - o market research findings
  - o financial information
  - o sources of advice.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate an opportunity for a hospitality business enterprise		
A.P1 Identify market opportunities for an enterprise to sell its products or services. **A.P2** Select tools to undertake an analysis of the current business environment and business risks.	**A.M1** Analyse the suitability of the chosen enterprise idea.	**A.D1** Evaluate the opportunities and constraints faced in setting up a chosen enterprise.
Learning aim B: Research the financial feasibility of a hospitality business enterprise		
B.P3 Prepare financial forecasts for a chosen enterprise idea. **B.P4** Investigate the sources of finance for a chosen enterprise idea.	**B.M2** Analyse the financial feasibility of a chosen enterprise idea.	**B.D2** Evaluate the financial feasibility of a chosen enterprise idea
Learning aim C: Develop a plan to launch a hospitality business enterprise		
C.P5 Develop a plan to launch an enterprise to meet the needs of the target market. **C.P6** Explain how the success of a business enterprise may be measured through key performance indicators.	**C.M3** Present a justified plan that takes into account resources required, the needs of the target market and measurement of success.	**C.D3** Evaluate the extent to which the proposed plan meets the needs of the target market and the likelihood of its success.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit, but centres must provide learners with access to information on a range of hospitality enterprises.

Essential information for assessment decisions

Learners will demonstrate their knowledge and understanding of enterprise by incorporating the use of independent research into their work.

Learning aims A and B

For Distinction standard, learners will produce a comprehensive report showing decisions made in the choice of a hospitality business enterprise to launch. The report will clearly evaluate the opportunities and constraints faced in setting up a chosen enterprise, demonstrating a sound use and application of business analysis tools. Learners will evaluate the financial feasibility of a chosen enterprise idea through an identification of start-up costs, running costs and financial forecasts over a 12-month period of development, and a personal survival budget. Learners will evaluate the most suitable source(s) of finance for this enterprise idea. Learners will demonstrate their knowledge and understanding by incorporating the use of independent research into a wide range of possible opportunities and by incorporating the use of relevant and accurate calculations in their financial documents. They will use appropriate terminology consistently and accurately throughout.

For Merit standard, learners will produce a detailed report showing decisions made in the choice of a hospitality business enterprise to launch. The report will use business tools to assess the suitability of the chosen enterprise. Learners will assess the financial feasibility of a chosen enterprise idea using proposed start-up costs, running costs and financial forecasts over a 12-month period of development, and a personal survival budget. Learners will assess the most suitable source(s) of finance for this enterprise idea. Learners will demonstrate their knowledge and understanding by incorporating the use of independent research into a range of possible opportunities, and by incorporating the use of accurate calculations in their financial documents. They will use appropriate terminology accurately.

For Pass standard, learners will produce a report showing decisions made in the choice of a hospitality business enterprise to launch. The report will identify the market opportunities for a chosen enterprise to sell its products or services. Learners will select tools to undertake an analysis of the current business environment and business risks. Learners will prepare appropriate financial forecasts for a chosen enterprise idea to include start-up costs, running costs and financial forecasts over a 12-month period of development, and a personal survival budget. Learners will investigate the sources of finance available to the enterprise. Learners will demonstrate their knowledge and understanding by incorporating the use of independent research into their report, the use of calculations in their financial documents and the use of appropriate terminology.

Learning aim C

For Distinction standard, learners will produce a realistic plan to launch a hospitality business enterprise suitable for use when seeking financial investment. This plan will include an overview of the enterprise, a summary of the current market and competition, legal structure and operation, legal framework and a summary of resources needed. Learners will clearly link this plan to meeting the needs of the target market and evaluate the likelihood of the success of the enterprise.

For Merit standard, learners will produce a detailed plan to launch a hospitality business enterprise suitable for use when seeking financial investment. This plan will include an overview of the enterprise, a summary of the current market and competition, legal structure and operation, legal framework and a summary of resources needed. The plan will be justified, and take into account the resources needed, the needs of the target market and measurement of success.

For Pass standard, learners will produce a plan to launch an enterprise to meet the needs of the target market. The plan will be suitable for use when seeking financial investment and include an overview of the enterprise, a summary of the current market and competition, legal structure and operation, legal framework and a summary of resources needed. Learners will explain how the success of a business enterprise may be measured through key performance indicators.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to:
- Unit 1: Exploring Business
- Unit 3: Business Finance
- Unit 6: The Hospitality Industry
- Unit 15: Pitching for a New Business
- Unit 20: Cost Control for Hospitality Supervisors
- Unit 28: Marketing for Hospitality.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. This unit would benefit from employer involvement in the form of:

· guest speakers and interview opportunities

· hospitality business material as exemplars

· visits to appropriate hospitality businesses.

Opportunities to develop transferable employability skills

On completing this unit, learners will have opportunities to develop their research, planning and strategic skills.

Unit 22: Luxury Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners will develop knowledge and understanding of the luxury hospitality industry. They will gain insight into how important customer needs and wants are in luxury hospitality and the methods used to improve customer service and problem solving.

Unit introduction

There has been an increase in the number of customers who expect to have customised service when they use the services of hospitality organisations. Customers will expect their needs to be met and any problems they encounter to be solved quickly and efficiently.

This unit gives you the knowledge that will be relevant to working in the luxury hospitality sector. You will develop an overview of the luxury hospitality sector within the economy in terms of its scale, scope and diversity. You will investigate the departments and roles involved in the provision of luxury hospitality, and develop an understanding of customer service operations.

In this unit, you will explore the skills needed to work in luxury hospitality. You will explore luxury hospitality in different departments, considering the various factors that make up luxury hospitality, including customer service and problem solving. You will investigate touch points on the customer service map, and how these can be optimised. You will need to demonstrate a professional approach. You will have the opportunity to develop the customer service skills appropriate to luxury hospitality.

This unit will support your progress to a higher level of study or employment in a range of job roles across the hospitality industry, including supervisory positions, where a broad range of communication, interpersonal, practical skills and knowledge are required to work in luxury hospitality.

Learning aims

In this unit you will:

A Explore the current structure, characteristics and supervision of luxury hospitality

B Explore the customer service experience, needs and expectations in luxury hospitality

C Demonstrate customer service and problem solving in different luxury hospitality situations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the current structure, characteristics and supervision of luxury hospitality	**A1** Luxury hospitality structure and characteristics **A2** Job roles and supervisory skills	A portfolio comprising research that collectively supports an evaluation of the current luxury hospitality sector, including its structure, required supervisory skills and job roles.
B Explore the customer service experience, needs and expectations in luxury hospitality	**B1** Customer service experience **B2** Customer experience map to create business opportunities and optimise customer touch points	An investigation into customer needs and wants in luxury hospitality, creating a customer experience map for a specified department.
C Demonstrate customer service and problem solving in different luxury hospitality situations	**C1** Communication and interpersonal skills **C2** Dealing effectively with customer service requests, complaints and finding solutions	A practical observation of customer service and problem solving, developed from the research, to create a customer experience map.

Content

Learning aim A: Explore the current structure, characteristics and supervision of luxury hospitality

A1 Luxury hospitality structure and characteristics

- The luxury hospitality industry:
  - o accommodation, including hotels, resorts, spas, cruises and private yachts
  - o food and beverage, including restaurants, bars and nightclubs
  - o membership clubs, including professional or employment association clubs, sporting clubs
  - o events, including music events, meetings and conferences.
- Scope and scale of luxury hospitality:
  - o relationships between hospitality and luxury hospitality
  - o economic value and contribution to local and national economies
  - o direct and indirect impacts on the economy
  - o number of businesses
  - o numbers employed, including staff to customer ratio.
- Luxury hospitality, moving away from physical facilities and forming around customer experiences, personalisation.
- Use of new technology and digital media to create customer loyalty.
- Focus on high quality of product and services.
- Detail of the design of guest areas.

A2 Job roles and supervisory skills

Roles involved in luxury hospitality, including the supervisor's skills, attributes and responsibilities.

- Types of role, e.g.:
  - o kitchen, including chef de partie, sous chef, head chef
  - o food and beverage, including food and beverage supervisor, restaurant manager
  - o front office, including reception supervisor, night porter, concierge, night auditor, reservations manager, front office manager
  - o housekeeping, including housekeeping supervisor, head housekeeper
  - o butler
  - o cruise and private yacht crew
  - o conference, banqueting and events, including conference and event organiser, conference and events manager
  - o specialist luxury hospitality roles.
- Hospitality supervisor role and responsibility:
  - o leadership, including planning rotas/schedules; task allocation; delegation of duties, e.g. first line supervisor, disciplinaries and appraisals, meetings/briefings; checking standards, e.g. (uniform, compliance with standard operating procedure); motivating team members; responsible for apprentices/trainees; team member training; providing cover (self or organising cover) in cases of absence
  - o quality control, including spot/daily checks of event venue; assisting in developing best practice; policies and procedures and implementing change, e.g. (manager or team); dealing with customer problems escalated from team members, taking action to deal with any issues

- o finance and accounting, including controlling petty cash, floats, payments, daily accounting and banking, reports
- o security, e.g. key holder, risk assessments; lost property, e.g. records, handling procedure; secure storage; CCTV.
- Supervisor skills in luxury hospitality:
  - o professional, e.g. acting as a role model to team members, motivating
  - o organisational and management, e.g. assigning rotas, task allocation to team members, team member meetings/briefings, team member development, shift handover
  - o time management, e.g. work well under pressure
  - o interpersonal and communication, including written or verbal instructions/information/feedback to team members, e.g. noticeboards, company intranet, emails, daily briefings, monthly meetings; information, e.g. specials, VIP customers, instruction on completing task; feedback to team members, e.g. praise, guidance; written or verbal interactions with customers, e.g. telephone, email; face to face, e.g. queries, feedback, reservations
  - o communicating with other departments, e.g. kitchen, housekeeping, reception, security
  - o approachable and encouraging open communication channels.

Learning aim B: Explore the customer service experience, needs and expectations in luxury hospitality

B1 Customer service experience

- Needs and expectations of market segments for the luxury hospitality industry.
- Target markets: defining the customer profile and characteristics of the target audience, through market segmentation.
- Use of individual characteristics, such as age, gender, income, occupation, geographic location, education, ethnicity.
- Customer behaviours and attitudes: understanding the customer behaviours and attitudes of the luxury hospitality market segment to build brand loyalty and trust.
- Engagement factors: different opportunities for customer engagement, onboarding and post-onboarding strategies for customer engagement.
- Different factors that drive and influence customer engagement, e.g. compelling offers, exclusivity, experiences.

B2 Customer experience map to create business opportunities and optimise customer touch points

- The customer journey and experience mapping.
- Definition of the customer journey experience map.
- The stages of the customer journey and how the customer journey map supports businesses to understand how to interact with customers.
- Deconstructing the customer journey and building the customer narrative to provide strategic insights.
- The use of customer experience mapping as a strategic process of capturing and communicating complex customer interactions.
- Touch points: identifying critical moments when customers interact with the organisation pre, during and post the customer experience, key building blocks of doing, feeling and thinking.

Learning aim C: Demonstrate customer service and problem solving in different luxury hospitality situations

C1 Communication and interpersonal skills

- Verbal, e.g. face to face, telephone, welcome, presentations.

- Non-verbal, e.g. brochure, website, letter, email, reports, advertising, text messaging, digital media.

- Recognising and overcoming barriers to communication, e.g. open versus closed questions, levels of empathy, understanding and sensitivity, inappropriate versus appropriate words or phrases, calm manner versus aggression, appropriate language.

- Listening, pitch and tone of voice, body language, attitude, behaviour, professional image, personality, conversation skills, giving a consistent and reliable response, empathy.

- Behaviours, e.g. problem solving, showing respect, ability to say no, product and service knowledge.

C2 Dealing effectively with customer service requests, complaints and finding solutions

- Customer-service situations:
  - providing correct and appropriate information, products or services, promoting additional products and services effectively, giving appropriate advice, taking and relaying messages accurately
  - understanding and acting within the limitations of own role and authority, keeping records in line with organisational policy and requirements
  - dealing with problems, handling complaints and customer behaviour, implementing remedial measures, following required protocols in emergency situations, following organisational policy and any legal requirements.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the current structure, characteristics and supervision of luxury hospitality		
A.P1 Describe luxury hospitality businesses, providing details of their structure, products and services. **A.P2** Describe the staffing, structure, supervisory roles and responsibilities in luxury hospitality.	**A.M1** Compare the types, structure and organisation of different luxury hospitality businesses, showing links with the scale and diversity of the industry.	**A.D1** Evaluate the extent a luxury hospitality business is meeting customers' needs.
Learning aim B: Explore the customer service experience, needs and expectations in luxury hospitality		
B.P3 Explain the value and importance of understanding the needs, wants and preferences of luxury hospitality customers. **B.P4** Create a customer experience map for a selected department in luxury hospitality.	**B.M2** Create a detailed customer experience map for a selected department in luxury hospitality.	**B.D2** Evaluate how a selected department in luxury hospitality can optimise customer touch points.
Learning aim C: Demonstrate customer service and problem solving in different luxury hospitality situations		**C.D3** Consistently demonstrate initiative, responsibility and professionalism in using communication and interpersonal skills to successfully meet customer needs in two different luxury hospitality situations, evaluating the importance to potential business success.
C.P5 Demonstrate communication and interpersonal skills appropriate to meet customer needs in two different luxury hospitality situations.	**C.M3** Confidently and effectively demonstrate communication and interpersonal skills appropriate to meet customer needs in two different luxury hospitality situations.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must produce a detailed, well-developed piece of work that completely describes the luxury hospitality sector characteristics, scope and structure. Learners will examine different types of business and roles in the sector, including the attributes and skills needed to be a luxury hospitality supervisor. Learners will compare, in detail, the different organisations in the sector. They will give convincing reasons and examples that justify their evaluation of the extent to which luxury hospitality businesses are meeting customers' needs and give clear conclusions. Learners will demonstrate a thorough knowledge and understanding of the departments and supervisor skills and attributes used within luxury hospitality operations and apply this in context or express their ideas.

For Merit standard, learners produce a detailed piece of work that completely describes the luxury hospitality sector characteristics, scope and structure. Learners will examine different types of business and roles in the sector. Learners will compare the different organisations in the sector. Learners will demonstrate knowledge and understanding of the departments and skills and attributes needed to supervise within luxury hospitality and express their ideas.

For Pass standard, learners produce a basic piece of work that describes the luxury hospitality sector characteristics, scope and structure. Learners will describe products and services of chosen luxury hospitality businesses. Learners will demonstrate basic knowledge and understanding of the organisation of staff and of supervisory roles and responsibilities within luxury hospitality.

Learning aim B

For Distinction standard, learners will make convincing recommendations about effective methods that could be used by the selected department to optimise customer touch points and improve the quality of customer service. Learners will provide well-selected evidence for their comprehensive plan to justify their recommendations, demonstrating a thorough investigation of the potential methods, including valid references to the use of technology. Learners may offer multiple solutions and will consider possible alternatives in line with the objectives of the selected organisation. Examples of good practice in other organisations, departments or contexts may be used to help justify the recommendations. All recommendations will be valid, well considered and demonstrate an in-depth understanding of the most effective methods used to provide effective customer service.

For Merit standard, learners will produce a detailed customer service map to be used by a selected department in luxury hospitality, with a clear and coherent, detailed plan to improve standards of customer service and optimise customer touch points.

Learners will methodically investigate the customer service methods used, assessing their suitability. This will include demonstrating a clear understanding of the importance of technology in customer service and a review of how it is used. Learners will demonstrate an appreciation of the relative significance of different factors involved in monitoring and reviewing customer service and the relationships between these factors and the objectives of the selected organisation.

For Pass standard, learners will show a broad understanding of the value and importance of understanding the needs and wants of customers to a selected department, and produce a basic customer experience map with suggestions on how to improve standards of customer service and increase customer loyalty. They will also give an appropriate explanation of how customer service is monitored and reviewed, including the use of technology, in order to improve the customer experience in line with the objectives of the selected organisation. There will be references to the goals of improving levels of customer service but these may be superficial in parts. The evidence may be limited in scope or make superficial use of supporting evidence. Some minor inaccuracies may exist.

Learning aim C

For Distinction standard, learners must consistently demonstrate initiative, professionalism and responsibility in using communication and interpersonal skills to successfully resolve all the customer scenarios being dealt with. For the observation, learners will take responsibility for the situation and deal effectively with the customer to ensure a successful solution, including any follow-up actions. Learners will deal effectively with customer behaviour and show a high degree of empathy. Within the limits of their own responsibility and accepted guidelines, they will consistently demonstrate initiative in understanding and solving problems in customer service situations in order to ensure an effective outcome for both the customer and the organisation.

Learners will demonstrate a professional attitude and comprehensive knowledge of relevant procedures at all times, successfully balancing the interests of the customer with the interests and requirements of the organisation.

For Merit standard, learners must demonstrate that they have the knowledge and skills to deal confidently and effectively with customers in two different customer-related situations.

Learners will deal confidently with customer behaviour in a way that achieves positive outcomes to problems or complaints for both the customer and the organisation. They will show a clear understanding of the problems or complaints in each scenario, as well as a clear understanding of the customer's feelings or point of view. Learner conduct in all the customer service situations will be entirely appropriate and their knowledge of relevant customer service requirements and practice will be sound.

For Pass standard, learners will demonstrate competent communication and interpersonal skills appropriate to meet customer needs in two different customer situations. Learners will apply their customer service knowledge and skills to deal competently with these situations to achieve an appropriate and acceptable outcome for both the customer and the organisation. There will be no unacceptable omissions in the customer service knowledge and skills evidenced by learners. However, the application of knowledge and skills might be limited in scope or depth. Learners will show a limited amount of empathy for the customer. They will demonstrate an understanding of key aspects of the customer's problems or complaints. However, learner understanding of these key aspects and the potential consequences of not resolving them might be superficial in parts.

Links to other units

This unit links to:
- Unit 6: The Hospitality Industry
- Unit 20: Cost Control for Hospitality Supervisors
- Unit 23: Front Office Operations
- Unit 24: Accommodation Operations
- Unit 27: Technology and Digital Media in Hospitality.

Employer involvement

This unit would benefit from employer involvement in the form of:
- visits to luxury hotels to view their operations
- guest speakers from luxury hospitality organisations who can explain how they view the provision of luxury to their customers.

Opportunities to develop transferable employability skills

On completing this unit, learners will have the opportunity to develop their initiative and customer-focused skills.

Unit 23: Front Office Operations

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners develop knowledge of the structure of front office operations and the supervisory role and requirements, and gain skills to use systems and procedures involved in reservations, check in/out and guest accounting. Learners interpret data and room statistics to assess and improve the performance of front office operations within hospitality businesses.

Unit introduction

The front office is the focal point of most activities within a hospitality business, whether it be a large or small hotel, a cruise liner, a holiday centre, a timeshare resort or a youth hostel. The front office is the first and last place where a guest has direct contact with the business, and is also the most visible of all departments. The front office is a term accepted as including 'back of house' responsibilities, such as switchboard, accounts, cashier and night audit, front desk, concierge and guest services.

In this unit, you will gain a sound understanding of front office operations and supervision. This unit provides an introduction to the world of front office operations. You will develop skills in front office operations, including reservations, guest check in/out and guest accounting procedures. You will be required to use the front office systems. You will also learn about the ways in which data, such as room occupancy statistics, are used to assess performance.

This unit will support your progress to a higher level of study or employment in a range of job roles across the hospitality industry, including supervisory positions, where a broad range of communication, interpersonal, practical skills and knowledge will be required, including front office operation skills.

Learning aims

In this unit you will:

A Investigate the structure, requirements and supervision of front office operations

B Be able to use systems and procedures involved in guest reservations and check in

C Be able to use systems and procedures involved in guest check out and accounting.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the structure, requirements and supervision of front office operations	**A1** Front office in hospitality **A2** Supervisor responsibilities and skills in front office operations **A3** Front office data interpretation and use	A written report reflecting the research into front office operations, data interpretation and a supervisor's responsibility.
B Be able to use systems and procedures involved in guest reservations and check in	**B1** Guest reservation procedure **B2** Guest check-in procedure	Practical observation of reservations and check in. Written evidence covering the review of the procedures.
C Be able to use systems and procedures involved in guest check out and accounting	**C1** Guest check out procedure **C2** Front office payments and accounting	Practical observation of check out and payment accounting. Written evidence covering the review of the procedures.

Content

Learning aim A: Investigate the structure, requirements and supervision of front office operations

A1 Front office in hospitality

- The hospitality industry:
  - accommodation, including hotels, resorts, spas, alternative provision
  - food and beverage outlets. including restaurants, takeaways and fast food, cafes, coffee shops, bars and nightclubs
  - contract food service providers
  - hospitality services, including retail, education, government and local authority provision
  - membership clubs, including professional or employment association clubs, sporting clubs
  - events, including music events, meetings and conferences.
- Structure: organisation of department and business, e.g. reporting structure, shift patterns.
- Role of front office operations, e.g. advance reservations, registration, dealing with enquiries, check out, interdepartmental communications, administration.
- Front office operations roles and responsibility:
  - front desk, e.g. reservations, checking in, checking out, dealing with customer queries
  - switchboard, e.g. telephonic bookings, dealing with customer queries
  - guest services, e.g. directly upselling, advice on local attractions, hotel facilities, internet information, TV welcome message, satisfaction survey
  - other roles: reservations, concierge, hall porters.

A2 Supervisor responsibilities and skills in front office operations

- Front office supervisor responsibilities, including:
  - selecting, hiring and training staff
  - ensuring availability of front office staff, e.g. rotas for shift work
  - establishing and updating front office policies and procedures
  - security policy, e.g. risk assessments, safety deposit boxes, lost property, e.g. records, handling procedure, secure storage
  - interdepartmental communications, e.g. housekeeping, facilities, food and beverage, sales and marketing
  - dealing with reservation amendments or cancellations, e.g. refunds
  - dealing with payment adjustments, e.g. deposits, discounts
  - occupancy management, e.g. room availability
  - briefing, monitoring and assisting staff, ensuring smooth operations
  - secure cash handling, e.g. cash float and currency, restricted access by staff
  - ensuring excellent customer service, including smooth transition for customers from reservation through to check out, upselling, e.g. room upgrades, resolving customer issues or complaints
  - generating reservation reports, e.g. occupancy report, arrivals report, revenue forecast report, turn-away report, occupancy forecasting, reservation trend analysis.

- Front office supervisor skills:
  - professional, e.g. acting as a role model to staff
  - organisational and management, e.g. assigning rotas, task allocation to staff, staff meetings/briefings, staff development
  - time management, e.g. work well under pressure
  - interpersonal and communication, including written or verbal instructions to staff, e.g. noticeboards, company intranet, emails; daily briefings; monthly meetings
  - written or verbal interactions with customers, e.g. telephone, email, face to face
  - communicating with other departments, e.g. housekeeping, food and beverage.

A3 Front office data interpretation and use

- Data: guest histories, sales, mailing lists, databases, accounts, complements, complaints, legal implications.
- Room statistics: room occupancy, sleeper occupancy, average room rates, room yield, revenue per available room (RevPAR), gross operating profit per available room (GOPPAR).
- Assess and improve: revenue, promotions, discounts, forecasting; trends, strategies.

Learning aim B: Be able to use systems and procedures involved in guest reservations and check in

Procedures for reservations and check in.

B1 Guest reservation procedure

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

B2 Guest check-in procedure

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

- Communication: one-way, e.g. using public address; two-way; verbal, e.g. face to face, telephone; non-verbal, e.g. written; electronic, e.g. email, internet; listening skills; barriers to communication.
- Trends, e.g. automated check-in.

Learning aim C: Be able to use systems and procedures involved in guest check out and accounting

C1 Guest check out procedure

Procedures and protocol regarding check out.

- Types of customer check out request, e.g. electronic requests, approaching front desk.
- Front office procedures for check out, including:
  o requesting concierge to collect luggage from room, if necessary
  o seeking feedback from customer, e.g. complaint, suggestions
  o offering further services, e.g. transport to airport
  o providing the customer with an invoice/folio for accommodation and extras, e.g. food and beverage, Wi-Fi usage, telephone charges
  o taking payment from customer
  o retrieving key
  o communicating room vacancy to housekeeping.

C2 Front office payments and accounting

Methods and procedures for payments and accounting.

- Systems: manual systems, e.g. tabular ledger, electronic and manual systems, e.g. Electronic Point of Sale (EPOS).
- Types of account, e.g. resident, non-resident, individuals, groups, extras accounts, floor limits.
- Procedures: posting charges (accommodation, bars, restaurant, room service, sundries, Visitor Paid Outs (VPO), balancing, credit control, bad debts.
- Setting up and maintaining payment points:
  o opening procedure (counting float, reporting discrepancies, recording cash, checking till roles)
  o closing procedure (counting float, checking balance against till readings, completing record sheets, reporting procedure for discrepancies, authorised collection by manager/supervisor)
  o efficient service (sufficient change, till rolls); importance of procedures (customer satisfaction, efficient service, reducing errors and theft).
- Materials for setting up and maintaining payment points:
  o cash, cash equivalents (cheques, hospitality vouchers, discount vouchers)
  o relevant stationery (pens, receipts, bill, till/credit/debit rolls)
  o credit card machines
  o cash registers.
- Till contents: float, coins for change, notes for change payment receipts, organisation of till drawer.

- Procedures for handling payments:
  - entering information (price, payment, tendered price)
  - contingency plans (reverting to manual system, calling manager/supervisor)
  - cash (checking amount tendered, counting change back to customers)
  - cheques (card numbers, signatures, dates, amount in words and figures, payee details, credit limits)
  - credit and debit cards (entering into card machine, following instructions, card processing protocols), cash equivalents.
- Security procedures for different types of payments: being alert and vigilant obtaining authorisation (for payments over the floor limit, customers wishing to charge to account must show key cards and sign the bill), panic buttons, security buttons, CCTV or video cameras, business policies, restricting access, minimising the amount of cash in the till, never leaving payment point unattended, recording voiding.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the structure, requirements and supervision of front office operations		
A.P1 Describe the structure, requirements and data used by two front office operations in hospitality businesses. **A.P2** Describe the staffing, structure, supervisory roles and responsibilities in two front office operations.	**A.M1** Compare the structure, systems, skills and data of different front office operations.	**A.D1** Evaluate the structure, systems, skills and data of a front office operation making recommendations for improvements.
Learning aim B: Be able to use systems and procedures involved in guest reservations and check in		**B.D2** Evaluate the guest reservation and check-in procedures making suggestions for improvements.
B.P3 Demonstrate the skills required for guest reservations. **B.P4** Demonstrate the skills required for guest check in.	**B.M2** Independently demonstrate confident and effective guest reservations and check in.	
Learning aim C: Be able to use systems and procedures involved in guest check out and accounting		**C.D3** Evaluate the guest check out and accounting procedures, making suggestions for improvements.
C.P5 Demonstrate the skills required for guest check out. **C.P6** Demonstrate the skills required for guest accounting.	**C.M3** Independently demonstrate confident and effective guest check out and accounting skills.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P.6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to fully integrated computerised systems, whether in a real or simulated situation, to carry out role-play activities for guest reservations, check in, check out and accounting.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must research the hospitality businesses in detail and evaluate their structure, systems and procedures. Learners must produce a detailed, well-developed piece of work that completely describes front office operations and their characteristics. Learners will examine different types of organisational and supervisory practices and procedures, including the attributes and skills of a front office operations supervisor. Learners will assess the different organisational practices, procedures and data. Learners will look at the suitability for different situations to fully meet customer needs, offer convincing reasons and examples that justify their evaluation, and give clear conclusions.

Learners will demonstrate a thorough knowledge and understanding of the department and the supervisor skills and attributes used within front office operations, and apply this in context or express their ideas.

For Merit standard, learners must produce a detailed piece of work that compares front office operations and the organisation of staff. Learners will examine different types of organisational and supervisory practices and procedure, including the staff and methods used in different situations. Learners will compare data from different front office operations.

Learners will demonstrate knowledge and understanding of the department and skills and attributes needed to supervise within front office operations and express their ideas.

For Pass standard, learners produce work that outlines accommodation operations, job roles, supervisor roles, procedures and documents used. Learners will describe types of organisational practice. Learners will describe the different organisational practices, procedures and their suitability for two contrasting businesses.

Learners will demonstrate basic knowledge and understanding of the organisation of staff, methods and data used within front office operations.

Learning aims B

For Distinction standard, learners will independently and confidently organise a guest reservation and check in. They will prepare the documents, information and software needed for the process. They will have all the necessary equipment ready before the reservation and check in. They will work efficiently with the guest and other departments to ensure a successful reservation and check in. All relevant documents/steps will be completed correctly. The learner will monitor the whole process and develop suitable detailed evaluation methods to allow the process to be reviewed and interpreted, making recommendations for improvements.

For Merit standard, learners will independently organise a guest reservation and check in. They will prepare the documents, information and software needed for the process. They will have most of the necessary equipment ready before the reservation and check in. They will work with the guest and other departments to ensure a successful reservation and check in. All relevant documents/steps will be completed almost correctly.

For Pass standard, learners will organise a guest reservation and check in. They will prepare the majority of the documents, information and software needed for the process. They will have most of the necessary equipment ready before the reservation and check in. They will work with the guest and other departments to ensure a successful reservation and check in. All relevant documents/steps will be completed almost correctly, with some support.

Learning aims C

The use of fully integrated computer software is a requirement for learners to fully achieve.

For Distinction standard, learners will independently and confidently organise a check out and guest accounting. They will prepare the documents, information and software needed for the process. They will have all the necessary equipment ready before the check out and guest accounting process. They will work efficiently with the guest and other departments to ensure a successful check out and guest accounting. All relevant documents/steps will be completed correctly. The learner will monitor the whole process and develop suitable detailed evaluation methods to allow the process to be reviewed and interpreted in detailed, making recommendations for improvements.

For Merit standard, learners will independently organise check out and guest accounting, for example room payment. They will prepare the documents, information and software needed for the process. They will have most of the necessary equipment ready before the check out and accounting process. They will work with the guest and other departments to ensure a successful check out and guest accounting. All relevant documents/steps will be completed almost correctly.

For Pass standard, learners will organise check out and guest accounting. They will prepare the majority of the documents, information and software needed for the process. They will have most of the necessary equipment ready before the check out and accounting process. They will work with the guest and other departments to ensure a successful check out and guest accounting. All relevant documents/steps will be completed almost correctly, with some support.

Links to other units

This unit links to:

- Unit 20: Cost Control for Hospitality Supervisors
- Unit 22: Luxury Hospitality
- Unit 24: Accommodation Operations
- Unit 27: Technology and Digital Media in Hospitality.

Employer involvement

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

- visits to a variety of hospitality operations so that learners can view how their front office operations are conducted
- guest speakers who are able to explain how front office operations are run.

Opportunities to develop transferable employability skills

On completion on this unit, learners will have opportunities to develop skills in customer-facing roles and dealing with accounting processes.

Unit 24: Accommodation Operations

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners will develop knowledge and understanding of the structure, role and responsibilities of supervisors in accommodation operations, and the methods and documentation used. They will develop skills to clean public areas and service rooms, using appropriate cleaning agents, equipment, resources and methods.

Unit introduction

Accommodation operations is the department where most of the profit may be generated and it is, therefore, important for industry professionals to understand this area and the responsibilities of the accommodation supervisor. Accommodation operations does not relate purely to hotels; it also covers cruise ships, holiday centres, timeshare resorts, halls of residence, residential care homes and the growing private service sector.

In this unit, you will investigate the different roles and responsibilities within a housekeeping team and appreciate the role these teams play in ensuring the smooth running of the business. You will learn about the procedures for cleaning and maintaining a variety of public areas and rooms. You will also learn about how to use, store and work with materials, equipment and chemicals safely.

This unit will support your progress to a higher level of study or employment in a range of job roles across the hospitality industry, including supervisory positions, where a broad range of communication, interpersonal, practical skills and knowledge will be required, including accommodation operation skills.

Learning aims

In this unit you will:

A Investigate the structure, requirements and supervision of accommodation operations

B Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods

C Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the structure, requirements and supervision of accommodation operations	**A1** Hospitality accommodation operations **A2** Supervisor responsibilities and skills in accommodation operations	A written report reflecting research into accommodation operations, and a supervisor's skills and responsibility.
B Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods	**B1** Cleaning standard operating procedures in public areas **B2** Storage of supplies	A written report reflecting research into the cleaning of public areas. Practical observation of cleaning public areas and storage of housekeeping supplies. Written evidence covering the review of the procedures.
C Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods	**C1** Cleaning standard operating procedures for servicing of rooms **C2** Dealing with laundry	A written report reflecting research into the servicing of rooms. Practical observation of room servicing and storage of linen. Written evidence covering the review of the procedures.

Content

Learning aim A: Investigate the structure, requirements and supervision of accommodation operations

A1 Hospitality accommodation operations

- The hospitality industry:
  - accommodation, including hotels, resorts, spas, alternative provision
  - food and beverage outlets, including restaurants, takeaways and fast food, cafes, coffee shops, bars and nightclubs
  - contract food service providers
  - hospitality services, including retail, education, government and local authority provision
  - membership clubs, including professional or employment association clubs, sporting clubs
  - events, including music events, meetings and conferences.
- Guest facilities in accommodation operations, e.g. conference rooms, restaurant, reception, spa, bar.
- Structure: organisation of department and business, e.g. reporting structure, shift patterns.
- Role of accommodation operations, e.g. servicing – bedrooms, bathrooms, public areas, types of cleaning, cleaning systems, pest infestation and control methods, maintenance (planned, preventative, emergency), record keeping, interdepartmental communications.
- Accommodation operations roles and responsibilities, e.g. executive housekeeper, manager, floor supervisors, room attendants, cleaners, linen porters, maintenance, florist.
- Housekeeping documentation, including: duty rotas/work schedules, task analysis, job procedure cards, cleaning schedules, checklists, stock control reports, order lists, cleaning material usage.

A2 Supervisor responsibilities and skills in accommodation operations

- Accommodation operations supervisor responsibilities including:
  - selecting, hiring and training staff
  - ensuring availability of accommodation operations staff, e.g. rotas for shift work, work schedules
  - establishing and updating policies and procedures
  - security policy, e.g. risk assessments, safety deposit boxes; lost property, e.g. records, handling procedure, secure storage
  - interdepartmental communications, e.g. front office, food and beverage
  - occupancy management, e.g. room availability
  - briefing, monitoring and assisting staff, ensuring smooth operations
  - maintenance (planned, preventative, emergency)
  - budget control
  - efficient use of resources.
- Accommodation operations supervisor skills:
  - professional, e.g. acting as a role model to staff
  - organisational and management, e.g. assigning rotas, task allocation to staff, staff meetings/briefings, staff development
  - time management, e.g. work well under pressure

o interpersonal and communication, including: written or verbal instructions to staff, e.g. noticeboards, company intranet, emails, daily briefings, monthly meetings

o written or verbal interactions with customers, e.g. telephone, email, face to face

o communicating with other departments, e.g. front office, food and beverage.

Learning aim B: Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods

B1 Cleaning standard operating procedures in public areas

· Range of public areas requiring cleaning, e.g. hallways, lobbies, restaurant, bar, conference rooms, spa.

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

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

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

· Cleaning methods, e.g. dust control, damp wiping, mopping, microfibre cleaning, scrubbing, suction cleaning, vacuuming, spot cleaning.

· Cleaning equipment: types, e.g. colour-coded equipment, buckets, cloths, microfibre cloths, non-abrasive pads, mops, brushes, bottle brush, trolley, vacuum cleaner and attachments.

· Cleaning materials: types, e.g. detergents, toilet cleaners, limescale remover, hard surface cleaner, glass cleaner.

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

o using cleaning equipment as per manufacturer instructions – enhances safety, timesaving, decreases chances of equipment failure

o safe cleaning of surfaces, furnishings, fittings and floors using correct products, i.e. (chemicals, water) to ensure dust and debris free, waste removal – enhances aesthetics, hygiene, avoids accidents, e.g. water in contact with electricity, slips

o disposal of waste and dirty water correctly and safely – hygiene.

· Standard operating procedure for servicing toilets and bathrooms, including:

o cleaning fixtures, appliances, walls and mirrors safely and hygienically, using the correct chemicals so that they are dust, dirt, debris and removable mark free

o restocking and arranging customer supplies and accessories

o emptying and cleaning waste paper bins.

· Importance of checking area and items after cleaning: ensure a safe environment, follow health and safety guidelines, fulfil service level agreement, maintain business reputation, complete work to the required standard, ensure area available for use; replenish resources.

B2 Storage of supplies

· Supplies used, e.g. cleaning equipment, customer supplies and accessories, cleaning materials and chemicals.

· Storage areas used, e.g. storage areas for equipment, customer supplies, cleaning materials, housekeeping carts.

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

- Importance of maintaining minimum stock levels, e.g. ensuring that there is enough stock to carry out the work, PAR (periodic automatic replenishment) of stock, e.g. expected minimum stock level.
- Importance of securing storage areas, e.g. pilferage, wastage.

Learning aim C: Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods

C1 Cleaning standard operating procedures for servicing rooms

- Room cleaning, including bathrooms and toilets, e.g. cleaning from ceiling down then bed making; reasons, e.g. eliminate dust and debris on beds.
- Types of bed, e.g. double, single, cots, folding beds, zip and link and sofa beds.
- Sourcing linen and bed covering stock, including checklist, e.g. quality and quantity required, projected occupancy rates, e.g. prioritising rooms to be serviced.
- Importance of using the correct bed linen/coverings, including waterproof sheets, valances, mattress protectors, bed sheets, pillows, pillow cases, bolsters, blankets, duvets/quilts, including right size, quality.
- Standard operating procedure for making and re-sheeting beds, including removal of soiled bed linen, storage, laundry or disposal of soiled linen, checking mattress, bed base, bed head – damage, stains, clean/vacuum, turn mattress or replace as necessary, selection of correct sized linen; bed making to business standards, e.g. fit pillow cases facing away from the door; sorting linen both fresh and soiled, e.g. efficiency, folded, separating into types/sizes.
- Importance of meeting customer needs, e.g. bed, bedding, including customer satisfaction, repeat customers.
- Consequences of not adhering to bed making standards, e.g. time wastage affecting room availability, customer dissatisfaction, loss of customers.
- Standard operating procedures for dealing with bedbugs or other infestations, including recognition of bed bugs and faecal stains, reporting to supervisor/line manager, infected linen disposal, inspection of adjoining rooms, linen washing – hot water, linen drying, room closure until the infestation is eradicated.
- Communicating status of rooms to other departments, including reception, front office, concierge, e.g. room ready for occupation; room service, e.g. removal of trays; facilities, e.g. repairs/maintenance needed.

C2 Dealing with laundry

- Standard operating procedures for dealing with laundry:
  - in-house laundry service – internal.
  - outsourcing laundry − external laundry service, e.g. all or some outsourced
  - soiled linen, e.g. bedding, towels, kitchen and table linen
  - linen sorting, including colour and soil classifications, type, i.e. (care symbols), dry cleaning only; for outsourced laundry service, classifying stains for washing or hard treatment, substandard items rejections
  - detergent usage, e.g. powders, bleaching
  - washing and drying timings and temperatures, e.g. colour and type.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the structure, requirements and supervision of accommodation operations		
A.P1 Describe the different types of accommodation operations and facilities in hospitality. **A.P2** Describe the staffing, structure, supervisory roles and responsibilities in accommodation operations.	**A.M1** Compare the facilities and staff structure, supervisory roles and responsibilities in different accommodation operations.	**A.D1** Evaluate the extent accommodation operations are meeting guests' needs in terms of the facilities and services offered.
Learning aim B: Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods		
B.P3 Explain the requirements for cleaning public areas and storing of supplies. **B.P4** Clean and service public areas using appropriate methods.	**B.M2** Demonstrate high levels of independence and skills in cleaning public areas and storing supplies.	**BC.D2** Evaluate procedures used in accommodation operations and make recommendations for improvements.
Learning aim C: Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods		
C.P5 Explain the requirements for servicing guest rooms and dealing with laundry. **C.P6** Clean and service guest rooms, using appropriate methods.	**C.M3** Demonstrate high levels of independence and skills in cleaning and servicing guest rooms and storing supplies.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, B.M2, C.P5, C.P6, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must be given the opportunity of a work placement in an accommodation operation, in order to demonstrate cleaning and servicing skills.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must produce a detailed, well-developed piece of work that completely describes accommodation operations and their characteristics. Learners will examine different types of facilities, organisational practices and procedures, including the attributes and skills of an accommodation operations supervisor. Learners will evaluate the different organisational practices, procedures and their suitability to fully meet customer needs, and offer convincing reasons and examples that justify their evaluation, and give clear conclusions.

Learners will demonstrate a thorough knowledge and understanding of the department and supervisor skills and attributes used within accommodation operations and apply this in context or express their ideas.

For Merit standard, learners must produce a detailed piece of work that outlines accommodation operations, the organisation of staff and different facility types. Learners will examine different types of organisational practices and procedures, including the staff and methods used in different scenarios. Learners will compare the different organisational practices and procedures and their suitability.

Learners will demonstrate knowledge and understanding of the department and skills and attributes needed to supervise within accommodation operations and express their ideas.

For Pass standard, learners produce a basic piece of work that outlines accommodation operations, job roles, supervisor roles, procedures and documents used. Learners will describe types of organisational practices and procedures, including the features of different facilities. Learners will describe the different organisational practices, procedures and their suitability, offering basic reasons for why they are used.

Learners will demonstrate basic knowledge and understanding of the organisation of staff and methods used within hospitality accommodation operations.

Learning aim B

For Distinction standard, learners will independently and confidently organise and clean public areas and store housekeeping supplies. They will prepare the equipment, cleaning products and information needed for the process. They will work efficiently with the guests and other departments to ensure successful cleaning of public areas. All relevant documents/steps will be completed correctly. The learner will monitor the whole process and develop suitable detailed evaluation methods to allow the process to be reviewed and interpreted in detail, making recommendations for improvements.

For Merit standard, learners will independently organise and clean public areas and store housekeeping supplies. They will prepare most of the equipment, cleaning products and information needed for the process. They will work with the guests and other departments to ensure successful cleaning of the public areas. All relevant documents/steps will be completed almost correctly.

For Pass standard, learners will put together a written report on the requirements, methods and equipment for cleaning public areas. Learners will organise and clean a public area and store housekeeping supplies. They will prepare the majority of equipment, cleaning products and information needed for the process. They will work with the guests and other departments to ensure successful cleaning of the public areas. All relevant documents/steps will be completed almost correctly, with some guidance.

Learning aim C

For Distinction standard, learners will independently and confidently service rooms and store linen. They will prepare the equipment, materials and information needed for the process. They will work efficiently with the guest and other departments to ensure successful servicing of rooms. All relevant documents/steps will be completed correctly. The learner will monitor the whole process and develop suitable detailed evaluation methods to allow the process to be reviewed and interpreted in detail, making recommendations for improvements.

For Merit standard, learners will independently organise and service rooms and store linen. They will prepare most of the equipment, materials and information needed for the process. They will work with the guest and other departments to ensure successful servicing of the rooms. All relevant documents/steps will be completed almost correctly.

For Pass standard, learners will put together a written report on the requirements, methods and equipment for servicing rooms. Learners will organise and service a room and store linen. They will prepare the majority of equipment, materials and information needed for the process. They will work with the guest and other departments to ensure successful servicing of the room. All relevant documents/steps will be completed almost correctly, with some guidance.

Links to other units

This unit links to:
· Unit 6: The Hospitality Industry
· Unit 23: Front Office Operations.

Employer involvement

This unit would benefit from employer involvement in the form of:
· learners visiting organisations and observing how they organise different types of events
· guest speakers who are able to discuss how they meet clients' requests.

Opportunities to develop transferable employability skills

On completing this unit, learners will have had opportunities to develop their cleaning and servicing skills.

Unit 25: Team Development

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners explore the dynamics of team building and examine the underpinning theory. Learners participate in the planning, supervising and evaluation of practical team building activities.

Unit introduction

The importance of teams that perform well cannot be underestimated. It is generally accepted that successful businesses have effective teams in place. An effective team is one that is led and managed well. The team is also motivated, well briefed, and communicates well.

In this unit, you will learn how successful businesses draw on effective teams. A team allows its members to use their collective strengths and to share ideas, perspectives and experiences. You will learn that nearly all individuals in a business belong to one or more groups or teams that contribute to the overall corporate strategy of the business.

You will have the opportunity to plan the activities of a team, lead a team and evaluate the work of that team. The unit and the team activities will give you the practical tools you need to support and lead a team.

Learning aims

In this unit you will:

A Examine the benefits of teams in a hospitality business setting

B Investigate techniques and theories used for the development of an effective hospitality team

C Plan and evaluate the work of hospitality teams.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the benefits of teams in a hospitality business setting	**A1** The difference between a group and a team **A2** Types and purposes of business teams **A3** Characteristics and benefits of an effective team	A report that examines teams in hospitality business settings. It should consider types of teams and their purpose, and the benefits of these teams to the businesses.
B Investigate techniques and theories used for the development of an effective hospitality team	**B1** Team building techniques **B2** Theories of team development **B3** Causes of team conflict	A report that examines the effectiveness of a real team in a hospitality business setting. It should reflect on team theories and make recommendations for improvements to the team.
C Plan and evaluate the work of hospitality teams	**C1** Planning and evaluating the work of hospitality teams **C2** Monitoring, supporting and developing team performance	Evidence of planning, supervising and evaluating the work of a team.

Content

Learning aim A: Examine the benefits of teams in a hospitality business setting

A1 The difference between a group and a team

- Definitions of a group and a team.

A2 Types and purposes of hospitality teams

- Structure: formal, informal.
- Size: small, large.
- Type: temporary, permanent, functional, multifunctional.
- Purpose: to achieve goals, increase efficiency and productivity, to be innovative.
- Advantages/disadvantages of different types of team.

A3 Characteristics and benefits of an effective team

- Characteristics:
  - sense of purpose
  - prioritisation of team goal
  - members have clear roles
  - clear lines of authority and decision making
  - conflict dealt with openly
  - personal traits appreciated and utilised
  - group norms set for working together
  - success shared and celebrated
  - trained and skilled members
  - good interpersonal relationships
  - all have opportunity to contribute.
- Benefits:
  - contribution to the productivity and effectiveness of the business
  - development of a common purpose
  - clarification of roles
  - reduction of alienation
  - sharing of expertise
  - identification and development of talent
  - increased motivation
  - fostering innovation
  - stretching people's talents.

Learning aim B: Investigate techniques and theories used for the development of an effective hospitality team

The different types of team in hospitality organisations and their strengths and weaknesses.

B1 Team building techniques

- Team membership and roles: team members have the required technical and role-based skills, leadership is established, clear lines of authority.

- Purpose and goal: purpose is communicated and agreed, all team members working towards a common goal, collaborative decision making, responsibility for tasks.
- Communication:
  o vision/objectives/targets are shared
  o work proceeds more smoothly and efficiently
  o cooperation among team members is enhanced
  o feedback is encouraged
  o openness and trust are promoted
  o good work ethics and mutual respect are established
  o team is led by example
  o members are encouraged to deal with challenges without complaining
  o members support and respect each other.
- Rewards:
  o regular positive and supportive feedback
  o acknowledgement and recognition of team and individual success.

B2 Theories of team development

- Belbin's nine team roles: identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, contributions and allowable weaknesses of each role.
- Tuckman's four stages of team development: the link between the relationships in the group and the focus on the task.

B3 Causes of team conflict

- Importance of group/team dynamics.
- Bell and Hart's eight causes of conflict: conflicting resources, conflicting work styles, conflicting perceptions, conflicting goals, conflicting pressures, conflicting roles, different personal values, unpredictable policies.
- Non-compliance with rules and policies: personal non-compliance or disregard for company policy by colleagues (discriminatory behaviour, unacceptable language, poor attendance and timekeeping).
- Misunderstandings: poor communication leading to misunderstandings.
- Competition/rivalry: competition instead of collaboration, anti-productive behaviour.

Learning aim C: Plan and evaluate the work of hospitality teams

C1 Planning and evaluating the work of hospitality teams

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

- Types, purpose and setting of objectives:
  - o organisational
  - o departmental
  - o section
  - o short-/medium-term
  - o financial
  - o social
  - o performance
  - o personal
  - o clear articulation of performance expectations.
- Threats to the planning and objective setting processes:
  - o external – PESTLE (political, economic, social, technological, legal, environmental)
  - o internal – levels of business, skills of staff, available staff, appropriate productivity mix
  - o non-recurrent
  - o recurrent.

C2 Monitoring, supporting and evaluating team performance

- Purpose and process of supervisory responsibilities:
  - o briefing and debriefing team members
  - o communication
  - o direction of team members
  - o supporting team members
  - o coaching
  - o mentoring
  - o planned team member development
  - o maintaining and developing effective working relationships
  - o maintaining quality.
- Purpose and process of monitoring and reviewing team performance and achievement:
  - o use of performance indicators
  - o regular review of performance against targets
  - o reviewing and evaluating work performance
  - o review of work allocation
  - o possible adaption or reallocation of tasks
  - o conducting appraisal interviews.
- Purpose and process of support and development of team members performing below target:
  - o capacity to support all team members
  - o possible revision of individual and team responsibilities
  - o reviewing and evaluating individual and team working arrangements
  - o application of corrective measures to remedy individual and team underachievement
  - o maintaining individual and team focus.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the benefits of teams in a hospitality business setting		
A.P1 Explain the purpose of teams and how they are used in hospitality. **A.P2** Explain the characteristics and benefits of hospitality teams.	**A.M1** Analyse the characteristics and purpose of different types of teams within hospitality businesses.	**A.D1** Evaluate the characteristics and purpose of different types of teams within hospitality businesses.
Learning aim B: Investigate techniques and theories used for the development of an effective hospitality team		**B.D2** Evaluate the techniques and theories used to build successful teams and how these can help to reduce conflict.
B.P3 Explain the techniques and theories used to build successful teams. **B.P4** Explain causes of conflict within teams.	**B.M2** Analyse the techniques and theories used to build successful teams and how these can help to reduce conflict.	
Learning aim C: Plan and evaluate the work of hospitality teams		**C.D3** Review the effectiveness of the planning process in setting objectives that are specific and measurable and take account of the skills and attributes of team members, making recommendations for improvement.
C.P5 Plan and evaluate the work of teams, setting targets to be met during a team activity.	**C.M3** Plan and evaluate the work of teams, setting targets and objectives that meet the needs of a business and the skills of individual team members.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will evaluate the characteristics of different types of team in hospitality businesses. Learners will evaluate the purpose of different types of team, highlighting their advantages and disadvantages, and the challenges in building an effective team, applying team development theories. Learners will evaluate the causes of conflict within teams and how these can be resolved.

For Merit standard, learners will analyse the characteristics of different types of team in hospitality businesses. Learners will analyse the purpose of different types of team, highlighting their advantages and disadvantages, and the challenges in building an effective team, making reference to team development theory. Learners will evaluate the causes of conflict within teams and how these can be resolved

For Pass standard, learners will explain the purpose and characteristics of hospitality teams and they will discuss the roles and dynamics of teams and how teams are used in a variety of ways. This will include reference to different types of teams. Team building techniques and the theory of team development may be included.

Learning aim C

Learners will plan and participate in substantial team activities. Team activities will be full-day events or carried out in several sessions over a short time. Learners will have an opportunity both to lead a team and be a team member. Detailed peer and assessor observation/feedback sheets and an individual learner logbook will be completed so that information is available for review.

For Distinction standard, learners will demonstrate an independent and professional approach throughout the unit; they will have shown self-management together with initiative and creativity in their planning, monitoring and review of the team activity. An independent approach is one where a learner develops their own ideas or develops ideas in distinctive ways. They will demonstrate a professional approach to teamwork, and an attention to detail and precision throughout their work. A witness statement will be needed to support this.

For Merit standard, learners will demonstrate an independent approach throughout the unit; they will have shown self-management in their planning, monitoring and review of the team activity. An independent approach is one where a learner develops their own ideas or develops ideas in distinctive ways. A witness statement will be needed to support this.

For Pass standard, learners may need advice and guidance with their approach to planning, monitoring and review throughout the unit.

Links to other units

This unit links to:

- Unit 6: The Hospitality Industry
- Unit 11: Human Resources.

Employer involvement

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

- guest speakers from human resource departments and departmental managers.

Opportunities to develop transferable employability skills

On completing this unit, learners will have the opportunity to develop their independence and professionalism in a work situation.

Unit 26: Events in Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners will develop knowledge of and practical skills in running events in hospitality by following through from conception to completion. This unit is designed for the broader spectrum of hospitality events, including bespoke and off premises events.

Unit introduction

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

In this unit, you will explore the planning and managing of events within the context of the hospitality industry, and have the opportunity to explore a diverse range of events. You will plan and run an event as part of a practical activity. You will produce a plan to meet a client brief. The plan will need to cover essential criteria, such as a description of the event, numbers involved and costs that will be incurred. You will develop key knowledge in working with others and contributing to planning and producing an event plan. You will consider team member organisation, equipment, timings, communication and working, both within the team and with other departments. As part of the planning, you will consider the ways in which you can evaluate the success of the event.

This unit will support your progress to a higher level of study or employment in a range of job roles across the hospitality industry, including supervisory positions, where a broad range of communication, interpersonal, practical skills and knowledge will be required, including event supervision skills.

Learning aims

In this unit you will:

A Investigate the types, characteristics and supervision of hospitality events

B Develop an event plan from a client brief

C Carry out a hospitality event from a client brief.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the types, characteristics and supervision of hospitality events	**A1** Events characteristics **A2** Job roles and supervision **A3** Documents used to aid supervision of the planning and running of events	Written documentation or project investigating the key content areas of events and events supervision.
B Develop an event plan from a client brief	**B1** Event proposal **B2** Event planning **B2** Budgeting	Produce an event plan in a written format working from a client brief.
C Carry out a hospitality event from a client brief	**C1** Set up of event **C2** Running and clearing up of event	Practical observation of the set-up, running and clearing an event. Written evidence covering the review stage of the event.

Content

Learning aim A: Investigate the types, characteristics and supervision of hospitality events

A1 Events characteristics

Different types of hospitality events and their characteristics

- Types of hospitality events, e.g. bespoke events, outdoor events, festivals, weddings, other religious ceremonies, receptions, celebrations, formal dinners and banquets, themed events, conferences, brand promotions, awards ceremonies, product launches, fundraising, exhibitions and fairs.
- Characteristics of various events, to include location and size of venues/room, decor, furnishings, equipment, team member requirements, food and beverage offer, guest profiles, entertainment, religious and cultural factors.

A2 Job roles and supervision

Roles involved with the planning and running of events, including event supervisor skills, attributes and responsibilities.

- Types of roles involved in events, e.g. events officer/manager, events supervisor, entertainment, catering, bar, registration and ticketing, pyrotechnic consultant, light and sound engineer.
- Hospitality event supervisor role and responsibility:
  - leadership, including planning rotas/schedules; task allocation; delegation of duties, e.g. first line supervisor; disciplinaries and appraisals; meetings/briefings; checking standards, e.g. (uniform, compliance with standard operating procedure); motivating team members; responsible for apprentices/trainees, team member training; providing cover (self or organising cover) in cases of absence
  - quality control, including spot/daily checks of event venue, assisting in developing best practice, policies and procedures and implementing change e.g. manager or team, dealing with customer problems escalated from team members, taking action to deal with any issues
  - finance and accounting, including controlling petty cash, floats, payments, daily accounting and banking, reports
  - security, e.g. key holder; risk assessments; lost property, e.g. records; handling procedure; secure storage; CCTV.
- Supervisor skills in events:
  - professional, e.g. acting as a role model to team members, motivating
  - organisational and management, e.g. assigning rotas, task allocation to team members, team member meetings/briefings, team member development, shift handover
  - time management, e.g. work well under pressure
  - interpersonal and communication, including
    - written or verbal instructions/information/feedback to team members, e.g. noticeboards, company intranet, emails, daily briefings, monthly meetings; information, e.g. specials, VIP customers, instruction on completing task; feedback to team members, e.g. praise, guidance; written or verbal interactions with customers, e.g. telephone, email; face to face, e.g. queries, feedback, reservations
  - communicating with other stakeholders, e.g. cleaners, caterers, security
  - approachable and encouraging open communication channels.

A3 Documents used to aid supervision of the planning and running of events

Documents used to aid the supervisor in planning, running events in hospitality to customer requirements.

- Event records:
  - event planning, including event proposal, events function sheet, event plan
  - contracts, licences
  - health and safety, e.g. risk assessments, safe working practices, accident and incident reports, food safety charts, fire procedure, evacuation procedure
  - accounts, e.g. invoicing, advance payment receipts
  - supplier details
  - security logs/registers.

Learning aim B: Develop an event plan from a client brief

B1 Event proposal

- Information needed from client brief, e.g. purpose of event, date and time, description of the event, number of attendees, duration, venue, catering, ticketing, entertainment, publicity, available budget.
- Event proposal:
  - taking client brief and developing ideas and themes to meet client needs
  - researching event venue
  - preparing proposal
  - date and time
  - description of event
  - numbers of attendees
  - duration
  - location
  - requirements, e.g. catering, staffing, ticketing, entertainment, publicity
  - deciding on venue appearance, e.g. layout, decorations; sourcing materials, suppliers and contractors
  - costs and budgeting
  - setting up marketing, e.g. promotions, ticketing and sales
  - ensuring health and safety, e.g. risk assessment, crowd control
  - establishing tools for evaluation and feedback.

B2 Event planning

- Planning:
  - according to client brief and proposal
  - objectives
  - time planning, e.g. timelines, critical times, lead times
  - venue, e.g. size, layout, decor, disabled access
  - number of guests
  - entertainment, e.g. music, speakers, entertainers
  - catering requirements, e.g. type of menu, style of service, quantities of food and drink
  - staffing requirements, e.g. numbers, roles
  - legal, e.g. health and safety, negligence, hazardous substances, insurance requirements, fire regulations, provision of first aid
  - contingency arrangements

- o marketing and publicity
- o control of attendance, e.g. invitations, guest lists, ticketing
- o facilities, e.g. car parking, cloakrooms, toilets.
- Information sources, e.g. client feedback, reflection and evaluation of prior events, competitors, event websites, supplier costings, other departments/specialists in the organisation.
- Communication with customer, including records, plan review against event proposal.

B3 Budgeting

- Budget: prediction of potential expenses, including team member wages, stock, supplies, contractors (catering, security, entertainment), licence applications, potential profit.
- Budget considerations, including guaranteed minimum numbers, e.g. number of guests to be paid for, different rates for additional guests, fixed costs, variable costs, pricing, including cost plus mark-up, gross profit margin, market rate, discounts, service charges.

Learning aim C: Carry out a hospitality event from a client brief

C1 Set up of event

- Set up for event, including: sourcing and following plan for set up, e.g. equipment and items are brought onto site sequentially to maximise access and minimise disruption.
- Timings, including timelines, e.g. duration of the event, specific timings during the event, delays identified, action taken, importance of clear timescales for set up.
- Contingency plans for eventualities, e.g. fire, floods, adverse weather, including alternative venues, communicating to relevant stakeholders, e.g. customer, suppliers.
- Following procedures and protocols; licensing conditions, insurance requirements, legal requirements.
- Checklists for checking resources, e.g. work schedules, job procedure cards, liaising with maintenance team members and external contractors.
- Ensuring availability of adequate staffing, equipment, facilities, e.g. equipment appropriate for the event, undamaged and in working order.
- Preparing the venue, including room set-up and layout, moving furniture, preparing equipment, cleaning, consumables, e.g. stationery, preparing refreshments.
- Advance room set up, allowing for prior checking by event manager and/or customer.
- Additional equipment if not already available, including LCD projector, web conferencing, audio equipment, visual equipment, laser pointer, lectern, interactive whiteboards.
- Other requirements, including catering, customer needs, e.g. venue accessibility, first aid and triage areas, facilities, i.e. toilets.
- Hospitality service; e.g. timetabled refreshments, pastries/biscuits, light snacks/buffet, water station.

C2 Running and clearing up of event

- Supervisor role during an event:
  - o agreeing and monitoring safe working practices
  - o complying with legislation
  - o allocating duties to team members and agency staff according to skills
  - o communicating with team members and customers
  - o ensuring event plan is followed, adapting if needed
  - o monitoring team members in providing excellent customer service
  - o providing contingencies for difficult or unexpected situations
  - o monitoring issuing of stock
  - o maintaining the pay point
  - o stock control
  - o record keeping, e.g. consumption of alcoholic and non-alcoholic beverages
  - o time sheets.
- Supervisor role after the event:
  - o agreeing and monitoring safe working practices
  - o complying with legislation
  - o monitoring clearing up, physical resources, e.g. waste management and recording
  - o environmental considerations, e.g. waste disposal, energy usage.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the types, characteristics and supervision of hospitality events		**A.D1** Evaluate the structure, systems, supervisory roles and responsibilities of hospitality events, making recommendations for improvements.
A.P1 Describe different hospitality events and their characteristics. **A.P2** Describe the staffing, structure, supervisory roles and responsibilities in hospitality events.	**A.M1** Compare the venues and structure, supervisory roles and responsibilities in different hospitality events.	
Learning aim B: Develop an event plan from a client brief		**B.D2** Evaluate the event plan, making suggestions for improvements.
B.P3 Describe the information needed in an event proposal and how this is obtained. **B.P4** Plan an event, according to the client brief and proposal.	**B.M2** Produce an event plan, showing independent research skills and justifying suggestions.	
Learning aim C: Carry out a hospitality event from a client brief		**C.D3** Evaluate how successful the setting up, running and management of the event has been and make recommendations for improvement. .
C.P5 Set up an event according to the client brief and proposal. **C.P6** Justify the planning decisions made during the running of the event.	**C.M3** Demonstrate a high level of independence in setting up, running the event, and justifying the decisions made.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must produce a detailed, well-developed piece of work that completely describes different hospitality events and their characteristics. Learners will examine different types of events, organisational practices and procedures, including the attributes and skills of an events supervisor. Learners will assess the different organisational practices and procedures and their suitability for different events, to fully meet customer needs, offering convincing reasons and examples that justify their evaluation, and give clear conclusions.

Learners will demonstrate a thorough knowledge and understanding of the events and supervisor's skills and attributes used within hospitality events, and apply this in context or express their ideas.

For Merit standard, learners must produce a detailed piece of work that compares different events, the organisation of staff and different event types. Learners will examine different types of organisational and supervisory practices and procedures, including the staff and service methods used to deliver a range of events. Learners will demonstrate knowledge and understanding of the different events and skills and attributes needed to supervise hospitality events and express their ideas.

For Pass standard, learners produce a basic piece of work that outlines different hospitality events, job roles, supervisor roles and responsibilities, procedures and documents used. Learners will describe types of organisational practices and procedures, including the features of different events. Learners will demonstrate basic knowledge and understanding of the organisation of staff and methods used within hospitality events.

Learning aim B

For Distinction standard, learners will produce a plan for an event. They will prepare detailed planning documents needed for the event. They will plan how to set up and run the event, considering the client's wishes. They will work with the client and other departments to ensure the successful planning of the event. All relevant planning documents will be completed in detail and will record all equipment and staff needed. The learner will monitor the timelines in creating the plan and develop suitable detailed evaluation methods for the plan to be reviewed and interpreted in detail, making recommendations for improvements. Learners will work independently in planning and organising the event.

For Merit standard, learners will produce a plan for an event. They will prepare suitable planning documents needed for the event. They will plan how to set up and run the event, considering most of the client's wishes. They will work with the client and other departments to ensure the successful planning of the event. All relevant planning documents will be completed and will record most of the equipment and staff needed. The learner will monitor the timelines in creating the plan. They will justify their planning decisions in relation to the client brief/proposal. Learners will work independently in planning and organising the event.

For Pass standard, learners will describe the necessary information needed to write an event proposal. Learners will produce a basic plan for an event. They will plan how to set up the event, considering some of the client brief, the techniques needed and safety. They will select some of the necessary equipment for the given event. They will work adequately with other departments to ensure the successful preparation of the event. All relevant planning documents will be completed and will record most of the equipment needed. Learners may work at the Pass level with some support, to ensure adequate planning of the event.

Learning aim C

For Distinction standard, learners will organise, set up and run a hospitality event confidently. They will prepare the planning documents needed for the event. They will plan how to set up the venue, considering all the points made in the proposal and planning stages arising from the client brief. They will select all the necessary equipment for the event. They will work with the client and other departments to ensure a successful event. All relevant planning documents will be used and, where necessary, completed in detail. They will ensure staff are thoroughly briefed prior to the event and understand the client requirements. The learner will monitor the event and develop suitable detailed evaluation methods to allow the service to be reviewed and interpreted in detail, making recommendations for improvements. Learners will work independently in running their part of the event.

For Merit standard, learners will organise, set up and run a hospitality event. They will prepare the planning documents needed for the event. They will plan how to set up the venue, considering most of the points made in the planning stages arising from the client brief, only omitting minor points. They will select most of the necessary equipment for the event. They will work with the client and other departments to ensure a successful event. They will demonstrate a prompt service delivery, but may have one occasion where time was not fully observed. They will show good teamwork skills most of the time, but may have one occasion where they create confusion when dealing with team members, for example not being fully clear on instructions. Learners will work independently in running their part of the event.

For Pass standard, learners will organise and prepare for the set-up of an event. They will set up the event, considering some of the client brief, techniques needed and safety. They will select some of the necessary equipment for the given event. Most of the relevant planning documents will be used and, where necessary, mostly completed. They will ensure staff are briefed prior to the event and understand the client requirements. The learner will monitor the event, but may miss some points from the planning.

Learners may work at the Pass level with some help and support, to ensure the event takes place. The event selected should allow learners to fulfil the skills and activities required by the assessment criteria, while ensuring learners and participants are safe.

Learners should produce their own independent evidence if working in a group.

Links to other units

This unit links to:

· Unit 4: Managing an Event
· Unit 6: The Hospitality Industry.

Employer involvement

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

· visits to organisations to observe how they organise events
· guest speakers, who should be able to discuss taking clients briefs and how they meet client requests.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in managing the activities needed to organise an event.

Unit 27: Technology and Digital Media in Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners develop knowledge and understanding of technology, and mobile and digital media in the hospitality industry. They explore the benefits, barriers and impact they have on hospitality businesses.

Unit introduction

Technology is increasingly central to the way hospitality businesses function. It is used to communicate with customers and guests in ways that would have been impossible many years ago. It allows businesses to analyse data to identify trends in their market, expand their customer base and become more cost-effective. Hospitality businesses have an ever-increasing reliance on technology to develop their organisational goals.

In this unit, you will investigate managerial and operational technologies used in hospitality. You will learn how technology is used throughout hospitality businesses, from reception services through to restaurants. You will explore digital media and mobile technologies, and how they are used across organisations. You will investigate a particular organisation, finding out about the technology it uses, how this has influenced its business operations and how it is used to meet business needs. You will also plan to introduce new or emerging technology in a business.

This unit will support your progress to a higher level of study or employment in a range of job roles across the hospitality industry, including supervisory positions, where a broad range of communication, interpersonal, practical and technological skills and knowledge will be required.

Learning aims

In this unit you will:

A Explore the use of technology in hospitality businesses

B Explore the use of digital media and mobile technologies in hospitality businesses

C Develop a plan to incorporate technology that will aid productivity and enhance the customer experience.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the use of technology in hospitality businesses	**A1** Technology in hospitality **A2** Technology enhancing business productivity and customer experience to meet business objectives	Written documentation or project investigating the key content areas of technology in hospitality and how this enhances business productivity and customer experience.
B Explore the use of digital media and mobile technologies in hospitality businesses	**B1** Uses and types of digital media systems in hospitality **B2** Mobile technology and apps	Written documentation or project investigating the key content areas of digital media, mobile technology and apps in hospitality.
C Develop a plan to incorporate technology that will aid productivity and enhance the customer experience	**C1** Assessment of technology needs strategies **C2** Technology proposal **C3** Assessing technology has met business needs	Complete assessment of technology needs and develop a plan that will be presented to a hospitality business.

Content

Learning aim A: Explore the use of technology in hospitality businesses

A1 Technology in hospitality

- Hospitality businesses:
  - accommodation, including hotels, resorts, spas, alternative provision
  - food and beverage outlets, including restaurants, takeaways and fast food, cafes, coffee shops, bars and nightclubs
  - contract food service providers
  - hospitality services, including retail, education, government and local authority provision
  - membership clubs, including professional or employment association clubs, sporting clubs
  - events including music events, meetings and conferences.
- Managerial technology:
  - customer relationship management (CRM) platforms, e.g. marketing, customer service, customer support, customer tracking, analysing customer interactions and relationships
  - property management systems (PMS), e.g. room usage, availability, maintenance, intelligently optimising energy usage according to room status, fire detection; parking management, e.g. pay and display machines, license plate recognition; danger management, e.g. fire control panels and evacuation
  - cloud-based technology, e.g. storing and accessing data and programs over the internet
  - digital work management system, e.g. team members' rotas, tasks
  - hotel inventory management system (IMS), e.g. electronic stock control system
  - wireless sensors, e.g. fridges and freezers taking continuous temperature checks
  - CCTV for customer and team member security.
- Operational technology:
  - biometric authentication for team members and customers, e.g. limiting access to different areas using biological characteristics of an individual
  - internal telephone systems, including Voice over Internet Protocol (VoIP) for team members and customers
  - internal telephone systems, including high speed internet access (HSIA)
  - electronic charging points, e.g. in customer areas, rooms
  - payment systems, including: Electronic Point of Sale (EPOS), PayPal, mobile phone apps, e.g. Apple Pay, Google Pay
  - processing data quickly (PDQ) card machine, e.g. chip and pin, portable and mobile terminals, radio frequency identification (RFID)
  - reservation systems, including: online booking systems, digital self-order, digital and kiosk self-service, mobile check-in and check-out systems, smart room keys, e.g. card keys, mobile Bluetooth digital key apps
  - in-room technologies, including high definition televisions (HDTV), interactive televisions – (entertainment), virtual concierge, interactive remotes, smartphone apps to control room environment, voice assistants/voice enabled room controls
  - digital conference facilities, including video conference, smartboards, wireless presenters
  - CCTV for customer and team member security.

A2 Technology enhancing business productivity and customer experience to meet business objectives

- Time saving: improving efficiency, minimising human error, semi or full automation, improving team member efficiency, less need of team members, fast access to information.

- Increasing cost effectiveness: minimal staffing, value for money, including initial investment over outputs, reduction of resources, including emailed receipts, online questionnaires, energy, reduction in overheads achieving increased growth.

- Customer service quality, including recording and predicting purchasing power of current customers, future customers, types of customer, increased brand preference, repeat customers.

- Wider consumer reach, including global communication.

- Improved agility and competitiveness increasing promotion and sales.

- Services monetised, e.g. pay per view, internet connection.

- Increased security, e.g. use of biometrics and surveillance.

- Electronic monitoring of stock levels, including immediate stock orders.

Learning aim B: Explore the use of digital media and mobile technologies in hospitality businesses

B1 Uses and types of digital media systems in hospitality

Exploring a variety of digital technology products.

- Types of digital media:
  - paid media – organisations pay to deliver content to an audience, including paid search advertisements (ads), social media ads, sponsorships, display/banner ads
  - earned media – organisations try to earn coverage and exposure from reporters and influencers: viral marketing, social media conversations, blog/vlogs, user-generated reviews
  - owned media – under the direct control of the organisation, including websites/mobile sites, newsletters, catalogues, blogs, email lists applications (apps) and software.

- Digital marketing channels to place and sell goods and services:
  - advertisers (sources) using digital channels to reach consumers (receivers).

- Channels:
  - Website, including Search Engine Optimisation (SEO), influencers, chatbots, Rich Site Summary (RSS) feeds, trusted feeds, podcasts, widgets
  - Search Engine Marketing (SEM), organic search marketing, paid search advertising, pay-per-click (PPC), banner adverts
  - social media, including Online Public Relations (OPR), photo, video and slide-sharing sites, viral marketing, blogs and vlogs, brand blogging, influencer marketing, social media advertising, social media endorsements
  - email marketing for attracting and retaining customers, including opt-in email, cold email, co-branded email, conversion emails, e-newsletters, event triggered/behavioural emails, email sequencing.

B2 Mobile technology and apps

- How used in different hospitality businesses and departments, e.g. WiFi; Bluetooth®, PDAs, smartphones, Voice over Internet Protocol (VoIP).
- Use of smart devices/smartphone apps.
- Digital applications and how their characteristics can be used for a variety of purposes, such as: marketing, sales, information, e-commerce, support services, financial, collaboration.
- Considering a range of real-world mobile apps and exploring their effectiveness for a hospitality organisational purpose.
- Key considerations, including target audience; purpose; aesthetics, e.g. content and quality; multimedia; interactivity; accessibility.
- Emerging mobile technology and its future use.

Learning aim C: Develop a plan to incorporate technology that will aid productivity and enhance the customer experience

C1 Assessment of technology needs strategies

- Strategies for incorporating technology:
  - use and apply business tools to analyse and evaluate the current environment.
- Political, economic, social, technological (PEST).
- Strengths, weaknesses, opportunities, threats (SWOT).
- Competitor analysis.
- Market research, including target market and customer needs and wants.
- Organisations select technology based on a number of considerations:
  - business type, e.g. product, service
  - needs of and/or benefits for the customers/clients
  - hardware/software/network requirements
  - particular security issues
  - feedback from stakeholders, customers, employees
  - market trends, new products and services, new concepts
  - marketing and media influences
  - target market/use
  - competitors, market position, barriers to entry, pricing, product development
  - global influences on the hospitality industry.

C2 Technology proposal

- New technology business proposal.
- The proposal should include the following:
  - type of technology for both managerial and organisational use
  - aims of the new technology, including financial aims, e.g. to make a profit, to break even; non-financial aims, e.g. customer satisfaction
  - details of products and/or services, e.g. meals, snacks, accommodation
  - target market, including demographics, age, location, potential demand
  - resources required, including financial – source of funding, start-up costs, physical – equipment, human – amount and skills
  - staff training, e.g. job roles recruitment, induction, training and development.

C3 Assessing technology has met business needs

- Benefits:
    o improved efficiency
    o increased profit
    o increased productivity
    o reduction in wasted time
    o reduction in cost.
- Risks and issues:
    o change management, e.g. training, transition from existing to new technology, risk of loss of service/data
    o ethical considerations, e.g. consultation with stakeholders, data ownership,
    o impacts on employees
    o data management and access, e.g. privacy, security of data
    o legal considerations, e.g. data protection.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the use of technology in hospitality businesses		
A.P1 Describe the use of managerial technology in contrasting hospitality businesses. **A.P2** Describe the use of operational technology in contrasting hospitality businesses.	**A.M1** Explain the importance of technology to hospitality businesses.	**A.D1** Evaluate how technology enhances business efficiency to enable businesses to meet objectives.
Learning aim B: Explore the use of digital media and mobile technologies in hospitality businesses		
B.P3 Investigate the use of digital media in contrasting hospitality businesses. **B.P4** Investigate the use of mobile technologies in contrasting hospitality businesses.	**B.M2** Analyse how the use of digital media and mobile technologies has impacted customer experience.	**B.D2** Evaluate the benefits and barriers to using digital media and mobile technologies in the hospitality industry.
Learning aim C: Develop a plan to incorporate technology that will aid productivity and enhance the customer experience		
C.P5 Produce a simple proposal for new managerial and operational technology to aid productivity. **C.P6** Produce a simple proposal for new digital media and mobile technologies to enhance customer experience.	**C.M3** Produce a detailed proposal for new technologies for a hospitality business.	**C.D3** Evaluate the proposal against the needs of the business and customers.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will carry out in-depth research and collect detailed evidence to produce a comprehensive report regarding the use of managerial and operational technology in two hospitality businesses. Learners will describe, in detail, the use of managerial and operational technology in hospitality. Learners will evaluate the businesses and how the technology impacts them, explaining in depth the importance of the technology to the business. Learners will produce a fully supported evaluation drawing valid conclusions on how technology enhances business efficiency to meet business objectives. They will use appropriate terminology consistently and accurately throughout.

For Merit standard, learners will carry out detailed research and collect evidence to produce a clear, balanced report regarding the use of managerial and operational technology in two hospitality businesses. Learners will describe the use of managerial and operational technology in hospitality. Learners will explore the businesses and how the technology impacts them, explaining in depth the importance of the technology to the business. They will use appropriate terminology accurately.

For Pass standard, learners will carry out basic research and collect evidence to produce a report regarding the use of managerial and operational technology in two hospitality businesses. Learners will describe in basic detail the use of managerial and operational technology in hospitality. Learners will explore the businesses and how the technology impacts them. They will use appropriate terminology. The evidence will be realistic but may be superficial in parts or may be supported by limited use of examples or reasons.

Learning aim B

For Distinction standard, learners will carry out in-depth research and collect detailed evidence to produce a comprehensive report regarding digital media and mobile technology, including apps, in two contrasting hospitality businesses. Learners will investigate in depth the use of digital media and mobile technology, including apps, in hospitality. Learners will analyse one business and how the technology impacts the customer experience, looking at both digital media and mobile technologies, using detailed evidence. Learners will produce a fully supported evaluation, drawing valid conclusions on the benefits of and the barriers to using digital media and mobile technologies. They will use appropriate terminology consistently and accurately throughout.

For Merit standard, learners will carry out comprehensive research and collect evidence to produce a clear report regarding digital media and mobile technology, including apps, in two contrasting hospitality businesses. Learners will investigate, in detail, the use of digital media and mobile technology, including apps, in hospitality. Learners will analyse one business and how the technology impacts the customer experience, looking at both digital media and mobile technologies and using detailed evidence. They will use appropriate terminology accurately.

For Pass standard, learners will carry out basic research and collect evidence to produce a report regarding digital media and mobile technology, including apps, in two contrasting hospitality businesses. Learners will investigate the use of digital media and mobile technology, including apps, in hospitality. They will use appropriate terminology. The evidence will be realistic but may be superficial in parts or may be supported by limited use of examples.

Learning aim C

For Distinction standard, learners will produce a comprehensive proposal that completely describes the business and the objectives to be achieved with the new technologies, with a suitable rationale for the technology identified. Learners will include complete information on the implementation of the proposal, detailing appropriate monitoring activities to ensure the proposal stays on track. They will also include suitable and sufficient criteria to enable the effective evaluation of the proposal and provide valid reasons to justify their choice. Reasons must draw suitably on the details of the objectives stated in the proposal. Learners will justify their selections.

For Merit standard, learners will produce a detailed proposal that completely describes the business and the objectives to be achieved with the new technologies. They will propose technology that is suitable for the business, with detailed and complete information. Learners will include complete information on the implementation of the proposal. They will also include some criteria for evaluating the proposal, although these may not all be complete.

For Pass standard, learners will, produce a simple proposal that adequately describes the business, the objectives to be achieved and the new technology. They will propose a technology that is suitable for the business, with adequate information. Learners will include some information on the implementation and evaluation of the proposal, but this may be incomplete or limited.

Links to other units

This unit links to:
- Unit 6: The Hospitality Industry
- Unit 24: Accommodation Operations.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers discussing the use of technology within their hospitality organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in research and analysis.

Unit 28: Marketing for Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners gain knowledge of marketing strategies and principles, marketing research, market environment analysis and how the marketing mix is used in hospitality businesses.

Unit introduction

Hospitality businesses undertake marketing so that they can understand the customer, ensure that products and services meet with customer needs and understand how marketing can influence customer behaviour. They use a range of data-collection techniques and use this data to support decisions made. The data is also used to carry out marketing environment analysis through political, economic, social, technological, legal and environmental (PESTLE) and strengths, weaknesses, opportunities, and threats (SWOT) analysis.

In this unit, you will research the marketing opportunities for a hospitality business, investigating the basic principles of marketing through an understanding of business aims, marketing objectives, market type and reach, market segmentation, and use of the marketing mix. You will identify the constraints that affect marketing for hospitality businesses. You will produce a marketing mix for a new product or service of your choice for a hospitality business.

This unit will give you the foundation knowledge and understanding for developing marketing skills, and enable you to progress to self-employment or employment in the hospitality industry, training or higher education.

Learning aims

In this unit you will:

A Explore marketing strategies and principles as used in the hospitality industry

B Investigate opportunities for a new product or service for a hospitality business

C Develop a marketing mix for a new product or service for a hospitality business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore marketing strategies and principles as used in the hospitality industry	**A1** Role of marketing **A2** Business aims and marketing objectives **A3** Marketing constraints	A report that explores the role of marketing in the hospitality industry, with links to the aims of the business, and the benefits and constraints of marketing.
B Investigate opportunities for a new product or service for a hospitality business	**B1** Purpose of market research **B2** Research focus **B3** Research method **B4** Marketing models and tools	Two assessments to include: a clear and concise marketing report and plan for a proposed new product or service for a hospitality business. The report will include individual research on appropriate opportunities and the plan will give an overview of the marketing mix for the chosen product/service and the decisions and approaches taken in its development.
C Develop a marketing mix for a new product or service for a hospitality business	**C1** Use of market research data **C2** Opportunities and strategies **C3** Marketing mix	

Content

Learning aim A: Explore marketing strategies and principles as used in the hospitality industry

A1 Role of marketing

- Principles and purposes of marketing as a means of anticipating, stimulating or satisfying demand.
- Awareness, Interest, Decision, Action (AIDA) model.
- Market type:
  o Business-to-consumer (B2C) and business-to-business (B2B).
- Market reach:
  o niche and mass markets.
- Market segmentation:
  o demographic, geographic, psychographic, behavioural.

A2 Business aims and marketing objectives

- Business aims, i.e. what the organisation wants to achieve:
  o for-profit – to break even, to survive, to have loyal customers, to maximise profits and forward these profits to owners and shareholders
  o not-for-profit – to ensure that revenue is greater than costs to provide for society's needs.
- Marketing objectives:
  o maintain/increase sales and market share
  o maintain/increase revenue
  o build/increase brand awareness and customer loyalty
  o develop new products and services
  o target new and existing customers
  o enter new markets locally or internationally
  o enhance customer relationships
  o understand the wants, needs and aspirations of customers
  o gain an advantage over competitors
  o engage stakeholders
  o change buying behaviour
  o encourage digital engagement.
- The relationship between business aims, marketing objectives and customer loyalty and retention.

A3 Marketing constraints

- Financial:
  o budgets
  o spending linked to sales targets.
- Social:
  o environmental issues
  o ethical concerns
  o consumer issues.

- Legal:
  - o contract law
  - o consumer law
  - o data protection
  - o labelling regulations.
- Standards of practice:
  - o advertising standards and codes of practice.
- Brand trust and loyalty:
  - o being environmentally friendly or 'green'
  - o rejecting unethical or controversial marketing strategies
  - o protecting consumers versus maximising profits.

Learning aim B: Investigate opportunities for a new product or service for a hospitality business

Understanding and application of market research and marketing models and tools.

B1 Purpose of market research

- Understanding customers, competitors and the market environment.
- Planning.
- Evaluating.

B2 Research focus

- Customer types.
- Customer behaviour, preferences, lifestyles and values.
- Sales trends.
- Products and services.
- Market share.
- Competitor activities.

B3 Research methods

- Primary research, e.g.:
  - o questionnaires
  - o polls
  - o surveys
  - o interviews
  - o direct observation and visits
  - o focus groups and digital communities.
- Secondary research, e.g.:
  - o external– company accounts and reports, government statistics, trade journals, media sources
  - o internal– records and statistics, to include loyalty cards and sales records.
- Difference between qualitative and quantitative data.
- Sources of information:
  - o types of questions and suitability for different purposes
  - o advantages and disadvantages of different methods.
- Importance of validity, reliability, appropriateness, currency, cost.

B4 Marketing models and tools

- PESTLE analysis of external factors affecting marketing:
  - political, economic, social, technological, legal, environmental.
- SWOT analysis of internal and external factors affecting marketing:
  - strengths, weaknesses, opportunities, threats.
- Competitor analysis:
  - to assess the strengths and weaknesses of competitors
  - to identify opportunities for improvement within an organisation.
- Market mapping to identify where there are 'gaps' in the market.
- Product life cycle:
  - introduction, growth, development and decline.

Learning aim C: Develop a marketing mix for a new product or service for a hospitality business

Application of a marketing mix for a new product or service.

C1 Use of market research data

Understand and apply market research data.

- Differentiation of products and services.
- Identifying appropriate target markets.
- Market segmentation.
- Analysing results and feedback.
- Identifying strengths, weaknesses, opportunities and threats.
- Proposing strategies.

C2 Opportunities and strategies

Understanding opportunities and strategies.

- New markets.
- New product and service development.
- Diversification.
- Extending product life.
- Brand building:
  - loyalty schemes
  - in-house selling and promotion
  - market penetration.
- Implications and effects of change on existing business.

C3 Marketing mix

Application of the marketing mix.

- The marketing mix: a set of actions, or tactics, that a business uses to promote its brand or product/service in the market.
- 4Ps of the marketing mix:
  - o product – benefits, features and functions, unique selling point (USP)
  - o price – pricing strategies and relationship between cost, price and value
  - o place – physical location, digital sales, means of distribution
  - o promotion – communication through traditional and digital marketing methods.
- 7Ps of the extended marketing mix:
  - o people – employees and their role in marketing
  - o physical evidence and presentation of the environment
  - o process – handling of orders, methods of delivery, customer service process.
- Marketing message.
- Objectives of marketing mix strategy.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore marketing strategies and principles as used in the hospitality industry		
A.P1 Explain the role of marketing in two hospitality businesses. **A.P2** Explain how constraints affect marketing strategies in two hospitality businesses.	**A.M1** Analyse the role of marketing and how constraints affect marketing strategies in two hospitality businesses.	**A.D1** Evaluate the benefits and constraints of marketing in two hospitality businesses.
Learning aim B: Investigate opportunities for a new product or service for a hospitality business		
B.P3 Explore the opportunities for a new product or service in the hospitality industry. **B.P4** Investigate the marketing models and tools used in the hospitality industry.	**B.M2** Analyse the opportunities for a new product or service in the hospitality industry.	**B.D2** Evaluate the opportunities for a new product or service in the hospitality industry.
Learning aim C: Develop a marketing mix for a new product or service for a hospitality business		
C.P5 Produce a marketing mix for a new product or service in a hospitality business. **C.P6** Explain decisions and approaches taken in developing a marketing mix for a new product or service in a hospitality business.	**C.M3** Analyse the marketing mix for a new product or service in the hospitality business, to include the decisions and approaches taken in its development.	**C.D3** Evaluate the marketing mix for a new product or service in the hospitality business, to include the decisions and approaches taken in its development.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit, but centres must provide learners with access to information on a range of hospitality businesses.

Essential information for assessment decisions

Learners will demonstrate their knowledge and understanding of marketing by incorporating the use of independent research into their work. Learners will use the marketing research results gained in their investigations for learning aim B to write a marketing mix for learning aim C.

Learning aim A

For Distinction standard, learners will produce a comprehensive report on the role of marketing in two hospitality businesses. The report will explore the role of marketing and its links to the aims of these businesses. The learner will clearly evaluate the benefits and constraints of marketing in these hospitality businesses, coming to a justified conclusion, supported by relevant evidence. They will use appropriate terminology consistently and accurately throughout.

For Merit standard, learners will produce a report on the role of marketing in two hospitality businesses. The report will explore the role of marketing and its links to the aims of the businesses and will analyse the role of marketing and how constraints affect marketing strategies in these hospitality businesses. They will use appropriate terminology accurately.

For Pass standard, learners will produce a report on the role of marketing in two hospitality businesses. The report will explain the role of marketing and how constraints affect marketing strategies in these two businesses. They will use appropriate terminology.

Learning aim B

For Distinction standard, learners will carry out in-depth individual research, using primary and secondary sources, to produce a comprehensive report for a proposed new product or service in the hospitality business. The report will include appropriate opportunities and will use a range of marketing models and tools, for example PESTLE, SWOT, competitor analysis, market mapping, and product lifecycle.

For Merit standard, learners will carry out individual research using primary and secondary sources to produce a detailed report for a proposed new product or service in the hospitality business. The plan will include appropriate opportunities and will use some marketing models and tools.

For Pass standard, learners will carry out individual research to produce a report on a proposed new product or service in the hospitality business. The report will include individual research on appropriate opportunities, and the use of marketing models and tools.

Learning aim C

For Distinction standard, learners will produce a realistic marketing mix for a proposed new product or service in the hospitality business. The marketing mix will be based on individual market research. Learners will clearly link their marketing mix to meeting business aims and will evaluate both the marketing mix and the decisions and approaches taken in its development.

For Merit standard, learners will produce a detailed marketing mix for a proposed new product or service in the hospitality business. The marketing mix will be based on market research. Learners will make links between their marketing mix and meeting business aims, and will analyse both the marketing mix and the decisions and approaches taken in its development.

For Pass standard, learners will produce a marketing mix for a proposed new product or service in the hospitality business. The marketing mix will be based on individual research. Learners will make some links between their marketing mix and meeting business aims, and explain the decisions and approaches taken in the development of the mix.

Links to other units

This unit links to:
- Unit 2: Research and Plan a Marketing Campaign
- Unit 21: Hospitality Business Enterprise
- Unit 26: Events in Hospitality.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. This unit would benefit from employer involvement in the form of:
- guest speakers and interview opportunities
- hospitality business material as exemplars
- visits to appropriate hospitality businesses.

Unit 29: Personal Selling and Promotional Skills for Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners gain knowledge of how personal selling and promotional activities benefit hospitality businesses, and develop skills in the promotion and sales of products and services.

Unit introduction

Personal selling is the marketing function that deals with the customer on a direct or face-to-face basis. Personal selling attempts to inform and educate prospective customers and to persuade them to purchase products and services. Promotional activities are essential within marketing to create awareness and stimulate interest in the product or service offered.

In this unit, you will explore the various types of personal selling and promotional activities to be found within the hospitality industry. You will investigate the types of customer relevant to hospitality businesses, including individuals and business customers, as well as customer profiles. You will also look at factors that influence the decision to purchase and the decision-making process itself. You will design promotional activities for use in hospitality businesses that will be linked to business aims and take into account the costs and resources needed and the benefits to the customer and the business. You will put into practice your personal selling skills, showing your ability to create awareness, identify the product or service features and benefits, handle objections, and close the sale. You will be expected to show understanding of the benefits of a legal and ethical approach.

This unit will give you the foundation knowledge and understanding for developing selling skills, and enable you to progress to self-employment or employment in the hospitality industry, training or higher education.

Learning aims

In this unit you will:

A Explore promotional activities in hospitality businesses

B Create a promotional mix for use in a hospitality business

C Demonstrate personal selling skills for a hospitality product or service.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore promotional activities in hospitality businesses	**A1** Promotion **A2** Advertising **A3** Sales promotion **A4** Public relation (PR) activities **A5** Direct marketing **A6** Personal selling **A7** Benefits of promotional activities	A written report that examines the promotional activities used by two contrasting hospitality business and that considers the effectiveness of the promotional activities in one of these businesses. It will include a promotional mix for a hospitality business of their choice. This is to be supported by the impact of legal and ethical issues on the proposed mix.
B Create a promotional mix for use in a hospitality business	**B1** Types of hospitality business **B2** Promotional mix **B3** Customer groups and profiles **B4** Legal and ethical issues	
C Demonstrate personal selling skills for a hospitality product or service	**C1** Customer buying process **C2** Type of sale **C3** Factors that influence the customer decision to purchase **C4** Personal selling skills and sales behaviour **C5** Features of successful selling	A practical demonstration of personal selling skills for a hospitality business of their choice supported by an explanation of the importance of knowing the customer and the buying process when making personal sales.

Content

Learning aim A: Explore promotional activities in hospitality businesses

A1 Promotion

- Promotion: how existing and potential customers are informed about the products and services of a business.
- Product life cycle: introduction, growth, development and decline.
- Promotional mix: different activities to promote a product or service at various stages of the product life cycle.
- Promotional aims, e.g. raise awareness, increase knowledge, encourage choice.

A2 Advertising

- Print advertising: newspapers, magazines, journals, brochures, flyers.
- Broadcast advertising: TV, cinema, radio.
- Internet advertising: pop-up messages, banners, social media, pay-per-click.
- Outdoor advertising: billboards, hoardings, electronic screens.

A3 Sales promotion

- Promotional methods, e.g.:
  - tasting sessions, giveaways and samples
  - special offers, money-off coupons and discounts
  - early bird meals
  - buy one get one free
  - competitions
  - loyalty schemes
  - point of sale materials (POS).

A4 Public relation (PR) activities

- Press releases.
- Newsletters.
- Events, e.g. familiarisation trips, corporate hospitality.
- Virtual tours.
- New product launches.

A5 Direct marketing

- Direct mail, e.g. post, email.
- Telephone marketing (telemarketing).

A6 Personal selling

- Face-to-face selling (F2F).
- Telephones sales (telesales).
- Retail sales.
- Point of sale merchandising.

A7 Benefits of promotional activities

- Developing customer loyalty and encouraging repeat sales.
- Creating public awareness.
- Improving image.
- Boosting of revenue and profit margins.
- Gaining competitive advantage.
- New sales opportunities.

Learning aim B: Create a promotional mix for use in a hospitality business

Applying the promotional mix in hospitality businesses.

B1 Types of hospitality business

- Accommodation, e.g. hotels, resorts, spas, alternative provision.
- Food and beverage outlets, e.g. restaurants, takeaways and fast food, cafes, coffee shops, bars and nightclubs.
- Contract food service providers.
- Hospitality services, e.g. retail, education, government and local authority provision.
- Membership clubs, including professional or employment association clubs, sporting clubs.
- Events, e.g. music events, meetings and conferences.

B2 Promotional mix

- Promotional activities, e.g. advertising, sales promotion, PR activities, direct marketing, personal selling.
- Promotional objectives, e.g.:
  - to communicate with prospective customers to inform them of the product and the hospitality business
  - to show them the benefits of the product or service
  - to persuade them to buy the product or service
  - to present a good image of the hospitality business
  - to increase market share
  - to enter a new market.
- Links to business aims.
- Unique selling points (USPs) of products and services.
- Target market.
- Resources required.
- Benefits to business.
- Costs to business.

B3 Customer groups and profiles

- Customer groups: individuals, business (business-to-business (B2B), business-to-consumer (B2C)).
- Customer profiles:
  - demographic, e.g. age, education, income, family size, race, gender, occupation, nationality
  - behavioural, e.g. spending habits, lifestyle, usage
  - psychographic, e.g. lifestyle, personality traits, values, opinions, interests
  - geographic – location
  - customer feedback, likes and dislikes
  - preferred media channels, e.g. telephone, email, post, online social media, feedback forms
  - reason for visit or purchase, e.g. business, leisure, conference or event, celebration.

B4 Legal and ethical issues

- Legal and ethical requirements, e.g.:
  - laws that protect customers
  - relevant product standards
  - avoiding untruthful or misleading information
  - respecting the privacy of customers and safeguarding their data
  - respecting cultural differences and avoiding discriminatory behaviour.
- Legal implications, e.g.:
  - consumer protection
  - data protection
  - implications of breaching statutory legislation for the hospitality business
  - implications of breaching statutory legislation for the salesperson.

Learning aim C: Demonstrate personal selling skills for a hospitality product or service

C1 Customer buying process

- Recognition of customer need.
- Information search.
- Evaluating alternatives.
- Purchase decision.
- Purchase.
- Post-purchase evaluation.

C2 Type of sale

- Single.
- Multiple.
- Current.
- New.

C3 Factors that influence the customer decision to purchase

- Price.
- Quality.
- Ability to pay.
- Reputation.
- Customer loyalty.

C4 Personal selling skills and sales behaviour

- Personal attributes: product knowledge, empathy, persuasion, personal presentation.
- Verbal communication, e.g. listening, questioning.
- Non-verbal communication, e.g. body language.
- Assertiveness.
- Negotiation.
- Delegation.

C5 Features of successful selling

- Knowledge of products and services.
- Creating awareness.
- Identifying product or service features and benefits to customer.
- Upselling.
- Add-on selling.
- Handling objections.
- Closing the sale.
- Recording the sale.
- Encouraging repeat sales.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore promotional activities in hospitality businesses		
A.P1 Explain how two contrasting hospitality businesses promote their businesses. **A.P2** Explain the benefits of promotional activities for two contrasting hospitality businesses.	**A.M1** Compare how two contrasting hospitality businesses use promotional activities and the benefits to each.	**A.D1** Evaluate the success of the promotional activities used by two chosen hospitality businesses.
Learning aim B: Create a promotional mix for use in a hospitality business		**B.D2** Evaluate the likely extent to which the proposed promotional mix will meet the needs of the hospitality business's customers.
B.P3 Develop a promotional mix for a chosen hospitality business. **B.P4** Explain how legal and ethical issues affect the promotional mix.	**B.M2** Develop a justified promotional mix for a chosen hospitality business.	
Learning aim C: Demonstrate personal selling skills for a hospitality product or service		
C.P5 Demonstrate appropriate personal selling skills when making a personal sale. **C.P6** Explain why it is important to know the customer and the buying process when making personal sales.	**C.M3** Demonstrate effective skills and customer knowledge when making a personal sale.	**C.D3** Evaluate the effectiveness of the sale reflecting on personal skills and recommending improvements.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B (B.P3, B.P4, B.M2, B.D2)

Learning aims: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learners will provide relevant evidence from two contrasting hospitality businesses of the differing approaches to promotional activities to support their work.

The hospitality businesses selected by the learner in learning aim A should be contrasting in terms of their function, for example fast food business and luxury hotel. It is recommended that the learner's own centre is not used for this unit.

Learning aim A

For Distinction standard, learners will use relevant evidence from two contrasting hospitality businesses to evaluate the success of the promotional activities of these two businesses. Evidence of independent research will be included.

For Merit standard, learners will give a clear comparison of the promotional activities used by two contrasting hospitality businesses. They will identify the main factors relating to the promotional activities of both businesses and extended this to explain the similarities, differences, advantages and disadvantages. Evidence of independent research will be included.

For Pass standard, learners will use independent research to explain how two contrasting hospitality businesses promote their businesses. They will include an explanation of the benefits of these promotional activities for the two businesses.

Learning aim B

For Distinction standard, learners will develop a justified promotional mix for a chosen hospitality business, explaining how it will be affected by both legal and ethical issues. They will evaluate the likely extent to which the proposed promotional mix will meet the needs of its customers.

For Merit standard, learners will develop a clear promotional mix for a chosen hospitality business, explaining how it will be affected by both legal and ethical issues and justifying their decisions.

For Pass standard, learners will develop a promotional mix for a chosen hospitality business and explain how legal and ethical issues may affect this promotional mix.

Learning aim C

Role play may be used to demonstrate personal selling skills, but role play must not be scripted and answers pre-prepared and read, as this would not allow the learner to demonstrate their skills or show them effectively responding to customers.

Records of activity must be supported with a personal statement from the learner to show how they demonstrated personal selling skills.

For Distinction standard, learners will demonstrate effective personal selling skills and customer knowledge and evaluate the effectiveness of the sale made, reflecting on personal skills and recommending improvements to their skills. This will be supported by an explanation of why it is important to know the customer and the buying process when making personal sales.

For Merit standard, learners will demonstrate effective personal selling skills and customer knowledge when making a personal sale. This will be supported by an explanation of why it is important to know the customer and the buying process when making personal sales.

For Pass standard, learners will demonstrate appropriate personal selling skills when making a personal sale. This will be supported by an explanation of why it is important to know the customer and the buying process when making personal sales.

Links to other units

This unit links to *Unit 6: The Hospitality Industry*.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- hospitality business material as exemplars
- visits to appropriate hospitality businesses.

Unit 30: Recruitment and Selection in Hospitality

Level: 3
Unit type: Internal
Guided learning hours: 60

Unit in brief

Learners explore how the recruitment process is carried out in a hospitality business. Learners plan and participate in selection interviews and review their ability to prepare documents and processes for selection interviews.

Unit introduction

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource.

In this unit, you will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success.

You will have the opportunity, through role play, to plan and take part in selection interviews. These will need to be organised and prepared so that they demonstrate your communication skills in this work-related competence. Through undertaking recruitment activities, the unit will help you to develop the skills needed in an interview situation. You will have an opportunity to review the planning and processes you have put in place to successfully recruit a new member of staff.

Learning aims

In this unit you will:

A Examine how effective recruitment and selection processes contribute to business success

B Plan a recruitment activity to demonstrate the processes leading to a successful job offer

C Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine how effective recruitment and selection processes contribute to business success	**A1** Recruitment of staff **A2** Recruitment and selection process **A3** Ethical and legal considerations in the recruitment process	A report that examines the processes and procedures used for the recruitment and selection of hospitality staff, considering the ethical and legal constraints on doing so. The documents and advertising required for a recruitment activity.
B Plan a recruitment activity to demonstrate the processes leading to a successful job offer	**B1** Recruitment documents **B2** Recruitment campaigns	
C Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement	**C1** Prepare for the interview **C2** Skills and attributes for interviewing **C3** Post-interview tasks	The evidence will focus on the preparation for and the conducting of an interview, followed by an evaluation of the interview process in leading to a successful job offer, making recommendations to improve the planning and execution processes.

Content

Learning aim A: Examine how effective recruitment and selection processes contribute to business success

A1 Recruitment of staff

- Recruitment issues in hospitality:
  - perception of industry
  - skills shortages
  - high staff turnover,
  - seasonality of demand.
- Workforce planning:
  - growth of the business– locally, nationally, globally
  - changing job roles
  - systems change
  - internal promotions
  - seasonal fluctuations leading to the requirement for temporary staff.
- Use of agencies, recruitment consultants.
- How the recruitment process links to business success.
- How a professional recruitment process leads to efficient staff integration.

A2 Recruitment and selection process

- Recruitment process:
  - job analysis and job specification
  - job description
  - person specification
  - job advertisement – placing of the advertisement, internal/external, journal/website
  - documents, CVs, application forms, letters of application, online, postal.
- Selection process:
  - initial selection processes, matching applications to job descriptions and person specifications, telephone screening interviews, shortlisting
  - interview protocol, type of selection and how it contributes to the process, advantages and disadvantages
  - interviews (by telephone, face to face, individual, group and panel, multi-stage)
  - tasks and tests used to complement the interview process, occupational preference tests, attainment tests, aptitude tests, psychometric tests
  - communication with prospective employees – are the channels easy to access, can the process be monitored
  - references, appointment, contract of employment
  - linking the process to efficiency and business success.

A3 Ethical and legal considerations in the recruitment process

- Why recruitment processes have to be ethical.
- Adherence to equal opportunities legislation.
- Ethical responsibilities.
- Current legislation relating to equal opportunities.

- Ethical considerations, including:
  - being honest in an advertisement
  - the maintenance of confidentiality
  - same criteria used for all applicants
  - ensuring that all candidates are given the same questions at interview.
- Current right-to-work legislation, document check.

Learning aim B: Plan a recruitment activity to demonstrate the processes leading to a successful job offer

B1 Recruitment documents

Selection of a job role for the hospitality business and then preparation of all the relevant documents:

- job analysis and job specification
- job description
- person specification
- application forms
- job offer letter
- interview questions
- interview checklist.

B2 Recruitment campaigns

What to include in a recruitment campaign, where to advertise to attract the most suitable applicants for a specific vacancy, and the strengths and weaknesses of each advertising medium.

- Advertisement content:
  - job title
  - location
  - salary
  - why the candidate would be interested in the role
  - summary of the role's responsibilities
  - how to apply for the role, e.g. online application/phone call/email
  - what to include in their application, e.g. cover letter, CV (curriculum vitae) and references
  - when applications close, e.g. cut-off date for receiving applications.
- Where to advertise:
  - newspapers
  - industry publications
  - company website
  - social media
  - online
  - recruitment agency.

Learning aim C: Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement

C1 Prepare for the interview

- Environmental considerations:
  - formal/informal
  - seating configuration
  - removal of physical barriers
  - space
  - temperature
  - lighting.
- Technical considerations:
  - provision of laptop and projector.

C2 Skills and attributes for interviewing

- Communication:
  - formal language
  - body language
  - listening skills
  - questioning techniques
  - barriers to communication
  - analysing and summarising.
- Questioning techniques:
  - introducing
  - follow-up
  - probing
  - specifying
  - direct/closed
  - indirect/open
  - silence
  - interpreting.
- Personal attributes:
  - professional behaviour and appearance
  - confidentiality
  - fairness.

C3 Post-interview tasks

- Making a job offer, verbal/non-verbal offers.
- Contents of job offer, e.g. start date, wage or salary rate, hours of work, holiday entitlements.
- Other conditions, e.g. references, medical test, passing specific qualifications.
- Candidate's feedback.
- Taking up and checking references, police and/or medical checks.
- Rejection of unsuccessful candidates.
- Review and reflection.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective recruitment and selection processes contribute to business success		
A.P1 Explain the recruitment issues in the hospitality industry. **A.P2** Explain how a hospitality business recruits and selects, giving reasons for their processes. **A.P3** Explain the ethical and legal practices that need to be followed when recruiting staff.	**A.M1** Analyse the recruitment issues in the hospitality industry and the methods used to recruit and select staff ethically and legally.	**A.D1** Evaluate the recruitment processes used in the hospitality industry and how they contribute to the success of businesses in the hospitality industry.
Learning aim B: Plan a recruitment activity to demonstrate the processes leading to a successful job offer		**B.D2** Review how a well-prepared and professional recruitment campaign can assist in attracting suitable applicants for a specific job role
B.P4 Prepare appropriate documentation for use in a recruitment activity. **B.P5** Plan an appropriate advertising campaign to support the recruitment activity.	**B.M2** Prepare professional documents and plan an effective advertising campaign to attract suitable applicants.	
Learning aim C: Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement		
C.P6 Participate in the selection interviews as an interviewer. **C.P7** Use recruitment documentation to select the most appropriate candidate.	**C.M3** Participate in recruitment interviews, demonstrating professional questioning techniques to allow assessment of the skills and knowledge of the candidate that allows for the selection of the best candidate based on documentation produced.	**C.D3** Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions and making recommendations for improvement.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims A and B (AP.1, A.P2, A.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P6, C.P7, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will investigate the recruitment processes used in a wide range of hospitality businesses to identify the recruitment issues that impact these businesses. Learners will discuss the recruitment processes, including workforce planning and the ethical and legal aspects, used to overcome these issues. Learners will discuss the strengths and weaknesses of the recruitment processes employed and will determine how the processes contribute to the success of businesses in the hospitality industry.

For Merit standard, learners will investigate the recruitment processes used in a range of hospitality businesses to identify the recruitment issues that impact these businesses. Learners will discuss how hospitality businesses use the recruitment processes to overcome these issues ethically and legally.

For Pass standard, learners will investigate the recruitment processes used in a hospitality business to identify the recruitment issues that impact this business. Learners will discuss how the business recruits and selects candidates for employment, identifying the ethical and legal aspects that need to be taken into account.

Learning aim B

For Distinction standard, learners will produce the full range of recruitment documents in a detailed and professional manner, and will use these to form an industry standard recruitment campaign. Recruitment documents will be detailed and error free. The recruitment campaign will be carefully considered, to attract the most suitable applicants. Learners will reflect on how these professional documents and an industry standard recruitment campaign can assist in finding a suitable applicant for their vacancy.

For Merit standard, learners will produce the full range of recruitment documents in a professional manner, and will use these to form a recruitment campaign that will attract suitable candidates for their vacancy. The documents will contain few errors and will be reasonably detailed. The recruitment campaign will be thought through so that it attracts the most suitable applicants.

For Pass standard, learners will produce a range of recruitment documents and will use these to form a recruitment campaign that will attract suitable candidates for their vacancy. The documents produced may lack detail and may contain errors, the full range of documents may not be produced. The recruitment campaign will be planned, but may not take into account how to attract the most suitable applicants.

Learning aim C

For Distinction standard, learners will take part in recruitment interviews, demonstrating a professional approach to environmental considerations, personal appearance and behaviour, and communication and questioning techniques. Learners will select the most appropriate candidate for the vacancy based on the recruitment documents and the responses of the interviewees to pre-set questioning. Learners will review the recruitment and selection process to establish how well it complied with best industry, legal and ethical practices, and make recommendations for improvement.

For Merit standard, learners will take part in recruitment interviews, demonstrating a professional approach to personal appearance and behaviour, and communication and questioning techniques. Learners will select the most appropriate candidate for the vacancy based on the recruitment documents and the responses of the interviewees to pre-set questioning.

For Pass standard, learners will take part in recruitment interviews, individually or as part of an interview panel. Learners will select the most appropriate candidate for the vacancy based on the recruitment documents and the responses of the interviewees to pre-set questioning.

Links to other units

This unit links to:
- Unit 6: The Hospitality Industry
- Unit 11: Human Resources.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers from human resource departments
- advice and guidance on recruitment techniques, preparation of documents
- participation in the interview and selection process.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop communication, interviewing and decision-making skills.

Unit 31: Industry-related Project in Hospitality

Level: 3
Unit type: Internal set assignment
Guided learning hours: 60

Unit in brief

Learners develop and use skills to research, plan, carry out and present a hospitality industry-related project to an audience.

Unit introduction

In this unit, you will have the opportunity to investigate one aspect of a hospitality business that interests you. This could be your current place of work, a hospitality work placement or a suitable alternative. You could work together with your tutors and employers to devise a project that you can carry out.

The project will need to last for at least two weeks, which will allow you to develop your planning and monitoring skills. You will need to identify several possible opportunities for a project, from which one project will be chosen. You will plan your work, set objectives, and monitor the work you carry out, keeping a record of your activities in a diary or log. You will develop and show skills in research, analysis, verbal and written communication, information technology and presentation. These skills are transferable, which means that they can be applied to any aspect of the hospitality industry or in further study.

Being able to reflect on and evaluate your performance and progress, as well as learn from the challenges other successful project leaders face, will help you understand the importance of planning, monitoring goals and the skills developed while carrying out the project.

Learning aims

In this unit you will:
A Plan and research a hospitality project
B Carry out and monitor the hospitality project
C Review the hospitality project.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Plan and research a hospitality project	**A1** Identify opportunities for an industry-related project **A2** Plan the project **A3** Research the project	A planned idea for a hospitality project with relevant research.
B Carry out and monitor the hospitality project	**B1** Carry out the project **B2** Monitor the project **B3** Present findings of research	Production of research project.
C Review the hospitality project	**C1** Gather feedback **C2** Review outcomes	Feedback and review of project.

Content

Learning aim A: Plan and research a hospitality project

Identify opportunities for an industry-related hospitality project, then plan and research the selected idea.

A1 Identify opportunities for an industry-related project

Identify different research opportunities and select a final idea.

- Types of hospitality research projects:
  - o promotion of healthy lifestyles
  - o planning a coffee shop
  - o planning a hotel upgrade
  - o planning catering provision to a hospital
  - o planning hospitality services for a leisure venue
  - o planning a membership club
  - o planning an exhibition or an event.
- Scope of project:
  - o interdisciplinary
  - o industry-related
  - o interdepartmental issues, types of project, e.g. scale, formality
  - o own suggestions
  - o a work-placement.

A2 Plan the project

How to plan a research project and develop a proposal.

- Factors that need to be considered when planning the various stages of a research project:
  - o selection of a suitable, realistic and appropriate research topic, including
    - – issues and impact on the hospitality industry, such as economic climate, industry trends, local/national context, seasonal
    - – impact of time constraints in relation to the depth and breadth of the research topic
    - – reasons for choice of research project, such as area of current or future interest
    - – area of current or future research, complements main learning programme, supports development
    - – aims and expected outcomes of the research project, such as determining the success of a hospitality event, hospitality teamwork performance review, training activities review, increased sales review
    - – timescales, deadlines and clear goals, to include SMART (Specific, Measurable, Achievable, Realistic, Time-related) targets
    - – time and organisation management
    - – effective research methodology, including primary and secondary methods, qualitative and quantitative approaches
    - – availability of sufficient and reliable resources
    - – identification of problems or possible problems
    - – impact of identified constraints, such as resources, deadlines, availability of resources, time.

- Project proposal:
  - choice of topic
  - suitability and how practical and realistic it is
  - the research methods that will be used
  - where information will be found
  - how material from a variety of formats will be collated, such as written, audio, video, diagram, notation, blog, website
  - deadlines, both interim and final
  - possible constraints and limitations
  - expected outcomes
  - how the results of the investigation will be presented.

A3 Research the project

Undertake research identified in the proposal, using secondary sources as a basis of the chosen project.

- Research skills to include following the outlined plan, such as:
  - monitoring, updating and recording changes
  - using relevant research methods and resources
  - presenting research information in an appropriate format, such as a research log that provides details of sources of information and research methods used
  - showing how the issue or area selected for the research project (and related events) may have impacted on the industry
  - analysis of data and information collected or used
  - group working skills, such as collaboration, flexibility, listening, working with others.
- Relevance of resources used in research:
  - the reliability of the sources used
  - selection of the most relevant information
  - the use of a variety of sources, wherever appropriate or possible
  - judging the appropriateness and importance of selected information, discarding inappropriate or duplicate material.

Learning aim B: Carry out and monitor the hospitality project

B1 Carry out the project

Carry out chosen project following timescales and reaching conclusions about the project.

- Carry out project:
  - according to set timescales
  - gathering information
  - interpreting information
  - reaching conclusions
  - deciding format of report
  - producing report.

B2 Monitor the project

Demonstrate the skills required to monitor the project. A log or diary should be kept as evidence.

- Monitor the project: activities undertaken against timescales, including skills and knowledge developed, skills and knowledge yet to be achieved, additional skills and knowledge developed, success criteria, scope for further work.
- Skills required: time management, gathering and interpreting information, analysis, written communication, project-specific skills.

B3 Present findings of research

Present findings of research to a chosen audience.

- Deliver a presentation, using appropriate format of delivery, such as verbal, written, ICT, graphics, written materials, magazine article, podcast, web material, recorded presentation, using appropriate resources, such as slide presentation, handouts, photos, display, exhibition, key elements of presentation (rationale, aims, findings, conclusion, recommendations).
- Audience types: employer, tutor, peer group.
- Requirements for the presentation of the results including:
  - presenting accurate information
  - showing an understanding of the chosen topic
  - supporting any conclusions drawn through reference to the materials gathered
  - considering the structure of what is presented, such as introduction
  - sections of each sub-topic
  - conclusion.

Learning aim C: Review the hospitality project

How to use feedback to assist in the review of the chosen idea.

C1 Gather feedback

- Feedback methods:
  - qualitative
  - quantitative
  - peer reviews
  - verbal feedback.

C2 Review outcomes

- Areas of project performance:
  - aims and objectives achieved – SMART targets met, whether questions posed by the research project have been answered
  - project deadlines met and other aspects of time management, organisational skills and planning, topic successfully researched and information presented appropriately
  - limitations of research project and resources
  - validity and quality of research project and resources
  - areas for improvements: recommendations for future projects.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and research a hospitality project		
A.P1 Explain the factors that must be considered when planning a research project in hospitality. **A.P2** Explain reasons for own choice of research project in hospitality through a research proposal. **A.P3** Plan a research project in hospitality, clarifying activities, research methodology, deadlines and expected outcomes.	**A.M1** Assess the factors that must be considered when planning a research project in hospitality. **A.M2** Assess reasons for own choice of research project in hospitality through a research proposal, and explain how the plan will meet the expected outcomes.	**A.D1** Analyse the importance of the factors that must be considered when planning a research project in hospitality, and justify the reasons for own choice of research project and resources through a research proposal.
Learning aim B: Carry out and monitor the hospitality project		**B.D2** Demonstrate appropriate, effective skills and use of a wide range of resources to undertake and complete a research project, justifying the skills and resources used.
B.P4 Demonstrate appropriate skills and use limited resources to undertake and complete a research project. **B.P5** Monitor chosen project and present research findings.	**B.M3** Demonstrate appropriate, effective skills and use of a range of resources to undertake and complete a research project.	
Learning aim C: Review the hospitality project		**C.D3** Evaluate the success of the hospitality research project against the project aims and expected outcomes, recommending and justifying improvements.
C.P6 Demonstrate use of appropriate methods of feedback. **C.P7** Review the success of the hospitality research project against the project aims and expected outcomes.	**C.M4** Explain the success of the hospitality research project against the project aims and expected outcomes.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.
The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2 and A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, C.P7, C.M3, C.M4, B.D2 and C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to visits to different hospitality organisations as applicable to their chosen project.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a comprehensive analysis of the importance of the factors that must be considered when planning a research project in hospitality, justifying the reasons for choice of own project through a realistic and detailed research proposal. Learners will explain how the proposed plan and identified deadlines will meet the expected outcomes, justifying the relevance of any resources used. Methods used to collect information and the chosen activities must be included in any planning documentation.

For Merit standard, learners will produce a detailed assessment of the factors that must be considered when planning a research project in hospitality. A detailed proposal must be produced with an explanation of how the proposed plan and identified deadlines will meet the expected outcomes. Methods used to collect information and the chosen activities must be included in any planning documentation.

For Pass standard, learners will explain the factors that must be considered when planning a research project in hospitality. Learners will produce a research proposal that lists the activities and research methods chosen, along with identified deadlines. Learners will state how the plan will meet the expected outcomes of the research project.

Learning aims B and C

For Distinction standard, learners will demonstrate appropriate, effective skills when completing a chosen research project. Learners will use a wide range of resources when carrying out and completing a research project, justifying the skills and resources used. Learners should monitor their chosen project by means of a log or diary and present research findings to a selected audience in a clear manner. Learners will evaluate the success of their research project against the project aims and expected outcomes, recommending and justifying improvements. They will demonstrate an appropriate use of feedback methods.

For Merit standard, learners will demonstrate appropriate, effective skills when completing a chosen research project. Learners will use a range of resources when carrying out and completing a research project. Learners should monitor their chosen project by means of a log or diary and present research findings to a selected audience in a clear manner. Learners will explain the success of their research project against the project aims and expected outcomes. They will demonstrate an appropriate use of feedback methods.

For Pass standard, learners will demonstrate appropriate skills when completing a chosen research project. Learners will use limited resources when carrying out and completing a research project. Learners should monitor their chosen project by means of a log or diary. Learners will review the success of their project against the project aims and expected outcomes. Learners will demonstrate an appropriate use of feedback methods.

Links to other units

This unit links to all units within the specification since it could be based on any of them. Care should be taken to specify the area that is being researched and the relevance of the topic to the course.

Employer involvement

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

· guest speakers, such as environmental and sustainability officers
· visits to hospitality businesses would provide learners with a realistic insight into the management and implementation of initiatives.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, analytical and evaluative skills.

4 Planning your programme

How do I choose the right BTEC International Level 3 qualification for my learners?

BTEC International Level 3 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 3 Certificate or Subsidiary Diploma. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 3 Diploma or Extended Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 3 Extended Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five International GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- other appropriate qualifications or achievement at year 11 or age 16 in core subjects.

Learners may demonstrate the ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages. Please see resources available from Pearson at www.pearson.com/english

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 3 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 3 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 3 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, authorised assignment briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Pearson will allow centres to either make use of units from other BTEC specifications in this suite, or commission new units to meet the need. Centre developed units will need to be quality assured by Pearson at a cost. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

The proportion of imported, or locally developed units that can be used are as follows. These units cannot be used at the expense of the mandatory units in any qualification.

Qualification	Meeting local needs allowance	Unit equivalence
Certificate (180 GLH)	No MLN allowed	0 units
Subsidiary Diploma (360 GLH)	60 GLH MLN allowed	1 * 60 GLH unit
Foundation Diploma (540 GLH)	120 GLH MLN allowed	e.g. 2 * 60 GLH units
Diploma (720 GLH)	180 GLH MLN allowed	e.g. 3 * 60 GLH units
Extended Diploma (1080 GLH)	240 GLH MLN allowed	e.g. 4 * 60 GLH units

How will my learners become more employable through these qualifications?

BTEC International Level 3 qualifications are mapped to relevant occupational standards, please see *Appendix 1*: *Links to industry standards.*

Employability skills, such as teamworking and entrepreneurialism, and practical, hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5   Assessment structure

Introduction

BTEC International Level 3 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

· Mandatory units have a combination of internal and Pearson Set Assignments.

· All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short- or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2 Structure*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. You must plan the assignments so that learners can demonstrate learning from across their programme.

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

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

6 Internal assessment

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

For BTEC International Level 3 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

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

All units in the qualification are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

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

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 3 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 3: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

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

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

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

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the Standards Verifier, ensuring our requirements are met. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation. Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

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

Learner preparation

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

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

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

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

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

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

Assessors must complete a declaration that:

· to the best of their knowledge the evidence submitted for this assignment is the learner's own
· the learner has clearly referenced any sources used in the work
· they understand that false declaration is a form of malpractice.

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 3: Glossary of terms used*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

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

The information given to the learner:

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

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV, produced as a spreadsheet. When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

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

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson set assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample authorised assignment briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example, to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

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

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 3: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

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

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson set assignment units)

Dealing with late completion of assignments for internally-assessed units

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

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

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

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

- checking that a learner can be reasonably expected to perform better through a second submission, for example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example, through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example, where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example, evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

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

Learner registration and entry

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

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

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

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

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

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

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

Special consideration

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

Appeals against assessment

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

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments.

At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

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

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the assignment.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

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

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

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

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

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

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

Learner malpractice

Learner malpractice refers to any act by a learner that compromises, or which seeks to compromise, the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to Learnermalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

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

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

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

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

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

The centre will be notified if any of these apply.

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

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual.* You can use the information provided on qualification grading to check overall qualification grades.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

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

- *BTEC International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

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

8 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

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

The methods we use to do this for BTEC Level 3 include:
- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Compensation table

Qualification	Compensation rule	Unit equivalence
Extended Diploma (1080 GLH)	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit

Calculation of the qualification grade

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

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

BTEC International Level 3 qualifications are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Extended Diploma	PPP to D*D*D*

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

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

Points available for units

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

	Unit size		
	60 GLH	**90 GLH**	**120GLH**
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

Claiming the qualification grade

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

Calculation of qualification grade

Applicable for registration from 1 September 2020.

Extended Diploma		
1080 GLH		
Grade		**Points threshold**
Unclassified	U	0
Pass	PPP	108
	MPP	124
	MMP	140
Merit	MMM	156
	DMM	176
	DDM	196
Distinction	DDD	216
	D*DD	234
	D*D*D	252
Distinction*	D*D*D*	270

This table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued via our website.

Examples of grade calculations based on table applicable to registrations from September 2020

Example 1: Achievement of an Extended Diploma with a PPP grade

	GLH	Type (Int/Int Set)	Grade	Unit points	
Unit 1	90	Int	Merit	15	←
Unit 2	90	Int Set	Pass	9	
Unit 3	90	Int	Pass	9	
Unit 4	90	Int	Pass	9	The learner has achieved P or higher in Units 1 to 8.
Unit 5	120	Int Set	Merit	20	
Unit 6	60	Int Set	Pass	6	
Unit 7	60	Int Set	Pass	6	
Unit 8	60	Int	Pass	6	←
Unit 9	60	Int	Pass	6	
Unit 10	60	Int Set	Pass	6	
Unit 11	60	Int	Pass	6	
Unit 12	60	Int	Pass	6	
Unit 13	60	Int	U	0	
Unit 14	60	Int	Pass	6	
Unit 15	60	Int	U	0	
Totals	**1080**		**PPP**	**110**	

The learner has sufficient points for a PPP grade.

Example 2: Achievement of an Extended Diploma with a DDM grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int	Merit	15
Unit 2	90	Int Set	Distinction	24
Unit 3	90	Int	Distinction	24
Unit 4	90	Int	Distinction	24
Unit 5	120	Int Set	Distinction	32
Unit 6	60	Int Set	Pass	6
Unit 7	60	Int Set	Merit	10
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Merit	10
Unit 10	60	Int Set	Pass	6
Unit 11	60	Int	Distinction	16
Unit 12	60	Int	U	0
Unit 13	60	Int	Merit	10
Unit 14	60	Int	Merit	10
Unit 15	60	Int	Distinction	16
Totals	**1080**		**DDM**	**209**

The learner has achieved P or higher in Units 1 to 8.

The learner has sufficient points for a DDM grade.

Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int	Pass	9
Unit 2	90	Int Set	Distinction	24
Unit 3	90	Int	Pass	9
Unit 4	90	Int	Merit	15
Unit 5	120	Int Set	Distinction	32
Unit 6	60	Int Set	Pass	6
Unit 7	60	Int Set	Pass	6
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Pass	6
Unit 10	60	Int Set	U	0
Unit 11	60	Int	Pass	6
Unit 12	60	Int	U	0
Unit 13	60	Int	Pass	6
Unit 14	60	Int	U	0
Unit 15	60	Int	U	0
Totals	**1080**		**U**	**125**

The learner has 240 GLH at U.

The learner has sufficient points for an MPP and has achieved P or higher for Units 1 to 8 but has not met the minimum requirement for 900 GLH at Pass or above.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 3 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2020) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 Business and Hospitality qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 3 qualifications. These may include the following free materials:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 3 Business and Enterprise qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance.
- sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These are available in Word™ format for ease of customisation
- slide presentations for use in your teaching to outline the key concepts of a unit
- delivery plans that help you structure delivery of a qualification.

We also provide paid for resources and courseware which may include:

- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units
- student study texts across a range of mandatory and optional units to support your students throughout their programme of study.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 3 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 3 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Links to industry standards

BTEC International Level 3 qualifications have been developed in consultation with industry and appropriate sector bodies to ensure that content and the approach to assessment align closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

Appendix 2: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Business and Hospitality, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: qualifications.pearson.com

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking
		Problem solving
		Analysis
		Reasoning/argumentation
		Interpretation
		Decision making
		Adaptive learning
		Executive function
	Creativity	Creativity
		Innovation
Intrapersonal skills	Intellectual openness	Adaptability
		Personal and social responsibility
		Continuous learning
		Intellectual interest and curiosity
	Work ethic/ conscientiousness	Initiative
		Self-direction
		Responsibility
		Perseverance
		Productivity
		Self-regulation (metacognition, forethought, reflection)
		Ethics
		Integrity
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement
Interpersonal skills	Teamwork and collaboration	Communication
		Collaboration
		Teamwork
		Cooperation
		Empathy/perspective taking
		Negotiation
	Leadership	Responsibility
		Assertive communication
		Self-presentation

Developing the ability to make a persuasive case in the field of business and hospitality, supporting one or more arguments, including the ability to create a balanced and evaluated argument.

Recognition that business has a moral duty to all its stakeholders, and recognising that these impacts may be significant.

Appendix 3: Glossary of terms used

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

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: · breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or · of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, identify those which are the most important or relevant and arrive at a conclusion.
Communicate	Learners are able to convey ideas or information to others
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: · a theme or topic; · how they interrelate; and · the extent to which they are important. A conclusion is not required.
Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.

Term	Definition
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects, such as: · strengths or weaknesses · advantages or disadvantages · alternative actions · relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical research or testing.
Examine	Knowledge with application where learners are expected to select and apply to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to: · support an opinion; or · prove something right or reasonable.
Manage	Learners can engage with and influence an activity or process.
Report	Learners can adhere to protocols, codes and conventions where, findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: · appraise existing information or prior events · reconsider information with the intention of making changes, if necessary.
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out	Learners use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC International Level 3 qualifications.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge.
Project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity. A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and if applicable primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan/business plan	Learners produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.
Skills audit	An audit of relevant skills for a task/activity or job role.
SWOT analysis	Strengths, Weaknesses, Opportunities and Threats – an analysis using terms on a particular topic or skill.

Appendix 4: Key Business Terminology used in this specification

Business organisations – types, ownership and funding		
Term	**Alternatives and variations**	**Definition**
Equity funding	Equity finance	The process of raising finance for a business from external sources including the sales of shares (equity finance)
Liability	Unlimited liability Limited liability	The extent of a business owner's liability or responsibility to the business's debts A business owner with unlimited liability may have to sell their own personal possessions to pay off business debts whereas a business owner with limited liability would only lose the amount they have invested in the business – their personal possessions could not be sold to pay for the business's debts.
Organisation/s	Business/es, Enterprises	These conduct business practice in the private and public sectors, to make a profit/surplus/break-even, e.g. limited liability companies' partnerships, sole traders, charities, social enterprises, public corporations.
Partnership		A business of two or more people who contribute money to the business and then receive a share of the profit. Partners usually have unlimited liability.
Private Limited Company	Ltd.	Private sector company owned by shareholders, who have limited liability. Shares are traded privately and agreement of other shareholders is needed. Shareholders are limited to 50.
Private sector		Comprises organisations such as sole traders, partnerships and limited companies that are owned by private individuals or shareholders who provide the capital, take the risks and share in the profits made by the business.
Public Limited Company	Plc. Limited Liability Company	Private sector company owned by shareholders, who have limited liability. Shares are traded freely on a stock exchange and there is no limit to the number of shares that can be owned.

Business organisations – types, ownership and funding		
Public sector		Comprises organisations such as public corporations which are owned, financed and managed by the government on behalf of the taxpayers/public. Any surpluses made from their trading activities are ploughed back into the organisation.
Shareholders		The owners of private and public limited companies who receive a share of the profits based upon the amount of shares they hold. Shareholders have limited liability for a business's debts.
Sole trader	One-person business	The simplest form of business. Owned by one individual who invests all the capital, takes all the risks and receives all the profits. Sole traders have unlimited liability to the business's debts.
Stock exchange	Stock market	A place where shareholders in public limited companies can buy and sell shares
Stock market flotation	Flotation	The process involved in becoming a public limited company; involves the purchase of shares in the company by investors which can then be sold on the stock market.

Financial terminology		
Term	**Alternatives and variations**	**Definition**
Accruals	Other payables	Money owed by a business for a product or service it has received for which it has not yet paid
Bad debts	Irrecoverable debts	A debt owed to the business that will never be paid (or recovered) and has to be written off
Bank and cash deposits	Cash and cash equivalents	Short-term highly liquid assets that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value
Bank interest paid	Finance costs	The cost of business loans
Bank interest received	Investment revenue/finance income	Interest earned by the business on its investments
Capital (in relation to the statement of financial position or balance sheet)	Equity	The owner's initial investment in the business minus the owner's drawings from the business plus the net profit (or minus the net loss) since the business began
Cash flow		Cash inflow and outflows into and out of a business
Cash flow forecast		A forecast of cash inflows and cash outflows of a business over a specific period of time
Cash flow statement	Statement of cash flows	A summary of cash inflow and outflows into and out of a business over a specific accounting period, usually one year
Cost of goods sold	Cost of sales	The direct costs incurred in the production of goods or supply of services
Creditors	Trade payables	Money owed by a business to its suppliers
Current ratio	Working capital ratio	Current assets divided by current liabilities. Provides an indication of the business's ability to cover its liabilities.
Debtors	Trade receivables	Money owed to a business by its customers

Financial terminology		
Term	**Alternatives and variations**	**Definition**
Expenses	Other operating expenses Overhead expenses Overheads	Business costs which do not depend on sales or production quantities, e.g. rent, heating, lighting, marketing
Financial statements	Final accounts Accounts	A set of a business's financial data for a specific period of time, usually one year, that can be used to monitor its performance relating to profitability, liquidity and efficiency
Gross profit margin		The percentage of sales revenue remaining after the cost of sales has been deducted from sales revenue
Interest paid	Finance costs	Interest paid by the business on its business loans
Liquid capital ratio	Liquid assets ratio Acid test ratio	Current assets – inventory divided by current liabilities
Liquidity		The extent to which a business can convert its assets into cash to pay its short-term debts
Net current assets	Working capital	Current assets minus current liabilities
Net profit margin		The percentage of sales revenue remaining after all operating expenses have been deducted from sales revenue
Non-current assets	Fixed assets	Assets purchased (and owned) by the business for its long-term use such as plant and machinery
Non-current liabilities	Long-term liabilities	Long-term debt commitments which the business has to repay over a period longer than one year
Other income	Other operating income	Monies received from sources apart from sales revenue and investment income received by a business, e.g. income received from the sale of non-current (fixed) assets
Owner's capital	Equity	The owner's investment in the business minus the owner's drawings from the business plus the net profit (or minus the net loss) since the business began
Prepayments	Other receivables	Money paid by a customer to a business in advance of the goods or services being supplied later on to the customer by the business

Financial terminology		
Term	**Alternatives and variations**	**Definition**
Profit	Profit for the year Net profit	Money generated by a business from its trading activities after deducting its operating expenses
Retained profit	Retained earnings	The profit kept in the business rather than paid out to shareholders/owners as a dividend
Revenue	Sales; turnover	The money received by the business from selling its products or services
Revenue expenditure	Operating costs	The amount of money spent by the business on costs such as heating, lighting, marketing, insurance and transport
Statement of comprehensive income	Profit and loss account Income statement	A financial statement which shows how the net profit/loss for the year has been derived
Statement of financial position	Balance sheet	A financial statement which details the value of a business's assets (what it owns), its liabilities (what it owes) and equity/capital (the owner's contribution)
Variance analysis	Variance accounting	An analysis of the differences in planned performance, e.g. costs, revenue, sales, against actual performance
VAT (Value added tax)	Purchase tax	A tax added to the purchase price of a product or service which is paid to the government

Other specialist terms used in business		
Term	**Alternatives and variations**	**Definition**
Buying	Procurement	The purchase of goods and services by a business to support its business operations
Digital media		Digitised content that can be read by computers and transmitted over the internet or computer networks.
Double bottom line	Triple bottom line	The outcome of social/environmental accounting in respect of the impact on financial performance (the bottom line) but incorporating both the environmental and social impact
Entrepreneur	Entrepreneurship	A person who takes business risks usually by starting up a business (because the business may make a loss) and receives the rewards (in the form of profits)
Exit strategy		An entrepreneur's plan to sell their ownership in a business to investors or another business
Intrapreneur	Intrapreneurship	An employee who uses the skill set associated with an entrepreneur to develop and take forward innovations to products or systems within the business
Local Enterprise Partnerships (LEPs); Enterprise Zones (EZs)		Agreements made between businesses and local government that aim to identify and support regional economic priorities
Marketing mix	Extended marketing mix	A set of components that are combined together by a business to establish a coordinated marketing strategy
Marketing strategy		A series of activities conducted by a business to inform consumers about the business's products and service in order to persuade them to buy the goods and services
Social accounting	Environmental management accounting	The generation and analysis of financial and non-financial data to determine the impact of a business's activities on people and the environment

Other specialist terms used in business		
Term	Alternatives and variations	Definition
Social enterprise		An organisation that focuses upon social issues such as the socially disadvantaged and the environment. Their profits/surpluses are reinvested into the enterprise to support their objectives.
Social entrepreneur		A person who is willing to take on the risk and effort to create an enterprise that will generate positive changes in society through its activities
STEEPLE analysis	PESTLE analysis PEST analysis	A planning tool that enable a business to identify the external features that may impact upon its operations and longer-term strategic direction The letters represent the various factors that can be analysed when analysing the external environment within which the business operates: STEEPLE = Social Technological Economic Environmental Political Legal Ethical (Note PEST analysis only includes the first four factors) PESTLE= Political Economic Social Technological Legal Environmental

Other specialist terms used in business		
Term	**Alternatives and variations**	**Definition**
Stock	Inventory	Goods that are in various stages of being made ready for sale, including: finished goods (that are available to be sold); work-in-progress (meaning in the process of being made); raw materials (to be used to produce more finished goods)
Stock control	Inventory management Inventory control	Business processes which aim to ensure that the business has efficient and cost-effective systems in place, in respect of goods or raw materials, to meet customer demand
Supply chain management	Logistics management	The cost-effective processes involved in planning and controlling a product's flow, from securing the raw materials used in production through to the distribution to the final customer
Sustainability		Development that meets the needs of the present generation, without compromising the ability of future generations to meet their own needs (Brundtland Report 1987)
The Bank of England	Central Bank Reserve Bank	The Government's Bank
Threats and 'what-if scenarios'	Sensitivity analysis	Analysing the impact of different risk factors and threats on desired business outcomes
Unique selling point (USP)	Unique selling proposition (USP)	A specific feature of a product that differentiates it from its competitors, resulting in a potential competitive advantage
Viral marketing		Digital media incorporated into a marketing strategy that can be spread across the internet by social media