



Pearson  
BTEC

Pearson BTEC  
International Level 3 in  
**Hospitality**

# Specification

*First teaching from April 2020*

**L3**

Issue 3





# **Pearson BTEC International Level 3 Qualifications in Hospitality**

## **Specification**

First teaching April 2020

Issue 3

## 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 3. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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# 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 qualifications address 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 Qualifications in Hospitality specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Sustainable elements added to align with Sustainable Development Goals (SDGs)	Pages 30, 31, 60, 61, 88, 89, 93, 117, 128, 132, 141, 145, 149, 175, 176, 177, 268
Pearson is committed to creating a more sustainable world with a particular focus on the quality of education, decent work and economic growth and reducing inequalities. Our sustainable business strategy focuses on our products, people and the planet. We have inserted a new Appendix in this issue which explains how we have considered and embedded this strategy and thinking into the design and delivery of our BTEC qualifications.	Page 352

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](https://qualifications.pearson.com/en/support/contact-us.html).

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# Introduction to the BTEC International Level 3 qualifications for the hospitality sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Qualifications in Hospitality. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of 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 hospitality industry these qualifications are:

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.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, 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 these qualifications 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
<b>Pearson BTEC International Level 3 Certificate in Hospitality</b>	180 GLH Equivalent in size to 0.5 of an International A Level. One mandatory unit, which is assessed by a Pearson Set Assignment. Mandatory content (33.3%).	An introduction to a vocational sector through applied learning. Supports progression to higher education. Part of a programme of study that includes other vocational or general qualifications.
<b>Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality</b>	360 GLH Equivalent in size to one International A Level. Three mandatory units, of which two are assessed using a Pearson Set Assignment. Mandatory content (50%).	A broad basis of study for the Hospitality sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Foundation Diploma in Hospitality</b>	540 GLH Equivalent in size to 1.5 International A Levels. Four mandatory units, of which three are assessed using a Pearson Set Assignment. Mandatory content (44.4%).	Designed as a one-year, full-time course, covering the fundamentals in the hospitality industry, which can support progression to a work-based learning qualification in the hospitality industry or a further year of study at Level 3. It supports progression to higher education if taken as part of a programme of study that includes other BTEC International Level 3 qualifications or International A Levels.



Title	Size and structure	Summary purpose
<b>Pearson BTEC International Level 3 Diploma in Hospitality</b>	<p>720 GLH</p> <p>Equivalent in size to two International A Levels.</p> <p>Five mandatory units, of which four are assessed using a Pearson Set Assignment.</p> <p>Mandatory content (41.7%).</p>	<p>For learners who want to prepare for roles in hospitality business operations in this sector. For example, working in hotels or front office operations in restaurants.</p> <p>Designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study and a focus on hospitality supervision.</p> <p>Other vocational or academic qualifications or non-qualification elements can complement it to support progression to specific job roles in hospitality, or to higher education courses in hospitality management.</p>
<b>Pearson BTEC International Level 3 Extended Diploma in Hospitality</b>	<p>1080 GLH</p> <p>Equivalent in size to three International A Levels.</p> <p>Six mandatory units of which five are assessed using a Pearson Set Assignment.</p> <p>Mandatory content (33.3%).</p>	<p>A two-year, full-time course that meets entry requirements in its own right for learners who want to progress to employment in job roles in catering or restaurant and kitchen supervision (if taken as part of an appropriate work-based learning programme). Progress could be either directly to employment in Level 3 job roles or via higher education courses in these areas.</p>

## 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 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 units are shown in bold

**M**

Mandatory units

**O**

Optional units

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
<b>1 The Hospitality Industry</b>	60	M	M	M	M	M
<b>2 Environment and Sustainability in the Hospitality Industry</b>	60	O	M	M	M	M
3 Customer Service Provision in Hospitality	60	O	M	M	M	M
<b>4 The Principles of Leadership and Supervision</b>	60	O	O	M	M	M
<b>5 Cost Control for Hospitality Supervisors</b>	60	O	O	O	M	M
<b>6 Hospitality Business Enterprise</b>	60	O	O	O	O	M
7 Supervise Food Service Operations	60	O	O	O	O	O
8 Supervise Food and Beverage Service	60	O	O	O	O	O
9 Supervise Alcohol Beverage Service	60	O	O	O	O	O
10 Supervision of Food Safety in Hospitality	60	O	O	O	O	O
11 Contemporary Global Cuisine	60	O	O	O	O	O
12 The Cuisine of Your Country	60	O	O	O	O	O
13 European Cuisine	60	O	O	O	O	O
14 Luxury Hospitality	60	O	O	O	O	O
15 Front Office Operations	60	O	O	O	O	O
16 Accommodation Operations	60	O	O	O	O	O

*continued overleaf*

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
17 Team Development	60	O	O	O	O	O
18 Conferencing and Banqueting	60	O	O	O	O	O
19 Events in Hospitality	60	O	O	O	O	O
20 Menu Development for Specialist Requirements	60	O	O	O	O	O
21 Technology and Digital Media in Hospitality	60	O	O	O	O	O
22 Marketing for Hospitality	60	O	O	O	O	O
23 Personal Selling and Promotional Skills for Hospitality	60	O	O	O	O	O
24 Recruitment and Selection in Hospitality	60	O	O	O	O	O
25 Employee Training in Hospitality	60	O	O	O	O	O
26 Work-related Learning in Hospitality	60	O	O	O	O	O
27 Industry-related Project in Hospitality	60	O	O	O	O	O
28 Supervise Hot and Cold Non-alcoholic Beverage Service	60	O	O	O	O	O
29 Asian Cuisine	60	O	O	O	O	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.

### Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and 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 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.

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 these qualifications is available in English but can be translated as necessary.

A learner taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment for learners of determination. For information on reasonable adjustments for learners of determination, 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.

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 qualifications in Hospitality

### Who are these qualifications for?

The Pearson BTEC International Level 3 qualifications in Hospitality are designed either for learners in the 16–19 age group, who wish to pursue a career in hospitality via higher education or in entry-level employment with businesses, or alternatively through junior progression into higher or further education.

Learners will have exposure to a wide range of hospitality topics that will enhance their progression to higher education in this sector, a complementary sector or a contrasting sector, and ultimately lead to employment.

### Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus solely on hospitality or catering may take the Diploma or Extended Diploma, while a learner who selects a smaller qualification, such as the Certificate or Subsidiary Diploma, may choose to combine it with qualifications from other sectors, in order to support their desired progression. Smaller qualifications are also suitable for learners who are in employment and studying part-time.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

### What do these qualifications cover?

The content of this qualification has been designed to support progression to particular roles in hospitality, 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.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title. For example, learners taking the qualification as part of a work-based learning qualification for hospitality or catering could take units, such as:

- Unit 7: Supervise Food Service Operations
- Unit 15: Front Office Operations.

Learners looking to follow a catering route could take units, such as:

- Unit 11: Contemporary Global Cuisine
- Unit 12: The Cuisine of your Country
- Unit 13: European Cuisine.

Additionally, learners could choose units that relate to a number of roles in the sector but which contribute to their understanding of those roles in a vocational context, such as:

- Unit 26: Work-related Learning in Hospitality
- Unit 25: Employee Training in Hospitality.



## What could these qualifications lead to?

This qualification supports progression to job opportunities in the hospitality sector at a variety of levels. Jobs available in these areas include:

- Front Office Receptionist
- Chef de Partie
- Restaurant Supervisor
- Bar Supervisor
- Events Organiser.

This qualification also supports learners who are following an Apprenticeship in hospitality and who are looking to progress and work in the sector. The jobs available to them will be based on their ability in the hospitality industry and will be supported by their achievement of these qualifications.

After achieving a qualification, while learners can progress directly to entry-level job roles, it is likely that many will do so via higher study. The Extended Diploma is recognised by higher education institutions as fully meeting admission requirements to many relevant courses in a variety of areas of the hospitality industry, for example:

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

NB: learners should always check the entry requirements for degree programmes with the relevant higher education provider.

## How do these qualifications 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 do the qualifications 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 higher education. The transferable skills that higher education providers value include the ability to:

- learn independently
- research actively and methodically
- 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 structures

The structures for the qualifications in this specification are:

- 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 Certificate in Hospitality

#### Mandatory units

There is one mandatory unit, which is a set assignment unit. Learners must complete and achieve a Pass or above in the mandatory unit.

#### Optional units

Learners must complete at least two optional units.

Pearson BTEC International Level 3 Certificate in Hospitality				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory unit – learners complete and achieve this unit</b>				
<b>1</b>	The Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>Optional units</b>				
<b>2</b>	Environment and Sustainability in the Hospitality Industry	<b>60</b>	<b>Optional</b>	Set assignment
<b>3</b>	Customer Service Provision in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>4</b>	The Principles of Leadership and Supervision	<b>60</b>	<b>Optional</b>	Set assignment
<b>5</b>	Cost Control for Hospitality Supervisors	<b>60</b>	<b>Optional</b>	Set assignment
<b>6</b>	Hospitality Business Enterprise	<b>60</b>	<b>Optional</b>	Set assignment
<b>7</b>	Supervise Food Service Operations	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Supervise Food and Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Supervise Alcohol Beverage Service	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units (<i>continued</i>)</b>				
<b>10</b>	Supervision of Food Safety in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Contemporary Global Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	The Cuisine of Your Country	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	European Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	Luxury Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Front Office Operations	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Accommodation Operations	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Team Development	<b>60</b>	<b>Optional</b>	Internal
<b>18</b>	Conference and Banqueting	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Events in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Menu Development for Specialist Requirements	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	Technology and Digital Media in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>22</b>	Marketing for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Personal Selling and Promotional Skills for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>24</b>	Recruitment and Selection in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>25</b>	Employee Training in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>26</b>	Work-related Learning in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Industry-related Project in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Supervise Hot and Cold Non-alcoholic Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Asian Cuisine	<b>60</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality

### Mandatory units

There are three mandatory units, of which two are set assignment units. Learners must complete and achieve a Pass or above in the mandatory units.

### Optional units

Learners must complete at least three optional units.

Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve these units</b>				
<b>1</b>	The Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>2</b>	Environment and Sustainability in the Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>3</b>	Customer Service Provision in Hospitality	<b>60</b>	<b>Mandatory</b>	Internal
<b>Optional units</b>				
<b>4</b>	The Principles of Leadership and Supervision	<b>60</b>	<b>Optional</b>	Set assignment
<b>5</b>	Cost Control for Hospitality Supervisors	<b>60</b>	<b>Optional</b>	Set assignment
<b>6</b>	Hospitality Business Enterprise	<b>60</b>	<b>Optional</b>	Set assignment
<b>7</b>	Supervise Food Service Operations	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Supervise Food and Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Supervise Alcohol Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>10</b>	Supervision of Food Safety in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Contemporary Global Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	The Cuisine of Your Country	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	European Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	Luxury Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Front Office Operations	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Accommodation Operations	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Team Development	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units (<i>continued</i>)</b>				
<b>18</b>	Conference and Banqueting	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Events in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Menu Development for Specialist Requirements	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	Technology and Digital Media in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>22</b>	Marketing for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Personal Selling and Promotional Skills for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>24</b>	Recruitment and Selection in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>25</b>	Employee Training in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>26</b>	Work-related Learning in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Industry-related Project in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Supervise Hot and Cold Non-alcoholic Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Asian Cuisine	<b>60</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Foundation Diploma in Hospitality

### Mandatory units

There are four mandatory units, of which three are set assignment units. Learners must complete and achieve a Pass or above in the mandatory units.

### Optional units

Learners must complete at least five optional units.

Pearson BTEC International Level 3 Foundation Diploma in Hospitality				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve these units</b>				
1	The Hospitality Industry	60	<b>Mandatory</b>	Set assignment
2	Environment and Sustainability in the Hospitality Industry	60	<b>Mandatory</b>	Set assignment
3	Customer Service Provision in Hospitality	60	<b>Mandatory</b>	Internal
4	The Principles of Leadership and Supervision	60	<b>Mandatory</b>	Set assignment
<b>Optional units</b>				
5	Cost Control for Hospitality Supervisors	60	<b>Optional</b>	Set assignment
6	Hospitality Business Enterprise	60	<b>Optional</b>	Set assignment
7	Supervise Food Service Operations	60	<b>Optional</b>	Internal
8	Supervise Food and Beverage Service	60	<b>Optional</b>	Internal
9	Supervise Alcohol Beverage Service	60	<b>Optional</b>	Internal
10	Supervision of Food Safety in Hospitality	60	<b>Optional</b>	Internal
11	Contemporary Global Cuisine	60	<b>Optional</b>	Internal
12	The Cuisine of Your Country	60	<b>Optional</b>	Internal
13	European Cuisine	60	<b>Optional</b>	Internal
14	Luxury Hospitality	60	<b>Optional</b>	Internal
15	Front Office Operations	60	<b>Optional</b>	Internal
16	Accommodation Operations	60	<b>Optional</b>	Internal
17	Team Development	60	<b>Optional</b>	Internal



<b>Optional units (<i>continued</i>)</b>				
<b>18</b>	Conference and Banqueting	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Events in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Menu Development for Specialist Requirements	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	Technology and Digital Media in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>22</b>	Marketing for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Personal Selling and Promotional Skills for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>24</b>	Recruitment and Selection in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>25</b>	Employee Training in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>26</b>	Work-related Learning in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Industry-related Project in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Supervise Hot and Cold Non-alcoholic Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Asian Cuisine	<b>60</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Diploma in Hospitality

### Mandatory units

There are five mandatory units, of which four are set assignment units. Learners must complete and achieve a Pass or above in the mandatory unit.

### Optional units

Learners must complete at least seven optional units.

Pearson BTEC International Level 3 Diploma in Hospitality				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve these units</b>				
<b>1</b>	The Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>2</b>	Environment and Sustainability in the Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>3</b>	Customer Service Provision in Hospitality	<b>60</b>	<b>Mandatory</b>	Internal
<b>4</b>	The Principles of Leadership and Supervision	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>5</b>	Cost Control for Hospitality Supervisors	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>Optional units</b>				
<b>6</b>	Hospitality Business Enterprise	<b>60</b>	<b>Optional</b>	Set assignment
<b>7</b>	Supervise Food Service Operations	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Supervise Food and Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Supervise Alcohol Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>10</b>	Supervision of Food Safety in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Contemporary Global Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	The Cuisine of Your Country	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	European Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	Luxury Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Front Office Operations	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Accommodation Operations	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Team Development	<b>60</b>	<b>Optional</b>	Internal
<b>18</b>	Conference and Banqueting	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units (<i>continued</i>)</b>				
<b>19</b>	Events in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Menu Development for Specialist Requirements	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	Technology and Digital Media in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>22</b>	Marketing for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Personal Selling and Promotional Skills for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>24</b>	Recruitment and Selection in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>25</b>	Employee Training in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>26</b>	Work-related Learning in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Industry-related Project in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Supervise Hot and Cold Non-alcoholic Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Asian Cuisine	<b>60</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Extended Diploma in Hospitality

### Mandatory units

There are six mandatory units, of which five are set assignment units. Learners must complete and achieve a Pass or above in the mandatory units.

### Optional units

Learners must complete at least 12 optional units.

Pearson BTEC International Level 3 Extended Diploma in Hospitality				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve these units</b>				
<b>1</b>	The Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>2</b>	Environment and Sustainability in the Hospitality Industry	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>3</b>	Customer Service Provision in Hospitality	<b>60</b>	<b>Mandatory</b>	Internal
<b>4</b>	The Principles of Leadership and Supervision	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>5</b>	Cost Control for Hospitality Supervisors	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>6</b>	Hospitality Business Enterprise	<b>60</b>	<b>Mandatory</b>	Set assignment
<b>Optional units</b>				
<b>7</b>	Supervise Food Service Operations	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Supervise Food and Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Supervise Alcohol Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>10</b>	Supervision of Food Safety in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Contemporary Global Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	The Cuisine of Your Country	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	European Cuisine	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	Luxury Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Front Office Operations	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Accommodation Operations	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Team Development	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units (<i>continued</i>)</b>				
<b>18</b>	Conference and Banqueting	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Events in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Menu Development for Specialist Requirements	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	Technology and Digital Media in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>22</b>	Marketing for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Personal Selling and Promotional Skills for Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>24</b>	Recruitment and Selection in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>25</b>	Employee Training in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>26</b>	Work-related Learning in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Industry-related Project in Hospitality	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Supervise Hot and Cold Non-alcoholic Beverage Service	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Asian Cuisine	<b>60</b>	<b>Optional</b>	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
<b>Unit 1: The Hospitality Industry</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 6 hours.</li><li>• Completed using a computer.</li></ul>	<b>Two available for each series.</b>
<b>Unit 2: Environment and Sustainability in the Hospitality Industry</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 6 hours.</li><li>• Completed using a computer.</li></ul>	<b>Two available for each series.</b>
<b>Unit 4: The Principles of Leadership and Supervision</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 6 hours.</li><li>• Completed using a computer.</li></ul>	<b>Two available for each series.</b>
<b>Unit 5: Cost Control for Hospitality Supervisors</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 6 hours.</li><li>• Completed using a computer.</li></ul>	<b>Two available for each series.</b>
<b>Unit 6: Hospitality Business Enterprise</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 6 hours.</li><li>• Completed using a computer.</li></ul>	<b>Two available for each series.</b>

## 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
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use, it appears on certificates.
<b>Level</b>	All units are at Level 3.
<b>Unit type</b>	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
<b>Guided Learning Hours (GLH)</b>	Units have a GLH value of 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.
<b>Unit in brief</b>	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.
<b>Unit introduction</b>	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.
<b>Assessment</b>	For internal set assignment units, this section states whether Pearson Set Assignments are required to be completed.
<b>Learning aims</b>	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 <i>Appendix 3: Glossary of terms used</i> .
<b>Summary of unit</b>	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
<b>Content</b>	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.
<b>Assessment criteria</b>	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 <i>Appendix 3: Glossary of terms used</i> . 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.
<b>Essential information for assignments</b>	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 Pearson Set Assignment units, this section will include any conditions for taking the assignment.
<b>Further information for teachers and assessors</b>	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.
<b>Resource requirements</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
<b>Essential information for assessment decisions</b>	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
<b>Assessment controls</b>	This section gives details of the rules that learners need to abide by when taking the assessment.
<b>Links to other units</b>	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.
<b>Employer involvement</b>	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.
<b>Opportunities to develop transferable employability skills</b>	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 these qualifications. Please refer to *pages 4–5* to check which units are available in all qualifications in the hospitality sector.

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# Unit 1: The Hospitality Industry

Level: 3

Unit type: **Internal set assignment**

Guided learning hours: 60

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## 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 Pearson Set Assignment Brief. 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 developments in the hospitality industry.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the current structure of the hospitality industry	<b>A1</b> The hospitality industry <b>A2</b> Scope and scale of the hospitality industry <b>A3</b> Business organisation and ownership in the hospitality industry <b>A4</b> Employment opportunities	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Investigate the hospitality supply chain	<b>B1</b> Industries in the hospitality supply chain and the goods and services they provide <b>B2</b> Sourcing considerations	
<b>C</b> Use data and information to develop a business response to trends and developments in the hospitality industry	<b>C1</b> Business analysis tools <b>C2</b> Researching and collecting data and information on trends and developments <b>C3</b> 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:
  - 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.
- Products:
  - food
  - beverages
  - accommodation
  - information on products.
- Services:
  - meeting rooms
  - business services
  - personal services – concierge services, hairdressing, beauty
  - health and fitness
  - event management
  - vending
  - food and beverage service provision to other industries
  - 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:
  - food and beverage
  - food preparation and production
  - front office
  - accommodation.

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

- Responsible consumption and production
- Different methods of supply and trace origin data.
- Value for money.
- The range/choice on offer.
- After-sales services and warranties.
- 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
- Environmental impact and climate action.

## Assessment criteria

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

## 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 the Distinction standard**, learners will be able to use data and information from a range of sources to assess the contribution of the hospitality industry to both local and national economies through the sale and supply of its products and services. At a national level, learners will assess the economic value of the hospitality industry and its contribution to the economy, the numbers employed in the industry and how the hospitality industry supports, directly or indirectly, other industries. At a local level, learners can assess the general impacts of the hospitality industry in terms of numbers of businesses, employment provision and direct and indirect support to other industry in the local area. Learners will further analyse how hospitality business are structured in terms of their ownership and operation and their internal organisation. This analysis will include a description of different hospitality businesses, the range of products and services they offer and the range of job roles, entry points and progression opportunities available in their local area.

**For the Merit standard**, learners will be able to use data and information from a range of sources to analyse the contribution of the hospitality industry to both local and national economies through the sale and supply of its products and services. At a national level, learners will assess the economic value of the hospitality industry and its contribution to the economy and the numbers employed in the industry. At a local level, learners can assess the general impacts of the hospitality industry in terms of numbers of businesses, and employment provision. Learners will further analyse how hospitality business are structured in terms of their ownership and operation and their internal organisation. This analysis will include a description of different hospitality businesses, the range of products and services they offer and the range of job roles, entry points and progression opportunities available in their local area.

**For the Pass standard**, learners will be able to use information about hospitality businesses in their local area to provide details of their operation and internal organisation and the products and services they offer. Learners will be able to describe the value of the hospitality industry to the local economy in terms of numbers of businesses, and employment provision. Learners will further be able to describe the range of job roles, entry points and progression opportunities available in hospitality businesses in their local area.

## Learning aim B

**For the Distinction standard,** learners will be able to use a range of information to determine and assess the criteria hospitality businesses apply to select the most appropriate suppliers for their needs. Learners will analyse how the ways of applying these criteria lead businesses to select suppliers that allows them to deliver quality goods and services to their customers.

For the Merit standard, learners will analyse the ways hospitality businesses select suppliers that allows them to deliver quality goods and services to their customers

**For the Pass standard,** learners will be able to describe the various industry sectors involved in the hospitality supply chain and the different goods and services they provide. Learners will be able to explain how the choice of suppliers impacts on the ability of hospitality businesses to deliver their goods and services.

## Learning aim C

**For the Distinction standard,** learners will be able to use business analytical tools including PESTLE, SWOT and Competitor analysis to provide a detailed appraisal of the trading environment in which a hospitality business is operating in a given scenario. Learners will use this information to evaluate the impacts of a given trend or development on the hospitality business and make justified recommendations about the steps the business should take to either embrace or ignore the selected trend.

**For the Merit standard,** learners will be able to use business analytical tools to provide an appraisal of the trading environment in which a hospitality business is operating in a given scenario. Learners will use this information to analyse the impacts of a given trend or development on the hospitality business and make recommendations about the steps the business should take to either embrace or ignore the selected trend.

**For the Pass standard,** Learners will be able to use basic analytical tools to provide a summary of the trading environment in which a hospitality business is operating in a given scenario. Learners will use this information to explain the impacts of a given trend or development on the 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 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 2: Environment and Sustainability in the Hospitality Industry

Level: 3

Unit type: **Internal set assignment**

Guided learning hours: **60**

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### 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 Pearson Set Assignment Brief. 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
<b>A</b> Understand the impact of the hospitality industry on the environment	<b>A1</b> Impact of the hospitality industry on the environment <b>A2</b> Conflicting needs of different stakeholders <b>A3</b> Benefits and challenges of operating a sustainable business	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Undertake research into an environmental issue in a hospitality business	<b>B1</b> Measures taken by the industry to ensure a sustainable environment <b>B2</b> Plan research into an environmental issue <b>B3</b> Carry out research into an environmental issue	
<b>C</b> Develop an environmental policy for a hospitality business	<b>C1</b> Environmental policy <b>C2</b> Procedures to complete the policy <b>C3</b> 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:
  - 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<sub>2</sub> 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:
  - energy, including sourcing and use
  - water, including consumption, quality and waste water treatment
  - waste, including opportunities for avoidance, reuse, recycling and disposal
  - air, including indoor air quality, air emissions, noise
  - food safety, including purchasing and supply chains, chemicals and other hazardous materials, including use, storage and disposal
  - refurbishment activities and care of the grounds
  - compliance with environmental regulations, including local, regional or national legislation that applies to the organisation
  - 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
<b>Learning aim A: Understand the impact of the hospitality industry on the environment</b>		<b>A.D1</b> 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.
<b>A.P1</b> Explain the impact of the hospitality industry on the environment and the responsibilities to stakeholders in maintaining sustainable policies. <b>A.P2</b> Describe the benefits and challenges of running a sustainable business.	<b>A.M1</b> Assess the importance of meeting the benefits and challenges when managing a sustainable business.	
<b>Learning aim B: Undertake research into an environmental issue in a hospitality business</b>		<b>BC.D2</b> 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>B.P3</b> Plan research into an environmental issue. <b>B.P4</b> Carry out research into an environmental issue.	<b>B.M2</b> Analyse the results of research into an environmental issue.	
<b>Learning aim C: Develop an environmental policy for a hospitality business</b>		
<b>C.P5</b> Develop a plan for an environmental policy for a hospitality business based on research findings. <b>C.P6</b> Explain how the success of the policy may be measured.	<b>C.M3</b> 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 1: The Hospitality Industry
- Unit 6: Hospitality Business Enterprise
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service
- Unit 15: Front Office Operations
- Unit 16: 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 3: Customer Service Provision in Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

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## 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
<b>A</b> Understand how to develop customer service in a hospitality organisation	<b>A1</b> Customer service in hospitality <b>A2</b> Customer service and meeting organisational objectives <b>A3</b> 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>B</b> Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations	<b>B1</b> Customer service for diverse types of customer <b>B2</b> Anticipate different customer needs and expectations <b>B3</b> Customer service skills and behaviour <b>B4</b> Deal with different customer requirements effectively	Observation records of delivering customer service to a diverse range of customers in a customer service setting.
<b>C</b> Explore methods to monitor and improve customer service performance	<b>C1</b> Monitor and evaluate customer service performance <b>C2</b> Indicators of improved performance <b>C3</b> Implement measures to improve customer service <b>C4</b> 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
<b>Learning aim A: Understand how to develop customer service in a hospitality organisation</b>		
<p><b>A.P1</b> Explain the key features of customer service in the hospitality industry and the importance of customer service to the organisation and the customer.</p> <p><b>A.P2</b> Describe the role of the supervisor when leading a team to deliver excellent customer service.</p>	<p><b>A.M1</b> Analyse how effective customer service benefits the customer and business.</p> <p><b>A.M2</b> Analyse how different types of customer service need can be addressed, ensuring consistency across the service team.</p>	<p><b>A.D1</b> Evaluate how and why customer needs and expectations are changing and the effect this is having on customer service delivery in the hospitality industry.</p>
<b>Learning aim B: Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations</b>		
<p><b>B.P3</b> Demonstrate customer service skills with a range of customers in a variety of hospitality situations.</p> <p><b>B.P4</b> Demonstrate how to resolve basic customer queries and enquiries.</p>	<p><b>B.M3</b> Demonstrate competent customer service skills in hospitality businesses.</p>	<p><b>B.D2</b> 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.</p>
<b>Learning aim C: Explore methods to monitor and improve customer service performance</b>		
<p><b>C.P5</b> Select and use a range of methods to gather customer service information.</p> <p><b>C.P6</b> Use customer service information to suggest basic improvements to customer service.</p>	<p><b>C.M4</b> Demonstrate detailed methods to improve customer service.</p>	<p><b>C.D3</b> Evaluate the methods used for improvements to the standard of customer service in the hospitality business.</p>

## 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 (B.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 1: The Hospitality Industry
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service
- Unit 9: Supervise Alcohol Beverage Service
- Unit 15: Front Office Operations
- Unit 16: Accommodation Operations
- Unit 18: Conference and Banqueting
- Unit 19: Events in Hospitality
- Unit 21: Technology and Digital Media in Hospitality
- Unit 23: 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 4: The Principles of Leadership and Supervision

Level: 3

Unit type: **Internal set assignment**

Guided learning hours: **60**

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## Unit in brief

Learners examine the theories of leadership and supervision to inform their role and allow them to perform their responsibilities as supervisors in hospitality contexts effectively.

## Unit introduction

In order to ensure that objectives are met, hospitality businesses need effective managers and supervisors. These individuals need to understand what motivates others to build successful working relationships and shape strong teams that are able to meet the objectives of the business.

In this unit, you will gain an understanding of how individuals are motivated and how your role as a supervisor is crucial in forging relationships with co-workers. You will gain the knowledge that will allow you to create a culture of mutual understanding and respect, which you will use to meet the business objectives you will set.

## Assessment

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

## Learning aims

In this unit you will:

- A** Examine the leadership and motivation skills required for effective team management
- B** Investigate how to build an effective team to meet business objectives
- C** Apply effective leadership and team building theory to a range of situations in a hospitality context.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine the leadership and motivation skills required for effective team management	<b>A1</b> Leadership styles and their application <b>A2</b> Key theories of motivation <b>A3</b> Leadership and personal skills required in hospitality	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Investigate how to build an effective team to meet business objectives	<b>B1</b> The theory of teams and team development <b>B2</b> Characteristics and benefits of an effective team <b>B3</b> Causes of team conflict	
<b>C</b> Apply effective leadership and team building theory to a range of situations in a hospitality context	<b>C1</b> Planning and supervising the work of hospitality teams <b>C2</b> Monitoring, supporting and developing team performance <b>C3</b> Purpose and process of supervisory responsibilities	

## Content

### Learning aim A: Examine the leadership and motivation skills required for effective team management

How motivational theories and different leadership styles, personal skills and attributes can be applied to a range of situations to enable the team leader to motivate and incentivise team members to perform to the benefit of the organisation, and how individual leadership and personal styles impact the cohesion and performance of a team.

#### A1 Leadership styles and their application

- Different leadership styles:
  - autocratic
  - democratic
  - laissez-faire.
- Impact of styles on team performance.
- Adapting leadership style according to situation.
- Identifying own leadership style.

#### A2 Key theories of motivation

- Types of motivation:
  - extrinsic (external)
  - intrinsic (internal).
- Key theories:
  - Maslow's Hierarchy of Needs
  - McClelland's Motivational Needs theory
  - McGregor's XY theory
  - Herzberg's Two-factor theory.
- Incentives and rewards:
  - what they are
  - how and when to use them.

#### A3 Leadership and personal skills required in hospitality

- Leadership and supervisory skills and attributes in hospitality:
  - setting objectives, team building, achieving a common purpose, ability to envision
  - motivating of others, managing aspirations and talent, valuing and supporting others
  - managing and resolving conflict, building positive interpersonal relationships
  - integrity, using emotional intelligence
  - communicating, giving feedback
  - willingness to be held accountable and take responsibility
  - flexibility to respond to the unexpected and problem solving.

## **Learning aim B: Investigate how to build an effective team to meet business objectives**

The different types of team in hospitality organisations and the associated strengths and weaknesses. How teams are made up of diverse individuals, the evolutionary stages of teams, and the positive and negative impact of teams on an organisation. The role of the supervisor in the development of teams.

### **B1 The theory of teams and team development**

- Purpose: to achieve goals, increase efficiency and productivity, to be innovative.
- The types of team in hospitality:
  - formal, informal
  - large, small
  - temporary, permanent
  - project/task based.
  - remote/virtual.
- Tuckman's stages of team development:
  - forming
  - storming
  - norming
  - performing
  - adjourning.
- Belbin's team role theory:
  - identification of individual team roles
  - identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, and to identify the contributions and allowable weaknesses of each role
  - using Belbin's team role theory to build an effective team.

### **B2 Characteristics and benefits of an effective team**

- Characteristics:
  - sense of purpose
  - clear roles and responsibilities
  - clear lines of authority and decision making
  - group norms set for working together
  - personal traits appreciated and utilised
  - success shared and celebrated.
- Benefits:
  - increased productivity and effectiveness
  - increased motivation
  - sharing of expertise
  - reduction of duplication and error
  - identification and development of talent.

**B3 Causes of team conflict**

- 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: Apply effective leadership and team building theory to a range of situations in a hospitality context****C1 Planning and supervising the work of hospitality teams**

- Purpose of and process of planning techniques:
  - skills audit
  - needs/aspirations of individual team members
  - allocation of work roles
  - establishing SMART (specific, measurable, achievable, realistic, time-bound) objectives
  - establishing/using standards
  - daily and weekly work rotas.
- Types, purpose and setting of objectives:
  - organisational
  - departmental
  - section
  - short/medium term
  - financial
  - social
  - performance
  - personal
  - clear articulation of performance expectations.

**C2 Monitoring, supporting and developing team performance**

- Purpose and process of monitoring and reviewing team performance and achievement:
  - ensuring inclusive and equitable learning opportunities for all team members
  - use of performance indicators
  - regular review of performance against targets
  - reviewing and evaluating work performance
  - review of work allocation
  - possible adaption or reallocation of tasks
  - conducting appraisal interviews.

- Purpose and process of support and development of team members performing below target:
  - capacity to support all team members
  - possible revision of individual and team responsibilities
  - reviewing and evaluating individual and team working arrangements
  - application of corrective measures to remedy individual and team underachievement
  - maintaining individual and team focus.

### **C3 Purpose and process of supervisory responsibilities**

- Briefing and debriefing team members.
- Communication.
- Direction of team members.
- Supporting team members.
- Coaching.
- Mentoring.
- Planned team member development.
- Maintaining and developing effective working relationships.
- Maintaining quality.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the leadership, management and motivation skills required for effective team management</b>		<b>A.D1</b> Evaluate the leadership styles and motivation techniques required to build an effective team.
<b>A.P1</b> Explain leadership styles suitable for different situations. <b>A.P2</b> Explain the techniques that can be applied to motivate individuals and teams.	<b>A.M1</b> Analyse the leadership styles and motivation techniques required to build an effective team.	
<b>Learning aim B: Investigate how to build an effective team to meet business objectives</b>		<b>B.D2</b> Evaluate the impact of dysfunctional teams and team conflict on the performance of a business and individual team members.
<b>B.P3</b> Explain the roles and dynamics of hospitality teams stating the benefits of cohesive teams to a hospitality business. <b>B.P4</b> Recognise the causes of conflict in hospitality teams and the methods used to reduce these.	<b>B.M2</b> Assess individual contributions to team dynamics within hospitality teams, identifying and justifying strategies to reduce conflict.	
<b>Learning aim C: Apply effective leadership and team building theory to a range of situations in a hospitality context</b>		<b>C.D3</b> Apply the full range of leadership, motivation and team building, theories to a hospitality situation that have the potential to lead to the achievement of all objectives.
<b>C.P5</b> Apply basic leadership, motivation and team building, theories to a hospitality situation that have a potential to lead to a satisfactory outcome. <b>C.P6</b> Explain reasons for the continual monitoring of teams and review of strategies.	<b>C.M3</b> Apply a range of leadership, motivation and team building, theories to a hospitality situation to lead to the potential of the achievement of most objectives.	

## 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 discuss the range of leadership styles and how these leadership styles impact on the performance of workplace teams. Learners will be able to discuss the types of motivation and the range of motivational theories and how these can be applied, along with the leadership and personal skills required in hospitality businesses, to build effective teams.

**For Merit standard**, learners will discuss the range of leadership styles and how these leadership styles impact on the performance of workplace teams. Learners will be able to discuss the types of motivation and some of the motivational theories and how these can be applied, along with the leadership and personal skills required in hospitality businesses, to build effective teams.

**For Pass standard**, learners will discuss some of the leadership styles and how these leadership styles can impact on the performance of workplace teams. Learners will be able to discuss the types of motivation and some of the motivational theories and how these can be applied to individuals and teams.

### Learning aim B

**For Distinction standard**, learners will recognise and discuss all the stages of team development in a range of different teams and in complex situations. Learners will be able to apply team role theory to build effective teams for different purposes and discuss how individual contributions can impact on team dynamics. Learners will also recognise and discuss causes of conflict in a range of complex situations, providing justified strategies for reducing conflict and how dysfunctional teams impact in different situations.

**For Merit standard**, learners will recognise and discuss most of the stages of team development in a range of different teams and in different situations. Learners will be able to apply team role theory to build effective teams for different purposes and recognise how individuals can change team dynamics. Learners will also discuss causes of conflict in a range of situations, providing strategies for reducing these.

**For Pass standard**, learners will recognise and discuss some of the stages of team development in a range of teams in straightforward situations. Learners will be able to describe team role theory and how it can be used to build effective teams and recognise the causes of conflict in a range of simple situations and the methods used to reduce conflict.

## Learning aim C

**For Distinction standard**, learners will apply all the different leadership styles and motivational and team building theories to a range of workplace situations, explaining the reasons for continually monitoring the work of teams and the review of strategies. To achieve a Distinction, they will need to show progress in their objectives across all areas in which leadership was demonstrated.

**For Merit standard**, learners will apply most of the different leadership styles and motivational and team building theories to a range of workplace situations, explaining some of the reasons for continual monitoring and review. They will show progress against some of their objectives.

**For Pass standard**, learners will apply some of the leadership styles and motivational and team building theories to simple workplace situations. Learners will explain some of the reasons for monitoring teams and reviewing strategies.

## 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: The Hospitality Industry
- Unit 8: Supervise Food and Beverage Service
- Unit 9: Supervise Alcohol Beverage Service
- Unit 10: Supervision of Food Safety in Hospitality
- Unit 28: Supervise Hot and Cold Non-alcoholic Beverage Service.

## Opportunities to develop transferable employability skills

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



# Unit 5: Cost Control for Hospitality Supervisors

Level: 3

Unit type: **Internal set assignment**

Guided learning hours: **60**

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## 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 Pearson Set Assignment Brief. 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
<b>A</b> Investigate the principles of goods selection in hospitality	<b>A1</b> The purchasing cycle <b>A2</b> Goods selection criteria <b>A3</b> Controlling and recording the movement of stock	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Carry out costing and pricing activities for hospitality products and services	<b>B1</b> Calculating and controlling costs <b>B2</b> Methods of pricing	
<b>C</b> Use financial information to measure hospitality business performance	<b>C1</b> The purpose and use of financial information <b>C2</b> The sources of financial information <b>C3</b> 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), LIFO (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:
  - fixed costs – do not change in relation to how much output a business produces, e.g. rent, rates, salaries, insurance
  - variable costs – change in proportion to the amount of output produced or amount sold, e.g. wages, energy, commission
  - direct costs – that can be identified directly with the production of a good or service
  - 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
  - apportioned costs – the distribution of various overhead items, in proportion, to the department on a logical basis.
- Controlling costs and identifying lost profits:
  - setting and managing budgets
  - correct storage
  - waste reduction
  - stock taking and valuation, LIFO, FIFO
  - forecasting, sales, labour, room occupancy
  - checking portions
  - monitoring proportions
  - 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:
  - types of menu, e.g. table d'hôte, à la carte, buffet
  - 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
  - menu sales mix and its effect on profit
  - pricing strategies, e.g. price discrimination (Early Bird), price bundling, added value
  - packages, discounting
  - calculating break-even points.



- Dish costing:
  - standard recipes
  - standard yields
  - shrinkage
  - portion control.
- Beverage costing:
  - standard purchasing units
  - standard serving measures.
- Accommodation costing:
  - accommodation fixed costs and their effect on costing and pricing
  - accommodation variable costs and their effect on costing and pricing
  - adding profit margins
  - occupancy rates and their effect on costing
  - yield management of rooms (RevPAR – Revenue Per Available Room)
  - costing accommodation packages.
- Function/banqueting costing:
  - 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
<b>Learning aim A: Understand how goods and services are procured and controlled in the hospitality industry</b>		<b>A.D1</b> Evaluate how goods and services are procured and controlled in a hospitality business.
<b>A.P1</b> Explain how the purchasing cycle is used to procure goods and services in the hospitality industry.  <b>A.P2</b> Explain how hospitality businesses control the movement of stock.	<b>A.M1</b> Analyse the systems used to procure and control goods and services in hospitality businesses.	
<b>Learning aim B: Carry out costing and pricing activities for hospitality products and services</b>		<b>B.D2</b> Demonstrate detailed and precise costing procedures for complex hospitality products and services in order to make a profit.
<b>B.P3</b> Demonstrate costing procedures for simple hospitality products and services.  <b>B.P4</b> Calculate the break-even point of simple hospitality products and services.	<b>B.M2</b> Demonstrate accurate costing procedures for complex hospitality products and services in order to make a profit.	
<b>Learning aim C: Use financial information to measure hospitality business performance</b>		<b>C.D3</b> Determine the performance of a hospitality business using complex financial information to make justified recommendations for improvement.
<b>C.P5</b> Explain how financial information is used in the operation of hospitality businesses.  <b>C.P6</b> Determine the performance of a hospitality business using basic financial information.	<b>C.M3</b> Determine the performance of a hospitality business using a range of financial information, identifying areas 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 1: The Hospitality Industry
- Unit 15: Front Office Operations
- Unit 16: Accommodation Operations
- Unit 19: 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 6: Hospitality Business Enterprise

Level: 3

Unit type: **Internal set assignment**

Guided learning hours: 60

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## 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 Pearson Set Assignment Brief. 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
<b>A</b> Investigate an opportunity for a hospitality business enterprise	<b>A1</b> Researching and collecting information for a hospitality business enterprise <b>A2</b> Business analysis tools <b>A3</b> Reviewing information and generating an idea	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Research the financial feasibility of a hospitality business enterprise	<b>B1</b> Financial information <b>B2</b> Sources of finance	
<b>C</b> Develop a plan to launch a hospitality business enterprise	<b>C1</b> Business planning <b>C2</b> Measures of success <b>C3</b> 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:
  - licences and permissions
  - consumer protection
  - data protection
  - national and local laws, regulations and bylaws
  - health and safety, and fire regulations.
- Summary of resources, to include:
  - physical
  - financial
  - 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.:
  - market share
  - sales turnover
  - profits and profit margins.
- Non-financial key performance indicators, e.g.:
  - customer satisfaction
  - number of new customers
  - future bookings.

## **C3 Supporting documents**

Additional evidence to support the business plan.

- Appendices, e.g.:
  - personal experience
  - market research findings
  - financial information
  - sources of advice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate an opportunity for a hospitality business enterprise</b>		<b>A.D1</b> Evaluate the opportunities and constraints faced in setting up a chosen enterprise.
<b>A.P1</b> Identify market opportunities for an enterprise to sell its products or services.  <b>A.P2</b> Select tools to undertake an analysis of the current business environment and business risks.	<b>A.M1</b> Analyse the suitability of the chosen enterprise idea.	
<b>Learning aim B: Research the financial feasibility of a hospitality business enterprise</b>		<b>B.D2</b> Evaluate the financial feasibility of a chosen enterprise idea
<b>B.P3</b> Prepare financial forecasts for a chosen enterprise idea.  <b>B.P4</b> Investigate the sources of finance for a chosen enterprise idea.	<b>B.M2</b> Analyse the financial feasibility of a chosen enterprise idea.	
<b>Learning aim C: Develop a plan to launch a hospitality business enterprise</b>		<b>C.D3</b> Evaluate the extent to which the proposed plan meets the needs of the target market and the likelihood of its success.
<b>C.P5</b> Develop a plan to launch an enterprise to meet the needs of the target market.  <b>C.P6</b> Explain how the success of a business enterprise may be measured through key performance indicators.	<b>C.M3</b> Present a justified plan that takes into account resources required, the needs of the target market 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

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: The Hospitality Industry
- Unit 5: Cost Control for Hospitality Supervisors
- Unit 22: 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 7: Supervise Food Service Operations

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners develop the knowledge and skills required in food service operations. Running a restaurant is about the organisation of staff and service methods, food service practices and procedures.

## Unit introduction

The success of a hospitality business depends on staff understanding the methods of operation and service and how these vary in different hospitality businesses depending on the requirements of the business. Staff management and effective preparation, use and control of resources underpin all aspects of food service operations. Food service skills are key to working in the hospitality industry.

In this unit, you will explore the skills needed to operate a successful restaurant. You will organise the preparation and layout of a food service operation, considering various factors, such as equipment, staff organisation and customer needs. You will be required to demonstrate a professional approach. You will have the opportunity to develop the skills appropriate to a range of different outlets, such as restaurants, fast food establishments, food courts and coffee bars.

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 food service operation skills.

## Learning aims

In this unit you will:

- A** Understand the organisation of staff and service methods within food service operations
- B** Observe the workflow in different food outlets
- C** Plan the organisation of food service operations to a given brief.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Understand the organisation of staff and service methods within food service operations	<b>A1</b> Staff organisation <b>A2</b> Food service operations <b>A3</b> Food service methods	Written documentation evidencing how food service operations work, the organisation of staff and the different methods used for different styles of food service operations.
<b>B</b> Observe the workflow in different food outlets	<b>B1</b> Practices and procedures <b>B2</b> Liaison with other departments <b>B3</b> Food service preparation	Detailed observation records from two contrasting food service operations. A detailed and justified report outlining the different food service operations seen.  Detailed and justified planning documents for a given food service operation.
<b>C</b> Plan the organisation of food service operations to a given brief	<b>C1</b> Influencing factors on workflow system <b>C2</b> Planning documents for food service	



## Content

### Learning aim A: Understand the organisation of staff and service methods within food service operations

Different styles of food service operations, different service methods and staff that contribute to food service operations.

#### A1 Staff organisation

The organisation of staff and service methods within food service operations.

- Staff organisation: staff structure and roles, e.g. traditional brigades, partie system, teams, sole worker.
- Kitchen staff: porter, commis chef, chef de partie, sous chef, pastry chef, head chef.
- Food and beverage staff: bar person, barista, food server, food and beverage supervisor, restaurant manager.
- Front office staff: receptionist, night porter, concierge, night auditor, reservations manager, front office manager.
- Housekeeping staff: house porter, room service attendant, housekeeper, head housekeeper.
- Conference and banqueting: banqueting porter, conference and event's organiser, conference and events manager.
- Support staff: still room staff, casual staff, cleaning staff.

#### A2 Food service operations

Different types of food service operations available.

- Types of food service establishment: restaurants, banquets, fast-food businesses, cafes, food halls, food courts, bars, nightclubs, contract food service providers, e.g. college, school, university, healthcare, prisons, residential homes, workplace.
- Meal type: breakfast, e.g. continental, cold buffet, full cooked breakfast, lunch, high tea/afternoon tea, dinner, supper.
- Events in hospitality: music, meetings, conferences, parties, entertainment, fundraising, weddings.
- Types of food service: restaurant, e.g. fine dining, casual, cafe, fast food, e.g. counter service, take away, sit in, modern concepts.
- Style: banquet, gueridon, buffet, plated, carvery.

#### A3 Food service methods

Different types of food service methods available.

- Variation of dining styles: eating for pleasure, e.g. special occasion, meal with friends, wedding celebration, during a shopping trip.
- Eating for necessity, e.g. business function, conference, in work, school.
- Methods of service: silver service, plate service, family service, hot and cold buffets, e.g. self-service, assisted, carvery, counter service, single-point service, e.g. takeaway, fast food, vending, kiosks, food court, bar.
- Suitability: cost implications, customer demand, speed of service, staff skills, timescale, layout, ambiance, appropriate equipment and furniture.

## **Learning aim B: Observe the workflow in different food outlets**

### **B1 Practices and procedures**

Working practices for the running of a food service operation.

- Sustainability planning.
- Communications.
- Staff planning.
- Rotas.
- Work allocation.
- Motivating staff.
- Training.
- Monitoring food service provision.
- Customer service: developing repeat sales, ensuring customer satisfaction, greeting procedure, handling customer arrival/departure, sales procedure, e.g. reservations, cash handling, maintaining records, sales analysis.

### **B2 Liaison with other departments**

- Front office.
- Reservations.
- Linen room/laundry.
- Stores.
- Bar.
- Cleaning and maintenance.
- Sales and marketing.
- Kitchen.

### **B3 Food service preparation**

- Health and safety considerations: checking cleanliness of the environment, checking furnishings and equipment.
- Obtaining and preparing equipment: decor, lighting, heating and ventilation, noise level, size of the area.
- Appropriate siting and logical layout of equipment: sufficient storage space, e.g. service equipment, food items.
- Determining layout of environment: the reception, bar area, tables and eating area, e.g. table plan, linen requisition sheets, cleaning logs.
- Menu requirements.
- Staff organisation.
- Briefing.
- Customer needs, e.g. wheelchair access, children.
- Contingency planning.

**Learning aim C: Plan the organisation of food service operations to a given brief****C1 Influencing factors on workflow system**

- Design and layout, e.g. the type of customer expected, site or location of business, type of service offered, the total spend expected.
- Presentation style.
- Staffing, e.g. staff skills, available staff, expertise, uniforms.
- Equipment: resources, e.g. tables, chairs, plates, cutlery, linen.
- Monitoring and control points, e.g. customer satisfaction, teamwork.
- Efficiency.
- Food service practices and procedures.
- Types of operation.

**C2 Planning documents for food service**

- Workflow: minimum movement, minimum back tracking, maximum use of space, maximum use of equipment, service sequence, using sustainable work practices.
- Room plan: choice of layout, setting up of equipment.
- Table plan, working sections.
- Staff duties, rotas, number of staff needed.
- Equipment list.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the organisation of staff and service methods within food service operations</b>		<b>A.D1</b> Evaluate the suitability of different organisational practices and procedures, and the staff and service methods needed for your organisation.
<b>A.P1</b> Describe staff organisation and service methods for different food service operations. <b>A.P2</b> Explain organisational practices and procedures in food service operations.	<b>A.M1</b> Analyse the different types of organisational practices and procedures, and the staff and service methods needed.	
<b>Learning aim B: Observe the workflow in different food outlets</b>		<b>B.D2</b> Undertake detailed observations on the organisation of workflow systems for contrasting food service operations and evaluate the different styles observed.
<b>B.P3</b> Undertake observations on the organisation of workflow systems for contrasting food service operations. <b>B.P4</b> Produce written evidence about the organisation of two contrasting food service operations.	<b>B.M2</b> Undertake detailed observations on the organisation of workflow systems for contrasting food service operations.	
<b>Learning aim C: Plan the organisation of food service operations to a given brief</b>		<b>C.D3</b> Create a detailed and annotated plan for food service from a given brief with justifications.
<b>C.P5</b> Create a basic plan for food service from a given brief.	<b>C.M3</b> Create a detailed plan for food service from a given brief.	

## 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

For this unit, learners must have access to work placement in a restaurant or work in a realistic working environment allowing for different styles of service.

### Essential information for assessment decisions

This unit is assessed internally by the centre and externally verified by Pearson.

Learners will develop their knowledge and understanding of food service operations by incorporating the use of independent research into their work.

### Learning aim A

**For Distinction standard**, learners will produce a comprehensive, well-developed sample of work describing different food service operations, the different service methods available and the organisation of staff in food service operations. Learners will examine different types of organisational practices and procedures. Learners will demonstrate their knowledge and understanding by incorporating the use of independent research into a wide range of hospitality food service operations. Learners will assess the different organisational practices and procedures, and their suitability for different dining situations, to fully meet customer needs. They will offer convincing reasons and examples that justify their evaluation, and give clear conclusions.

Learners will demonstrate a thorough knowledge and understanding of the organisation of staff and service methods used within a food service operation organisation and apply this in context or express their ideas.

**For Merit standard**, learners will produce a detailed sample of work that outlines different food service operations, the organisation of staff and different service methods. Learners will examine different types of organisational practices and procedures, including the staff and service methods used to deliver a range of service styles. Learners will demonstrate their knowledge and understanding by incorporating the use of independent research into a selection of hospitality food service operations. Learners will assess the different organisational practices and procedures, and their suitability for different dining situations. They will offer reasons and examples that justify their evaluation.

Learners will demonstrate knowledge and understanding of the organisation of staff and service methods used within a food service operation organisation and express their ideas.

**For Pass standard**, learners will produce a basic sample of work that outlines different food service operations, the organisation of staff and different service methods. Learners will describe types of organisational practices and procedures, including the staff and service methods used to deliver a range of service styles.

Learners will demonstrate their knowledge and understanding by incorporating the use of research into a hospitality food service operation. Learners will assess the different organisational practices and procedures, and their suitability for different dining situations, offering basic reasons for their suitability.

Learners will demonstrate basic knowledge and understanding of the organisation of staff and service methods used within a food service operation organisation.

## Learning aims B and C

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

**For Distinction standard**, learners will write a detailed and justified report outlining the different types of food service organisation they have seen. They will assess and evaluate the different styles of food service operation seen.

Learners will plan for the layout of a complex food service operation and produce detailed, comprehensive and annotated planning documents. The planning documents will record all the equipment and resources needed, including staffing needs and sustainability considerations. Learners will plan, independently, how to set up the food service area, considering all the food service styles and techniques needed and health, safety and hygiene requirements. Learners will list all the necessary equipment for the given food service style.

**For Merit standard**, learners will write a detailed report outlining the different types of food service organisation they have seen. They will assess the different styles of food service operation seen.

Learners will plan for the layout of a detailed food service operation and produce detailed planning documents. The planning documents will record most of the equipment and resources needed, including staffing needs and sustainability considerations. Learners will plan, independently, how to set up the food service area, considering all the food service styles and techniques needed and health, safety and hygiene requirements. Learners will list the necessary equipment for the given food service style.

**For Pass standard**, learners will write a report outlining the different types of food service organisation they have seen. They will compare the different styles of food service operation seen.

Learners will produce a plan for the layout of a food service operation. The plan will record some of the equipment and resources needed, including staffing needs and sustainability considerations. Learners will plan how to set up the food service area, with limited support, considering the food service styles and techniques needed and health, safety and hygiene requirements. Learners will list equipment needed for the given food service style.

## Links to other units

This unit links to:

- Unit 3: Customer Service Provision in Hospitality
- Unit 8: Supervise Food and Beverage Service
- Unit 14: Luxury Hospitality
- Unit 19: Events in Hospitality.

## Employer involvement

Visits and work experience with local food and drink service providers would provide learners with an insight into food and drink service and help them develop the skills required in different businesses providing food service. Developing hospitality industry links would enhance the delivery of this unit.

## Opportunities to develop transferable employability skills

In completing this unit, learners will develop their supervision and planning skills.





# Unit 8: Supervise Food and Beverage Service

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners develop an understanding of the importance of the meal experience in food and drink service and the skills needed to prepare, provide and review provision of food and drink service.

## Unit introduction

Food and beverage service is only as successful as the staff who deliver the service to customers. In this unit, you will develop the skills and knowledge needed for a variety of food service concepts. You will explore the factors involved in the meal experience. You will have the opportunity to relate to issues concerning quality, skills levels, satisfaction, service and environment to customer expectations in a variety of food service operations, and suggest improvements. The knowledge and skills acquired in this unit will prepare you for a supervisory role in a food service business. You will need to organise the preparation and layout of a food service operation, considering various factors, such as equipment, staff organisation and customer needs. You will need to show a professional approach and practical customer service and food service skills. Throughout the unit you will have the opportunity to develop the skills appropriate to a range of different businesses, such as restaurants, fast food concessions, food courts and coffee bars.

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 food and drink service skills.

This unit includes only non-alcoholic drinks. Alcoholic drinks are covered in *Unit 9: Supervise Alcohol Beverage Service*.

## Learning aims

In this unit you will:

- A** Investigate the importance of the meal experience
- B** Demonstrate supervision of the preparation and service of a food and beverage operation
- C** Review food and beverage service.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate the importance of the meal experience	<b>A1</b> The meal experience <b>A2</b> Food and beverage service methods <b>A3</b> Food and beverage service styles	Detailed written work that examines the meal experience and considers the different factors in food and beverage service methods and styles.
<b>B</b> Demonstrate supervision of the preparation and service of a food and beverage operation	<b>B1</b> Service area preparation <b>B2</b> Service area layout <b>B3</b> Team briefing	A practical demonstration of supervision in a food and beverage operation of the centre's choice. Supported by a detailed evaluation of the service.
<b>C</b> Review food and beverage service	<b>C1</b> Monitor the service <b>C2</b> Review the service	

## Content

### Learning aim A: Investigate the importance of the meal experience

#### A1 The meal experience

Different customer needs in food and beverage service.

- Customer needs: physiological, hunger, thirst; dietary requirements, diabetic, vegetarian, lactose intolerant; economic, value for money, quick service, convenient location; social, friends, work colleagues; functions, psychological, lifestyle needs, variety, recommendations; convenience, workers, shoppers, pre-event meal, unable to cater at home (events).
- Contributing factors: food and beverages available, quality of product, level of cleanliness, value for money, atmosphere, ambience, level of service, service staff skills, customer care, cleanliness.

#### A2 Food and beverage service methods

Factors that affect different food and beverage service methods.

- Factors: type of business, including restaurant, bar, fast food, food court, coffee bar; time available, breakfast, lunch, high tea, dinner, supper, snack; type of menu, including table d'hôte, fixed number of courses, limited choice, fixed selling price, food available at a set time, à la carte, extensive choice, each dish priced separately, longer waiting time, food cooked to order; location of business; type of customer, average customer spend; cost of meal.
- Operating system: food production, beverage service, food and beverage service.
- Customer experience: sequence of service, delivery of food and beverage to customers, order food and beverage, consumption of food and beverage.

#### A3 Food and beverage service styles

Variety of food service styles available.

- Service method: table service, waiter service – cafes, hotels, restaurants; assisted service – part served, buffet, carvery, e.g. hotel breakfast, restaurants, cafes, work canteens; self-service, buffet, counter, e.g. cafes, fast-food outlets, work canteens; single-point service, counter, machine, e.g. vending, fast food, takeaway; bar, specialised service, lounge service, tray service, trolley service, e.g. hotels, room service, transport.

### Learning aim B: Demonstrate supervision of the preparation and service of a food and beverage operation

#### B1 Service area preparation

- Bookings, style of service required, silver service, plate service, buffet, self-service, reservations, number of expected customers, events, pre-booked requirements, staff rotas.

#### B2 Service area layout

- Health and safety considerations, checking furnishings, equipment, obtaining equipment, preparing equipment, cleaning the service area.
- Layout of the service area, table plan, reception, bar area, tables and eating area, service stations, menu requirements, staff organisation.
- Customer needs, disability access, children, contingency planning.

**B3 Team briefing**

- The menu.
- Special offers.
- Pre-ordered meals.
- Dietary requirements, allergies, meal availability for different needs.
- Service plan for staff.
- Healthy and safety briefing.
- Introduce, buddy up new team members.
- Short refresher training.
- Service requirements.
- Product knowledge.
- Technical skills.
- Appropriate procedures for operation.
- Taking orders.
- Confirming choice.
- Serving food and beverages.
- Ensuring payment.
- Food service: style of service, waiter service, self-service.
- Beverage service: soft drinks, water, tea, coffee.
- Service procedures and techniques.
- Cleaning and maintaining equipment, e.g. juice dispensers and coffee machines.
- Customer service situations, communication, face to face, telephone, electronic.
- Purpose of providing information: giving advice, keeping records, providing assistance, dealing with problems, handling complaints, dealing with food allergies.
- Professional approach: attitude, personal appearance, dress, hygiene, attentiveness, body language, attention to detail, relationships with colleagues.
- Communication skills: listening skills, speaking, relaying messages and orders accurately.
- Teamwork.
- Codes of practice.

**Learning aim C: Review food and beverage service****C1 Monitor the service**

- Pre-service checks: check staff have the relevant skills and knowledge, ensure service equipment is ready for use, ensure staff have set up designated areas correctly, ensure that procedures for clearing, cleaning and stocking service areas are followed correctly, check the environment meets customer needs, check any special customer needs have been addressed, liaise with relevant people and departments to ensure effective delivery of the service.
- Service checks: check communication between staff and customer remains professional, deal with problems that may affect the standard of food service, provide team members with support.
- Checklist and direct observation.

- Collecting information: sources of information, customers, colleagues, feedback methods, e.g. questionnaires, comment books, internet reviews, staff meetings; criteria of feedback, e.g. suitability of food and drink provided, environment, preparation, layout, service provided.
- Customer satisfaction.
- Value for money.

## **C2 Review the service**

- Customer feedback: comment cards, online reviews, team, manager.
- Customer needs being met.
- Service times.
- Business operating procedures.
- Providing feedback: provide sensitive feedback on performance, encourage team members to discuss their customer service performance, discuss with team members action they need to take to improve their customer service performance.
- Effects of team's performance on business.
- Effects of individual performance on business.
- Suggestions for improvements: training, monitoring, buddy system, customer service manual.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the importance of the meal experience</b>		<b>A.D1</b> Evaluate factors involved in food and beverage service methods and styles and their importance to the meal experience.
<b>A.P1</b> Explain the factors that make up the meal experience. <b>A.P2</b> Explain the factors involved in food and beverage service methods and styles.	<b>A.M1</b> Analyse factors involved in food and beverage service methods and styles and their importance to the meal experience.	
<b>Learning aim B: Demonstrate supervision of the preparation and service of a food and beverage operation</b>		<b>B.D2</b> Perform supervision of the preparation and service of a food and beverage service independently and provide justification of the decisions made.
<b>B.P3</b> Perform supervision of the preparation of a food and beverage area with support.	<b>B.M2</b> Perform supervision of the preparation and service of a food and beverage service independently.	
<b>Learning aim C: Review food and beverage service</b>		<b>C.D3</b> Evaluate the food and beverage service operation, making justified recommendations and an action plan for improvement.
<b>C.P4</b> Review the food and beverage service operation.	<b>C.M3</b> Analyse the food and beverage service operation and make recommendations for improvement using feedback.	

## 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.M2, B.D2)

Learning aim: C (C.P4, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a realistic working environment
- restaurant equipment.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will produce a comprehensive presentation evaluating the factors that make up the meal experience. The presentation will cover, in detail, the service methods used in food and beverage service and evaluate the different types of food and beverage service style. The presentation will show an in-depth understanding of a variety of food service operations. Learners must show an in-depth understanding of the topic and assess the importance of the meal experience, depending on the food service style and operation.

**For Merit standard**, learners will produce a presentation evaluating the factors that make up the meal experience. The presentation will cover, in some detail, the service methods used in food and beverage service and compare the different types of food and beverage service style. The presentation will cover a few food service operations. Learners must show some detailed understanding of the topic and assess the importance of the meal experience, depending on the food service style and operation.

**For Pass standard**, learners will produce a presentation about the factors that make up the meal experience. The presentation will briefly cover the service methods used in food and beverage service and the different types of food and beverage service style. The presentation will cover food service operations. Learners must show understanding of the topic.

#### Learning aims B and C

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

**For Distinction standard**, learners will supervise the food and beverage operation, preparation and service independently. Learners will follow their detailed comprehensive service plan and instruct others in the team competently to carry out their duties. Learners will work in an organised manner competently carrying out a detailed staff briefing prior to service. Learners will ensure the service area is ready for service on time in line with the service brief.

The manager/assessor will provide an observation record of the learner's performance during the preparation and service.

Learners will produce a comprehensive detailed action plan evaluating and recommending improvements for future service.



**For Merit standard**, learners will supervise the food and beverage operation, preparation and service independently. Learners will follow their detailed service plan and instruct others in the team to carry out their duties. Learners will work in an organised manner, carrying out a staff briefing prior to service. Learners will ensure the service area is ready for service on time in line with the service brief.

The manager/assessor will provide an observation record of the learner's performance during the preparation and service.

Learners will produce a detailed action plan assessing and recommending improvements for future service.

**For Pass standard**, learners will supervise the food and beverage operation, preparation and service with some support. Learners will follow a service plan and instruct others in the team. Learners will work in an organised manner, carrying out a staff briefing prior to service. Learners will ensure the service area is ready for service on time in line with the service brief, with some support.

The manager/assessor will provide an observation record of the learner's performance during the preparation and service.

Learners will produce an action plan, recommending improvements for future service.

### Links to other units

This unit links to:

- Unit 3: Customer Service Provision in Hospitality
- Unit 7: Supervise Food Service Operations
- Unit 14: Luxury Hospitality
- Unit 19: Events in Hospitality.

### Employer involvement

Visits and work experience with local food and drink service providers would provide learners with an insight into food and drink service and help them develop the skills required in different businesses providing food and drink service. Developing hospitality industry links would enhance the delivery of this unit.

### Opportunities to develop transferable employability skills

In completing this unit, learners will develop their supervision and planning skills.



# Unit 9: Supervise Alcohol Beverage Service

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will develop knowledge and understanding of how to plan, prepare and serve for alcoholic beverages service. Learners will use their knowledge to operate an alcoholic drink service and review the service.

## Unit introduction

Preparing and serving alcoholic beverages is a growing part of the service provided by hospitality businesses, with many people choosing to specialise in this area. You will start by exploring the different types of alcoholic beverage available, including wines and cocktails. You will understand how to plan for a drinks service and how to design and follow a plan. You will gain an understanding of correct storage procedures and dispenser equipment for sprits, beer and wine. You will develop and demonstrate professional skills in the service of alcoholic beverages.

If you are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken you will not be allowed to sample any alcoholic beverage as part of the course, but this is not a barrier to successfully completing the qualification. Similarly, if you choose not to taste alcohol for health, religious or other reasons you will not find this a barrier to successfully completing the qualification.

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 bar service areas, where a broad range of communication, interpersonal, practical skills and knowledge will be required, including beverage service operation skills.

## Learning aims

In this unit you will:

- A** Investigate different types of alcoholic beverage
- B** Develop an alcoholic drinks service plan from a given brief
- C** Carry out an alcoholic drinks service.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate different types of alcoholic beverage	<b>A1</b> Know the issues concerning the sale of alcoholic beverages <b>A2</b> Know different types of alcoholic drink <b>A3</b> Know the storage and equipment needed for alcoholic drinks <b>A4</b> Know the presentation requirements for alcoholic drinks	Written evidence and presentation pack with research notes covering the different types of alcoholic beverage, to include wine, beers, sprits and cocktails, and how to store and serve these drinks. Presentation needs to cover the issues concerned with the sale of alcohol.
<b>B</b> Develop an alcoholic drinks service plan from a given brief	<b>B1</b> Service planning brief <b>B2</b> Planning documents required for a drinks service	Detailed written planning notes for the equipment and stock needed for a bar service, with justifications for the style of drinks chosen.
<b>C</b> Carry out an alcoholic drinks service	<b>C1</b> Prepare for the service of alcoholic drinks <b>C2</b> Serve alcoholic drinks <b>C3</b> Review the service	Observation records for the preparation and service of alcoholic drinks. Detailed written evidence covering the factors that affected the service of alcoholic beverages and improvements that can be made.

## Content

### Learning aim A: Investigate different types of alcoholic beverage

#### A1 Know the issues concerning the sale of alcoholic beverages

- Legal responsibilities: relevant legislation, permitted age, licensing, e.g. permitted hours, closing time, residents and non-residents, diners and non-diners, business policy, industry standards; trade description, description of drink, brand of alcohol, weights and measure, brand standard.
- Health responsibilities: alcohol consumption and health, negative and positive effects of alcohol, recommended maximum alcohol consumption per week.
- Sociocultural and moral issues: religious issues, alcohol and violence, spiking drinks, changing attitudes to alcohol consumption, antisocial behaviour, drink-related crime, refusal of service.

#### A2 Know different types of alcoholic drink

Different types of alcoholic beverage available and their typical characteristics.

- Beer and lager: bottled, keg, craft.
- Specialty beers: fruit beer, wheat beer.
- Beer taste and characteristics: dry, sweet, strong, pale, amber coloured, dark, light, ordinary, best bitter, heavily hopped.
- Cider and perry: draught, keg, bottled.
- Cider and perry taste characteristics: medium sweet, medium dry, special.
- Wine: fortified – sherry, Port, Madeira, Marsala; still – red, white, rosé; sparkling; dessert/sweet.
- Main wine grape varieties: white wine – Chardonnay, Pinot Grigio, Riesling, Sauvignon Blanc; red wine – Merlot, Cabernet Sauvignon, Pinot Noir, Shiraz.
- Wine taste characteristics: acidity, age, oak, sweetness, tannin, weight, body, flavour, fruitiness, balance.
- Distilled beverages: whisky, gin, vodka, rum, brandy.
- Liqueurs: advocaat, amaretto, different crèmes (cassis, cacao, menthe, mûre), schnapps.
- Cocktails: whisky cocktails – high ball, Manhattan, whisky sour; gin cocktails – gin sling, Singapore sling, John Collins; brandy cocktails – blue lady, sidecar, Brandy Alexander; rum cocktails – daiquiri, mojito, pina colada; vodka cocktails – Black Russian, cosmopolitan, Harvey Wallbanger; tequila cocktails – margarita, tequila sunrise; wine-based cocktails – kir, bellini, bucks fizz; other cocktails – B52, Pimms.

#### A3 Know the storage and equipment needed for different alcoholic drinks

How to store alcoholic drinks and the equipment needed for alcoholic drinks, and faults that may occur.

- Preparation: stock levels, check and rota existing stock, reorder stock, complete stock records, quality checks, check use-by dates, check for damage of stock and glassware, avoiding stacking of glasses, clean drinks service area, clean display stock.
- Refrigerated units: cooling shelf, chiller unit, ice machine, refrigerators, chilled white wine and sparkling wine.

- Display shelves.
- Cellar: beer, lager, cider, perry.
- Cool, dry, well-ventilated room: red wine, spirits, vermouth, liqueurs.
- Storage of wine that has been opened: use of vacuum system, gas system, refrigeration.
- Common faults in wine: corked, oxidation, acidification, sediment, sulphur dioxide, crystals.
- Common faults in beer: cloudy, flat, sour, foreign bodies.

#### **A4 Know the presentation requirements for alcoholic drinks**

Different types of glasses available and the garnishes and accompaniments needed for alcoholic drink service.

- Bar glasses: mug or tumbler, Paris goblet, pilsners, high ball, low ball, red wine, white wine, tulip, balloon glass.
- Cocktail glasses: martini glass, tumbler, Paris goblet, sour glass, high ball, low ball, Collins.
- Importance of correct glassware: flavour and aroma of drink, legal measure, presentation standard, specific glasses for specific drinks.
- Presentation: coasters, temperature, mixers, accompaniments, garnishes, lemon, olives, ice.

### **Learning aim B: Develop an alcoholic drinks service plan from a given brief**

#### **B1 Service planning brief**

- Events: to include weddings, breakfast, buffet, formal receptions, formal dinners.
- Banquets: themed events, awards ceremonies, funding, exhibitions, outdoor events.
- Standard operating procedures: drinks menu, recipes, ingredients glasses etc.
- Planning brief: style of service, formal, informal, customer number, venue, size, layout.
- Drinks menu: wine list, cocktail list, beer and spirits, description of drinks, name of drink, type of drink, contents of drink, price, alcoholic strength.
- Legal, e.g. health and safety, licensing.

#### **B2 Planning documents required for a drinks service**

- Time plan: critical times, lead times, order of service, aperitif, wine, digestifs.
- Stock sheets.
- Cleaning log.
- Staff rota, bar staff, wine waiters, cellar staff.
- Duties list.
- Ingredients list: brand standard recipes, measures.

## Learning aim C: Carry out an alcoholic drinks service

### C1 Prepare for the service of alcoholic drinks

Understand how to prepare a range of alcoholic drinks.

- Prepare accompaniments, ice buckets and tongs, fruit garnishes, napkins, decorate garnishes.
- Glassware, polish glasses, check for chips/cracks.
- Customer service area: clean the area, pre-clean, main clean, rinse, disinfect.
- Display drinks menu.
- Service styles: bar service, table service, room service, function service, wine service.
- Equipment: bottle openers, optics, measures, pourers, drip trays, drip mats, ice buckets, knives and chopping boards, trays, coasters, glass cloths/service cloths/bar mats, wine coolers, wine baskets, carafes and water jugs.
- Drinks specification: equipment required, ingredients, recipe, method, correct measure of alcohol.

### C2 Serve alcoholic drinks

How to serve a range of alcoholic drinks.

- Methods of service: over the bar service, table service, room service, function service, wine service.
- Professional service standards: customer service, interpersonal skills, dispensing skills.
- Glassware, e.g. for wine, beer, cocktails, spirits; e.g. balloon, liqueur, shot; other, e.g. toddy, liqueur coffee; plastic glassware.
- Presentation: traditional accompaniments and mixers, e.g. ice, lemon, olives, tonic, lemonade.
- Garnishing: fruit slices, cocktail sticks, frosting.
- Units of measurement, e.g. litres, half litres, 25ml, 35ml 125ml, single measure, double measure, free pour.
- Mixing drinks: shaking, stirring, blending, building.
- Taking payment.
- Stock control.
- Complying with legislation.

### C3 Review the service

How effective the drinks service was compared to the service plan.

- Feedback: customer, comment cards, online reviews, team, manager, staff debrief.
- Organisation of drinks service area: suitability for service style.
- Time planning: deadlines being met effectively.
- Ullage: drinks wastage, broken glassware, unused garnishes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate different types of alcoholic beverage</b>		
<p><b>A.P1</b> Describe the basic issues concerning the sale of alcohol.</p> <p><b>A.P2</b> Describe the different types of alcoholic beverage available, their specific qualities and common faults that may occur.</p> <p><b>A.P3</b> Describe the storage, equipment and presentation requirements for alcoholic beverages.</p>	<p><b>A.M1</b> Describe the complex issues concerning the sale of alcohol.</p> <p><b>A.M2</b> Analyse the importance of understanding the different types of alcoholic beverage and the storage, equipment and presentation requirements.</p>	<p><b>A.D1</b> Evaluate the importance of understanding the different types of alcoholic beverage and the storage, equipment and presentation requirements, and the issues concerning the sale of alcohol.</p>
<b>Learning aim B: Develop an alcoholic drinks service plan from a given brief</b>		
<p><b>B.P4</b> Produce a simple drinks menu for a given brief.</p> <p><b>B.P5</b> Produce a simple plan to prepare for a drinks service.</p>	<p><b>B.M3</b> Produce a complex plan and drinks menu for a given brief.</p>	<p><b>B.D2</b> Produce a complex plan and drinks menu for a given brief to meet business needs.</p>
<b>Learning aim C: Carry out an alcoholic drinks service</b>		
<p><b>C.P6</b> Perform basic preparation and service skills for alcoholic drinks, in accordance with business needs.</p> <p><b>C.P7</b> Describe factors affecting an alcoholic beverage service.</p>	<p><b>C.M4</b> Perform complex preparation and service skills for alcoholic drinks, in accordance with business needs.</p> <p><b>C.M5</b> Analyse how service staff can respond to factors affecting an alcoholic beverage service.</p>	<p><b>C.D3</b> Demonstrate excellent preparation and service skills for alcoholic beverages, in accordance with business needs and recommend, with justification, how service staff can respond to factors affecting an alcoholic beverage service.</p>



## 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.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.M4, C.M5, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to the necessary resources in order to demonstrate the service of alcoholic beverages. If this is to be done in the centre rather than in the workplace, then the centre will need to have its own bar facilities and the appropriate licence, if needed.

Resource requirements for this unit are a variety of:

- bar service equipment
- alcoholic beverages to serve
- glasses for different beverages
- garnishes and decorative equipment.

### Essential information for assessment decisions

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 6 Internal assessment*.

### Learning aim A

**For Distinction standard**, learners will produce detailed, well-developed training materials covering the issues affecting the sale of alcohol. The training material must include a range of alcoholic beverages, for example beer, lager and cider, wine, distilled beverages and liqueurs, and cocktails. They must give a detailed, comprehensive account showing how to store alcoholic beverages and the equipment needed for their storage. Learners must show a detailed understanding of the different types of glasses available for service, and the simple and complex garnishes and accompaniments needed to serve a range of drinks. Learners will assess the importance of understanding the different types of alcoholic beverage available and the equipment needed for service and presentation.

**For Merit standard**, learners will produce detailed training materials covering the issues affecting the sale of alcohol. The training materials must include a range of alcoholic beverages, for example beer, lager and cider, wine, distilled beverages and liqueurs, and cocktails. They must give a detailed account showing how to store alcoholic beverages and the equipment needed for their storage. Learners must show a detailed understanding of the different types of glasses available for service, and the simple and complex garnishes and accompaniments needed to serve a range of drinks. Learners will assess the importance of understanding the different types of alcoholic beverage available and the equipment needed for service and presentation.

**For Pass standard**, learners will produce training materials covering the issues affecting the sale of alcohol. The training material must include a range of alcoholic beverages. Learners must give an account showing how to store alcoholic beverages and the equipment needed for their storage. Learners must show an understanding of the different types of glasses available for service, and the garnishes and accompaniments needed to serve a range of drinks. Learners will show an understanding of the different types of alcoholic beverage available and the equipment needed for service and presentation.

## Learning aims B and C

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

**For Distinction standard**, learners will produce a detailed and justified complex plan for a drinks service referenced to a given business brief. Learners will select a variety of drinks to prepare and serve for the given service style.

Learners will demonstrate a thorough knowledge and understanding of the different elements needed to prepare the drinks area for an alcoholic drinks service. Learners will produce detailed and comprehensive planning documents. Learners will be able to work independently following their detailed work plan. Learners will work in sequence, ensuring the area is ready on time. Learners will competently make drinks to meet the needs of the business, matching drinks to the given brief. Learners will make and serve drinks to an excellent standard.

Justifications for the drinks chosen will be comprehensive, descriptive and referenced to the planning documents. Learners will apply detailed knowledge and understanding of the different factors that make a successful drinks service and make reasoned justifications for improvement.

**For Merit standard**, learners will produce a complex plan for a drinks service referenced to a given business brief. Learners will select a variety of drinks to prepare and serve for the given service style.

Learners will demonstrate a detailed knowledge of the different elements needed to prepare the drinks area for an alcoholic drinks service. Learners will produce detailed planning documents. Learners will be able to work independently, following their detailed work plan. Learners will work in sequence, ensuring the area is ready on time. Learners will competently make drinks to meet the needs of the business, matching drinks to the given brief. Learners will make and serve drinks to a good standard.

**For Pass standard**, learners will produce a plan for a drinks service referenced to a given business brief. Learners will select a variety of drinks to prepare and serve for the given service style.

Learners will demonstrate knowledge of the different elements needed to prepare the drinks area for an alcoholic drinks service. Learners will produce planning documents. Learners will be able to follow a work plan, with some help. Learners will work, with some help, to ensure that the area is ready on time. Learners will make drinks, with some help, to meet the needs of the business. Learners will make and serve drinks to an acceptable standard

## **Links to other units**

This unit links to:

- Unit 3: Customer Service Provision in Hospitality
- Unit 7: Supervise Food Service Operations
- Unit 14: Luxury Hospitality
- Unit 19: Events in Hospitality.

## **Employer involvement**

Visits and work experience with local food and drink service providers would provide learners with an insight into food and drink service and help them develop the skills required in different businesses providing an alcoholic beverage service. Developing hospitality industry links would enhance the delivery of this unit

## **Opportunities to develop transferable employability skills**

In completing this unit, learners will develop their supervision and planning skills.

# Unit 10: Supervision of Food Safety in Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners examine the working practices and procedures that promote food safety by improving understanding of their role in the working environment.

## Unit introduction

All hospitality businesses are bound by law to operate in a safe manner; a very important aspect of this is food safety. Businesses need employees who are conversant with food safety management systems and who can work effectively in applying, monitoring and recording all relevant aspects of food safety to help contribute to business growth and success.

The supervisory aspects of food safety are a significant part of the unit, and you will explore the relevance of current food safety legislation and its importance for staff, customers and organisations. In addition, the storage, preparation, cooking and service of food must be carried out in such a manner as to prevent contamination. In this unit, you will examine food safety management systems, learning how to apply the procedures needed in order to gain an understanding of how legislation works to protect employees and customers. This will involve you designing a food safety risk assessment and implementing realistic control measures to reduce the risk of injury or illness arising from food safety hazards. The knowledge you will gain and the skills developed will allow you to process information relating to safe practices and to identify issues of non-compliance that could result in an outbreak of food poisoning, or ill health of an employee or customer.

The unit will ensure that as a supervisor or prospective supervisor you receive training in food safety management systems to develop and implement food safety management procedures that are appropriate for their responsibilities.

## Learning aims

- A** Understand the importance of maintaining food safety
- B** Carry out the monitoring of food hygiene practices in different hospitality situations
- C** Understand how to implement food safety management procedures.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Understand the importance of maintaining food safety	<b>A1</b> Importance of food safety <b>A2</b> Importance of food safety systems	A report that examines the importance of responsibilities of employers and employees involved in food safety procedures, and the key features of food safety systems.
<b>B</b> Carry out the monitoring of food hygiene practices in different hospitality situations	<b>B1</b> Key features of food hygiene practices <b>B2</b> Monitoring food hygiene practice <b>B3</b> Complete food safety risk assessment	Food safety risk assessments in different hospitality areas.
<b>C</b> Understand how to implement food safety management procedures	<b>C1</b> Key features of food storage <b>C2</b> Procedures to implement food safety <b>C3</b> Awareness of food safety monitoring	Implementation of food safety management procedures.

## Content

### Learning aim A: Understand the importance of maintaining food safety

#### A1 Importance of food safety

Importance of food safety and the role of the supervisor in hospitality organisations.

- Safe food handling and behaviour:
  - ensuring that proper safe working and food handling practices are in place and applied
  - monitoring and recording of safe working and food handling practices, identifying critical control points and critical limits: ensuring the effectiveness of control measures for different hazards
  - knowing how different conditions impact on the effectiveness of control measures
  - taking corrective actions and introducing measures for improvement.
- Legal requirements: personal, business.
- Duty of care: benefits of high standards of food safety to the organisation and the good health and wellbeing for all, the consequences and costs associated with food poisoning outbreaks and ill health, customer satisfaction.
- Purpose of food safety risk assessment:
  - enable hospitality organisations to comply with the requirement for a documented food safety management system, and to comply with relevant legislation
  - assist an organisation to implement systems and methods to keep food safe
  - help an organisation to train staff in food safety compliance: help to protect an organisation's reputation.

#### A2 Importance of food safety systems

- Food safety systems: assist an organisation to implement systems and methods to keep food safe, help an organisation to train staff, help to protect an organisation's reputation.
- Methods and procedures for controlling food safety: ensuring that safe working and food handling practices are in place and applied, monitoring and recording safe working and food handling practices, identifying critical control points and critical limits, ensuring the effectiveness of control measures for different hazards, knowing how different conditions impact on the effectiveness of control measures, taking corrective actions and introducing measures for improvement.
- Evaluating food safety controls and procedures: adjusting food safety management procedures when a review indicates control methods are ineffective, reviewing factors that require an immediate response to the food safety procedures, implementing relevant changes to food safety procedures, communicating to relevant staff any changes to food safety procedures, monitoring and verifying new procedures.

## Learning aim B: Carry out the monitoring of food hygiene practices in different hospitality situations

### B1 Key features of food hygiene practices

Key factors of good practice in food hygiene.

- Temperature control:
  - importance of temperature control, prevent the growth of food poisoning bacteria, complying with legislation, maintaining safe standards
  - legal temperature requirements for the business need
  - methods for measuring temperature, including in-place devices, air temperature monitoring systems, electronic probe thermometers, methods of calibration
  - taking and recording temperature readings, cleaning and disinfecting probe, taking fridge and freezer temperatures frequently, taking product temperatures as required, inserting probe between packs for fridge and freezer temperatures, inserting into thickest part of products if undertaking product sampling, recording all routine and product sampling temperatures, reporting temperatures out of acceptable range.
- Controlling contamination:
  - physical, including glass, plastic, jewellery, hair, fingernails, nuts and bolts and pests
  - biological, including spoilage bacteria, pathogens, yeasts and moulds
  - chemical, including pesticides, cleaning products, natural toxins, e.g. from red kidney beans
  - allergenic, including nuts, milk, cereals, eggs, shellfish, sesame seeds, soya, celery and mustard
  - cross contamination, including raw food, cooked food, high-risk food.
- Personal hygiene:
  - hygiene of hands, including when to wash hands, how to wash hands
  - cuts and grazes, skin infections, spots and boils, cover with waterproof dressing
  - personal grooming, including hair, jewellery, perfume, make-up
  - clothing, including washable or disposable, no outside clothing in food areas
  - exclusion of food handlers, including if suffering from sickness or diarrhoea, if suffering from contagious illness, with serious skin infections.
- Cleanliness and food hygiene: food storage areas, food preparation areas, work surfaces, equipment, utensils, food waste areas.
- Methods of cleaning and use of cleaning materials: detergents, disinfectants, sanitisers, disposable cloths, colour-coded equipment – cloths, brushes, mops, correct use and storage of cleaning chemicals, use of dishwashing machines.
- Six-stage cleaning process: pre-clean, main clean, intermediate rinse, disinfection, final rinse, dry.
- Cleaning and disinfecting schedules: breaking the contamination chain, what needs to be cleaned, how the cleaning will be carried out, when cleaning needs to be done – daily, weekly, monthly, as required, who will carry out the cleaning.
- Disposal of waste: use of suitable containers, disposal of food, recycling, hazardous waste, external collection and general waste.
- Pest control: importance of pest control and the impact of infestation, reducing spread of bacteria and cross-contamination, complying with relevant food safety legislation, maintaining food safety, maintaining a healthy environment, creating a good first impression.



- Common pests, signs of pests and specific hazards from pests: rodents, birds, flies and flying insects, cockroaches, ants, beetles and weevils.
- Supervisor's role in reducing risk and eradicating pests: effective cleaning, taking action to prevent pests, checking for problems and infestation, investigating reports of pest sightings, reporting problems, physical and chemical controls, use of private contractors.

### **B2 Monitoring food hygiene practice**

Being aware of the resources required for monitoring of food hygiene practice and influencing factors.

- Resources: staff, materials, equipment.
- Influencing factors: production systems, equipment, food safety, staff training, kitchen design.

### **B3 Complete food safety risk assessment**

Carry out food safety risk assessments in different hospitality areas.

- Hospitality areas: bar, restaurant, kitchen.
- Food safety risk assessments: identifying risks to food, what can go wrong, when and where, identifying controls needed to be put in place to prevent these food safety risks, what can be done to prevent it going wrong, ensuring controls are in place and carried out, who is responsible, staff understand their role, ensuring the risk assessments are kept up to date, reviewed according to schedule, keeping records of documents and records showing due diligence and compliance.

## **Learning aim C: Understand how to implement food safety management procedures**

### **C1 Key features of food storage**

Procedures involved in safe food storage.

- Stock rotation: the importance of stock rotation, use-by dates, best before dates, stock rotation systems, first in, first out (FIFO)/last in, last out (LIFO), foods exempt from date marking, receiving deliveries and checking for damage, product traceability.
- Dry food storage: cool and dry, dark but with adequate artificial lighting, adequate ventilation, storage off the floor and away from walls, storage in lidded containers.
- Refrigerated storage: siting, access, prevention of cross-contamination, maintenance and cleaning.
- Freezers: siting, access, prevention of cross-contamination, maintenance and cleaning, defrosting.
- Thawing frozen food: defrost in a fridge or thawing cabinet, protect thawing food against contamination, cook immediately following thawing.
- Transporting food: use of vehicles and/or containers, transporting different types of food at the same time, effective cleaning between loads, keeping food at appropriate temperatures and allowing these temperatures to be monitored.

- Cooking safely: follow the manufacturer's cooking instructions for food products (where applicable), preheat equipment before cooking, never use the same utensils, plates or containers for raw and cooked or ready-to-eat food, use of whole cuts, joints and cuts, and joints of appropriate size, ensure liquid dishes, gravy, soups, sauces and stews are simmering and stir them frequently, ensure adequate temperatures to comply with food safety regulations.

## **C2 Procedures to implement food safety**

How to put into effect food safety procedures.

- Safety of goods and commodities: receiving of goods, monitoring of goods received, storing of goods, labelling of products, issuing of commodities, security of storage areas.
- Methods and procedures for controlling food safety: critical control points, critical limits and corrective actions.
- Measures for improvement.

## **C3 Awareness of food safety monitoring**

Purpose and process of monitoring food safety and provision of training.

- Part of hospitality businesses' food safety management systems.
- Legal and regulatory requirement.
- Completing relevant forms.
- Checking the work of others to ensure compliance.
- Checks to include: food delivery checks, food storage temperature checks, cooking and reheating temperature checks, hot holding temperature checks, thermometer and probe checks, food date code checks, cleaning checks, including daily, weekly, pest control.
- Provides new staff with the information they need.
- Ensures new staff are fully trained.
- Provision of food safety refresher training, as required.
- Consequences for the business of providing adequate or inadequate training: reducing mistakes, gaining clarification, ensuring understanding, maintaining standards, loss of business.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the importance of maintaining food safety</b>		<b>A.D1</b> Evaluate strengths and weaknesses of different food safety management procedures for compliance, making recommendations for improvements.
<b>A.P1</b> Explain the importance of food safety and food safety systems to hospitality organisations.  <b>A.P2</b> Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance.	<b>A.M1</b> Assess the importance of appropriate food safety management procedures for compliance for different types of hospitality business.	
<b>Learning aim B: Carry out the monitoring of food hygiene practices in different hospitality situations</b>		<b>B.D2</b> Conduct a food safety risk assessment in different hospitality businesses, identifying and justifying areas for improvement.
<b>B.P3</b> Describe the key factors of food hygiene practices.  <b>B.P4</b> Conduct a food safety risk assessment process in different hospitality businesses.	<b>B.M2</b> Conduct a food safety risk assessment process in different hospitality businesses, identifying areas for improvement.	
<b>Learning aim C: Understand how to implement food safety management procedures</b>		<b>C.D3</b> Design comprehensive documentation for communicating food safety systems and undertake food safety monitoring and recording, to include critical control points, critical limits and corrective actions.  <b>C.D4</b> Evaluate the procedures used, justifying recommendations made.
<b>C.P5</b> Design documentation for communicating food safety procedures.  <b>C.P6</b> Undertake food safety monitoring and recording.	<b>C.M3</b> Design detailed documentation for communicating food safety systems.  <b>C.M4</b> Undertake food safety monitoring and recording, to include critical control points and critical limits.	

## 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 and A.D1)

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

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3, C.D4)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- different hospitality organisations to review food safety documentation and procedures
- range of risk assessments used in different hospitality outlets
- visits to different hospitality organisations to review food safety procedures.

### Essential information for assessment decisions

This unit is assessed internally by the centre and externally verified by Pearson.

### Learning aim A

**For Distinction standard**, learners will produce a comprehensive explanation of the importance of food safety and food safety systems to hospitality organisations. Learners will show an in-depth understanding of the responsibilities that employers and employees have in relation to food safety legislation and give a thorough account of how organisations observe food safety.

Learners will provide a thorough assessment of the importance of food safety management procedures for different types of hospitality business.

Learners will produce a thorough assessment of the strengths and weaknesses of different food safety management procedures. Learners should be able to make recommendations for improvements.

**For Merit standard**, learners will produce, in some detail, an account of why food safety and food safety systems are so important to hospitality organisations. Learners will identify most of the responsibilities that employers and employees have in relation to food safety legislation and give a detailed account of how organisations comply with food safety.

Learners will produce a brief assessment of the importance of appropriate food safety management procedures for different types of hospitality business.

**For Pass standard**, learners will demonstrate knowledge and understanding of the importance of food safety and the role of the supervisor in hospitality organisations, the responsibilities of employers and employees in respect of food safety and procedures for compliance, and the key features of food safety systems.

### Learning aims B and C

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

**For Distinction standard**, learners will produce a detailed description of all key features of good practice in food hygiene, to include temperature control, controlling contamination, personal hygiene, cleaning and disinfection and pest control.

Learners will carry out food safety risk assessments in three different hospitality businesses while identifying and justifying areas for improvement. Learners will design detailed documentation that could be used to communicate food safety systems.

Learners will produce a review of the impact on a hospitality business of implementing changes recommended by food safety risk assessments. Learners will carry out food safety monitoring in a hospitality business, to include safety of goods and commodities, methods and procedures for controlling food safety and measures for improvement.

Learners will produce an assessment of the measures and procedures used, justifying any recommendations made.

**For Merit standard**, learners will describe, in some detail, most of the key features of good practice in food hygiene.

Learners will demonstrate a food safety risk assessment process in different hospitality businesses. Learners will design detailed food safety documentation that can be used to communicate information about food safety systems.

Learners will assess some of the methods and procedures for controlling food safety, which may include critical control points, critical limits or corrective actions. Learners will carry out food safety monitoring in a hospitality business, to include safety of goods and commodities, and methods and procedures for controlling food safety.

**For Pass standard**, learners will show knowledge and understanding of key factors of good food hygiene practices, and an awareness of the resources and factors influencing the monitoring of food hygiene practices.

Learners will demonstrate a food safety risk assessment process. Learners will design food safety documentation that can be used to communicate information about food safety systems and procedures. They will show knowledge and understanding of the processes and procedures involved.

Learners will carry out food safety monitoring in a hospitality business, to include safety of goods and commodities.

### Links to other units

This unit links to:

- Unit 2: Environment and Sustainability in the Hospitality Industry
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Drinks Service
- Unit 9: Supervise Alcohol Beverage Service.

### Employer involvement

An input by a local authority environmental health practitioner would add greatly to the realism of the content relating to kitchen and food safety. Learners should also have the opportunity to visit a large-scale food production centre where either cook-chill or cook-freeze is used as the production system. Learners' work experience placements and part-time employment in the hospitality industry will help them generate evidence for this unit

### Opportunities to develop transferable employability skills

On completing this unit, learners will have opportunities to develop their management, supervision and planning skills.

# Unit 11: Contemporary Global Cuisine

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook global food dishes, the historical influences on global food, the styles of food, and the types of dishes that are prepared and cooked globally. They will develop skills in preparing, cooking and reviewing global dishes.

## Unit introduction

Today food from around the world can be served in any international food outlet, and this unit introduces you to the many types and styles of global food. Through structured research and investigation, you will find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of global food. You will develop an understanding of the vast range of global food and the types of dishes that can be prepared and cooked. You will practise and develop your skills in the preparation and cooking of a range of dishes from around the world. You will develop an understanding of the relevant health and safety issues relating to food preparation, production and service as you will be expected to follow safe, professional and hygienic working practices.

You will explore the process of reviewing and evaluating specific dishes that you have prepared and cooked, and then propose any appropriate improvements.

## Learning aims

In this unit you will:

- A** Research and plan menus that reflect current trends and developments in global cuisine
- B** Demonstrate food preparation and cooking skills
- C** Evaluate the finished dishes.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Research and plan menus that reflect current trends and developments in global cuisine	<b>A1</b> History of and influences on global cuisine <b>A2</b> Styles and types of global cuisine <b>A3</b> Traditional food outlets and menus <b>A4</b> Balanced menus that meet the needs of the business and customer	Portfolio of research into current trends and developments from a range of sources. Planned menus that meet the needs of different businesses and customers.
<b>B</b> Demonstrate food preparation and cooking skills	<b>B1</b> Equipment and commodities <b>B2</b> Methods of preparing and cooking dishes <b>B3</b> Finishing and presenting dishes	Preparation and cooking of dishes according to selected menu.
<b>C</b> Evaluate the finished dishes	<b>C1</b> Evaluation criteria <b>C2</b> Quality criteria <b>C3</b> Apply feedback information	Evaluate the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data.



## Content

### Learning aim A: Research and plan menus that reflect current trends and developments in global cuisine

#### A1 History of and influences on global cuisine

- Geography, climate and environment.
- Religion and culture.
- Trade and industrialisation.
- Travel, migration, urbanisation.
- Imperialism and colonisation.
- Technology and innovation.
- Consumer behaviour.
- Sustainability.

#### A2 Styles and types of global cuisine

- Styles, e.g. Italian, Turkish, Indian, Thai, Mexican, Chinese, Greek, Japanese, French, Arab, Lebanese, Spanish, English, Moroccan, Caribbean, Vietnamese, German, North American, Middle Eastern, Malaysian, Polish, South American, African.
- Food fusion.
- Types of food:
  - appetisers, e.g. Hors d'oeuvre, salads, canapes
  - soups, e.g. consommés, bouillon, clear soup, broth, purée, cream, velouté, chilled soup
  - egg and cheese, e.g. poached, boiled, en cocotte, shallow fried, oeufs sur le plat, omelettes, scrambled eggs, soufflés; cheese dishes
  - farinaceous and dumplings, e.g. Italian pasta, noodle dishes, dumplings, gnocchi
  - pizza, rice and grain, savoury rice, e.g. boiled rice, braised rice, risotto
  - fish, e.g. baking, boiling, deep frying, grilling, poaching, roasting, shallow frying, steaming, shellfish
  - meat, e.g. shallow frying, baking, boiling, braising, grilling, pot roasting, roasting, shallow frying, steaming, stir-frying, stewing
  - game, feather and furred, baking, braising, roasting and stewing
  - vegetables and potatoes
  - sweets and desserts, e.g. pastry, batters, sponges, scones and cake, puddings, biscuits.

#### A3 Traditional food outlets and menus

- Food outlets:
  - hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food/food markets.
- Menus:
  - breakfast, lunch, dinner, afternoon tea, à la carte, table d'hôte, tasting, take away
  - seasonal.

**A4 Balanced menus that meet the needs of the business and customer**

- Taste.
- Texture.
- Colour.
- Appearance.
- Cost.
- Seasonal.
- Dietary requirements.
- Nutritional.
- Sustainable.

**Learning aim B: Demonstrate food preparation and cooking skills****B1 Equipment and commodities**

- Equipment, e.g. avil pot, bain-marie, balti pan, blini pan, braisière, brochette, Chinese stove, Chinois, chopsticks, cocotte, couscous steamer, dariole, degchi, steamer, duck oven, jezve, karahi, marmite, mushiki, paellera, pan, shallow pan, ramekin, rondeau, salamander, sauteuse, shin seol ro, sushioke, tamagoyaki nabe, tandoori oven, tannour oven, tempura pan, terrine, timbale, wok.
- Commodities, e.g. potatoes, sweet potatoes, cassava, yams, rice, noodles, pasta, beans, peas, pulses, cereal, herbs and spices, meat, fish, dried fish, game, vegetables, potatoes salad greens, shellfish, poultry, fats and oils, breads, fruit, nuts, seeds, herbs, spices, pastries, confectionery.

**B2 Methods of preparing and cooking dishes**

- Preparation methods:
  - peeling, chopping, blending, boning, skimming, blanching, refreshing, fruit and vegetable carving.
- Storage methods:
  - fresh, chilled, frozen, dried, tinned, vacuum packed, freeze dried.
- Cooking methods:
  - baking, boiling, braising, deep frying, grilling, poaching, pot-roasting, roasting, shallow frying, sautéing, stir-frying, stewing, microwave cooking.
- Cooking techniques:
  - basting, barding, battering, carving, defrosting, deglazing, glazing, larding, marinating, paner à l'Anglaise, paner au beurre, reheating, rolling, salting, scoring, searing, skimming, stuffing, trimming, trussing.

**B3 Finishing and presenting dishes**

- Preparation methods:
  - seasoned, glazed, plated, visual, flare, style.

**Learning aim C: Evaluate the finished dishes****C1 Evaluation criteria**

- Qualitative.
- Quantitative.

**C2 Quality criteria**

- Timing.
- Appearance.
- Taste.
- Colour.
- Texture.
- Cost.
- Presentation.

**C3 Apply feedback information**

- Comment cards.
- Reviews.
- Supervisor/line manager/colleague feedback.
- Dish analysis sheets.
- Customer.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Research and plan menus that reflect current trends and developments in global cuisine</b>		<b>A.D1</b> Plan a detailed and balanced menu that reflects a range of global styles and types of dish globally to meet the needs of the customer and business.
<b>A.P1</b> Describe influences on the styles and types of global dishes. <b>A.P2</b> Plan a basic menu that reflects different global styles and types of dish.	<b>A.M1</b> Plan a balanced menu that reflects different global styles and types of dish.	
<b>Learning aim B: Demonstrate food preparation and cooking skills</b>		<b>B.D2</b> Prepare, cook and finish a wide range of dishes that reflect the different types and styles of global cuisine, demonstrating the range of professional skills.
<b>B.P3</b> Prepare a selection of global dishes. <b>B.P4</b> Cook a selection of global dishes.	<b>B.M2</b> Prepare, cook and finish a selection of dishes that reflect different types and styles of global cuisine, demonstrating some professional skills.	
<b>Learning aim C: Evaluate the finished dishes</b>		<b>C.D3</b> Evaluate the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data.
<b>C.P5</b> Review the finished dishes.	<b>C.M3</b> Use quality criteria to review finished dishes.	

## 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

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in global cuisine and its requirements.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will carry out detailed research using a wide range of sources, and evidence this through an annotated portfolio, indicating the influences that have supported the development of the styles and types of global cuisine. Learners will use their research to develop sustainable advanced menus that reflect local produce and traditional cooking methods, and that are balanced in terms of texture, colour and taste. Dishes must be nutritionally and financially sound, to meet the needs of the business and customers.

**For Merit standard**, learners will carry out research using a range of sources, and evidence this through limited annotations in a portfolio, indicating the influences that have supported the development of global cuisine. Learners will use their research to develop sustainable menus that reflect local produce and traditional cooking methods, and that are balanced in terms of texture, colour and taste – however, there may be errors. Dishes will be nutritionally sound and financial considerations will have been taken into account.

**For Pass standard**, learners will carry out research and evidence this through a portfolio of evidence, which may be annotated. Learners will develop a sustainable menu with reference to the history of global cuisine and which is balanced in terms of texture, colour and taste.

#### Learning aims B and C

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

**For Distinction standard**, learners will demonstrate excellent preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to an excellent standard, where appropriate methods, cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standard, without error, and will meet required timings. Dishes will be finished, presented, seasoned and balanced to meet the needs of the business.

Learners will collect and use feedback to evaluate the finished dishes, and to determine how well each dish meets the needs of the business and its customers. Learners will make recommendations for improvements to the preparation, cooking and finishing methods based on the feedback received.

**For Merit standard**, learners will demonstrate good preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to a good standard, where appropriate methods, cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standard, with few errors. The dishes produced will meet required timings; however, there may be delays when presenting the finished product.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make brief recommendations for improvement to the preparation, cooking and finishing methods, which may be based on some elements of feedback received.

**For Pass standard**, learners will demonstrate preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed and appropriate cooking and finishing methods will have been planned. Learners will produce dishes of industry standard, with some errors. The dishes may meet required timings. Learners will collect and use a limited range of feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Recommendations for improvement are limited.

### Links to other units

This unit links to:

- Unit 12: The Cuisine of Your Country
- Unit 13: European Cuisine
- Unit 29: Asian Cuisine.

### Opportunities to develop transferable employability skills

On completing this unit, learners will have opportunities to develop their skills in preparing, cooking and finishing dishes.





# Unit 12: The Cuisine of Your Country

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a range of dishes from their country, the historical influences on the dishes, the styles of food and the types of dishes that are prepared and cooked in their country. They will develop skills in preparing, cooking and reviewing the dishes.

## Unit introduction

Food has always played an important part in the international hospitality industry. Today with more and more tourists looking to experience authentic cuisine when they travel, it is vital that staff develop a detailed understanding of the food from their country.

In this unit, you will be introduced to the many types and styles of food available in your country and, through structured research and investigation, you will find out about the specific types of equipment, commodities and preparation methods needed to create authentic dishes.

You will develop an appreciation of the historical origins of and cultural influences on the food from your country. You will gain an insight into the foods and the types of dishes that are prepared and cooked today in your country.

You will have the opportunity to practise and develop skills in the preparation and cooking of a range of authentic dishes. An understanding of the relevant health and safety issues relating to food production, service and storage is crucial as you will be expected to follow safe, professional and hygienic working practices.

You will explore the process of reviewing and evaluating specific dishes that you have prepared and cooked and then proposing any appropriate improvements.

## Learning aims

In this unit you will:

- A** Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in your country
- B** Demonstrate food preparation and cooking skills
- C** Evaluate the finished dishes.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in your country	<b>A1</b> History of and influences on food <b>A2</b> Styles and types of food <b>A3</b> Traditional food outlets and menus <b>A4</b> Balanced menus that demonstrate authentic dishes and meet the needs of the business and customer	Portfolio of research into the different styles and types of authentic food from a range of sources. Summary of the history of food in your country. Planned menus that meet the needs of different businesses and customers.
<b>B</b> Demonstrate food preparation and cooking skills	<b>B1</b> Equipment and commodities <b>B2</b> Methods of preparing, cooking and finishing dishes <b>B3</b> Professional skills	Planning documentation for each dish. Preparation and cooking of dishes according to selected menu. Photographs of finished dishes.
<b>C</b> Evaluate the finished dishes	<b>C1</b> Evaluation criteria <b>C2</b> Quality criteria <b>C3</b> Apply feedback information	Evaluation of finished dishes using set evaluation techniques criteria to meet the needs of the business.

## Content

### Learning aim A: Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in your country

#### A1 History of and influences on food

- Geography, climate and environment.
- Religion and culture.
- Trade and industrialisation.
- Travel and migration.
- Imperialism and colonisation.

#### A2 Styles and types of food

- Styles, e.g. local, regional, national.
- Types of food, e.g. snacks, appetisers, salads, soups and sauces, fish and seafood, meat and poultry, vegetables, vegetarian, desserts, savouries and cheeses.

#### A3 Traditional food outlets and menus

- Food outlets:
  - hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food.
- Menus:
  - breakfast, lunch, dinner, afternoon tea, à la carte, table d'hôte, tasting.

#### A4 Balanced menus that demonstrate authentic dishes and meet the needs of the business and customer

- Taste.
- Texture.
- Colour.
- Appearance.
- Cost.
- Seasonal, food provenance, food sustainability, organic.
- Dietary requirements.

### Learning aim B: Demonstrate food preparation and cooking skills

#### B1 Equipment and commodities

- Large equipment:
  - range; oven, e.g. pizza oven, smoking oven, microwave oven; steamer; large pans, e.g. pasta cooker; bratt pan; fryers; bains-marie; grills; salamander; griddle plates; barbecues.
- Small equipment:
  - food processor, pans, knives, pots, chopping boards.
- Commodities:
  - meat, meat substitutes, poultry, game, fish, shellfish, vegetables, fruit, nuts, eggs, dairy produce, fats and oils, cereals, sugar, herbs and spices, condiments, confectionery, bakery.

## **B2 Methods of preparing, cooking and finishing dishes**

- Preparation methods:
  - peeling, chopping, grating, blending, skinning, boning, skimming, blanching, refreshing, coating, seasoning.
- Storage methods:
  - fresh, chilled, frozen, dried, tinned, vacuum packed.
- Cooking methods:
  - poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, barbeque.
- Finishing and presenting dishes:
  - plated, visual, flare, style.

## **B3 Professional skills**

- Organisational and time planning.
- Attitude.
- Appearance, uniform and personal presentation standards.
- Maintenance of health, safety and hygiene.
- Communication.
- Teamwork.

## **Learning aim C: Evaluate the finished dishes**

### **C1 Evaluation criteria**

- Qualitative.
- Quantitative.

### **C2 Quality criteria**

- Timing.
- Appearance.
- Taste.
- Colour.
- Texture.
- Cost.
- Presentation.

### **C3 Apply feedback information**

- Comment cards.
- Reviews.
- Supervisor/line manager/colleague feedback.
- Dish analysis sheets.
- Customers.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in your country</b>		<b>A.D1</b> Plan a detailed and balanced menu that reflects a range of styles and types of dish from your country to meet the needs of the customer and business.
<b>A.P1</b> Describe influences on the styles and types of dish from your country.  <b>A.P2</b> Plan a basic menu that reflects different styles and types of dish from your country.	<b>A.M1</b> Plan a balanced menu that reflects different styles and types of dish from your country.	
<b>Learning aim B: Demonstrate food preparation and cooking skills</b>		<b>B.D2</b> Prepare, cook and finish a wide range of dishes that reflect the different types and styles of authentic cuisine, demonstrating the range of professional skills.
<b>B.P3</b> Prepare a selection of authentic dishes.  <b>B.P4</b> Cook a selection of authentic dishes.	<b>B.M2</b> Prepare, cook and finish a selection of dishes that reflect different types and styles of authentic cuisine, demonstrating some professional skills.	
<b>Learning aim C: Evaluate the finished dishes</b>		<b>C.D3</b> Evaluate the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data.
<b>C.P5</b> Review the finished dishes.	<b>C.M3</b> Use quality criteria to review finished dishes.	

## 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, B.M2,C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in cuisine from their country and its requirements.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will carry out detailed research using a wide range of sources and evidence this through an annotated portfolio, indicating the influences that have supported the development of the styles and types of food in their country. Learners will use their research to develop advanced sustainable menus that reflect authentic produce, traditional cooking methods and are balanced in terms of texture, colour and taste. Dishes must be nutritionally and financially sound to meet the needs of the business and customers.

**For Merit standard**, learners will carry out research using a range of sources and evidence this through limited annotations in a portfolio, indicating the influences that have supported the development of food in their country. Learners will use their research to develop sustainable menus that reflect authentic produce, traditional cooking methods and are balanced in terms of texture, colour and taste – however, there may be errors. Dishes will be nutritionally sound and financial considerations will have been taken into account.

**For Pass standard**, learners will carry out research and evidence this through a portfolio of evidence, which may be annotated. Learners will develop a sustainable menu with reference to the history of food in their country and which is balanced in terms of texture, colour and taste.

#### Learning aims B and C

**For Distinction standard**, learners will demonstrate excellent preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to an excellent standard, where appropriate methods, cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standards, without error, and will meet required timings. Dishes will have been finished, presented, seasoned and balanced to meet the needs of the business.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make recommendations for improvements to the preparation, cooking and finishing methods based on the feedback received.

**For Merit standard**, learners will demonstrate good preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to a good standard, where appropriate methods, cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standard, with few errors. The dishes produced will meet required timings; however, there may be delays when presenting the finished product.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make brief recommendations for improvement to the preparation, cooking and finishing methods, which may be based on some elements of feedback received.

**For Pass standard**, learners will demonstrate preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed and appropriate cooking and finishing methods will have been planned. Learners will produce dishes of industry standard, with some errors. The dishes may meet required timings. Learners will collect and use a limited range of feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Recommendations for improvement are limited.

### **Links to other units**

This unit links to:

- Unit 11: Contemporary Global Cuisine
- Unit 13: European Cuisine
- Unit 29: Asian Cuisine.

### **Opportunities to develop transferable employability skills**

On completing this unit, learners will have opportunities to develop their preparation, cooking and finishing skills.



# Unit 13: European Cuisine

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of European food dishes, the historical influences on European food, the styles of food, and the types of dishes that are prepared and cooked in Europe. They will develop skills in preparing, cooking and reviewing European dishes.

## Unit introduction

Today food from around the world can be served in any international food outlet and European food plays an important role in the international hospitality industry. In this unit, you will be introduced to the many types and styles of European food and, through structured research and investigation, you will find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of European food.

You will develop an appreciation of the historical origins of and cultural influences on the food of a range of European countries. You will gain insight into the food and the types of dish that are prepared and cooked in today's European countries.

You will have the opportunity to practise and develop skills in the preparation and cooking of a range of European dishes from countries of your choice. An understanding of the relevant health and safety issues relating to food production, service and storage is crucial and you will be expected to follow safe, professional and hygienic working practices.

You will explore the process of reviewing and evaluating specific dishes that you have prepared and cooked and then proposing any appropriate improvements.

## Learning aims

In this unit you will:

- A** Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries
- B** Demonstrate food preparation and cooking skills
- C** Evaluate the finished dishes.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries	<b>A1</b> History of and influences on European food <b>A2</b> Styles and types of European food <b>A3</b> Traditional food outlets and menus <b>A4</b> Balanced menus that reflect local dishes and meet the needs of the business and customer	Portfolio of research into the different styles and types of European food from a range of sources. Summary of the history of European food. Planned menus that meet the needs of different businesses and customers.
<b>B</b> Demonstrate food preparation and cooking skills	<b>B1</b> Equipment and commodities <b>B2</b> Methods of preparing, cooking and finishing dishes <b>B3</b> Professional skills	Planning documentation for each dish. Preparation and cooking of dishes according to selected menu. Photographs of finished dishes.
<b>C</b> Evaluate the finished dishes	<b>C1</b> Evaluation criteria <b>C2</b> Quality criteria <b>C3</b> Feedback information	Evaluation of finished dishes using set evaluation techniques criteria to meet the needs of the business.

## Content

**Learning aim A: Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries**

### A1 History of and influences on European food

- Geography, climate and environment.
- Religion and culture.
- Trade and industrialisation.
- Travel and migration.
- Imperialism and colonisation.
- Sustainability.

### A2 Styles and types of European food

- Styles, e.g. UK, France, Spain, Portugal, Italy, Belgium, Greece, Germany, Russia, Poland, Switzerland, Hungary, Sweden, Norway.
- Types of food, e.g. meze and tapas, snacks, appetisers, salads, hors d'oeuvres, soups and sauces, fish and seafood, meat and poultry, vegetables, vegetarian, desserts, savouries and cheeses.

### A3 Traditional food outlets and menus

- Food outlets:
  - hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food.
- Menus:
  - breakfast, lunch, dinner, afternoon tea, à la carte, table d'hôte, tasting.

### A4 Balanced menus that reflect local dishes and meet the needs of the business and customer

- Taste.
- Texture.
- Colour.
- Appearance.
- Cost.
- Seasonal.
- Dietary requirements.
- Sustainability.

**Learning aim B: Demonstrate food preparation and cooking skills**

### B1 Equipment and commodities

- Large equipment:
  - stoves, ovens, specialist cookers, griddles, salamanders, fryers, mixers.
- Small equipment:
  - pans, knives, pots, chopping boards, moulds.
- Commodities:
  - grains, meat, fish, seafood, poultry, eggs, vegetables, fruit, pasta, pastries, confectionery, breads, herbs, spices.

## **B2 Methods of preparing, cooking and finishing dishes**

- Preparation methods:
  - peeling, chopping, blending, boning, skimming, blanching, refreshing, coating, seasoning.
- Storage methods:
  - fresh, chilled, frozen, dried, tinned, vacuum packed.
- Cooking methods:
  - poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, barbeque.
- Finishing and presenting dishes:
  - plated, visual, flare, style.

## **B3 Professional skills**

- Organisational and time planning.
- Attitude.
- Appearance, uniform and personal presentation standards.
- Maintenance of health, safety and hygiene.
- Communication.
- Teamwork.

## **Learning aim C: Evaluate the finished dishes**

### **C1 Evaluation criteria**

- Qualitative.
- Quantitative.

### **C2 Quality criteria**

- Timing.
- Appearance.
- Taste.
- Colour.
- Texture.
- Cost.
- Presentation.

### **C3 Feedback information**

- Comment cards.
- Reviews.
- Supervisor/line manager/colleague feedback.
- Dish analysis sheets.
- Customers.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries</b>		<b>A.D1</b> Plan a detailed and balanced menu that reflects a range of European styles and types of dish to meet the needs of the customer and business.
<b>A.P1</b> Describe influences on styles and types of European dish. <b>A.P2</b> Plan a basic menu that reflects different European styles and types of dish.	<b>A.M1</b> Plan a balanced menu that reflects different European styles and types of dish.	
<b>Learning aim B: Demonstrate food preparation and cooking skills</b>		<b>B.D2</b> Prepare, cook and finish a wide range of dishes that reflect the different types and styles of European cuisine, demonstrating the range of professional skills
<b>B.P3</b> Prepare a selection of European dishes. <b>B.P4</b> Cook a selection of European dishes.	<b>B.M2</b> Prepare, cook and finish a selection of dishes that reflect different types and styles of European cuisine, demonstrating some professional skills.	
<b>Learning aim C: Evaluate the finished dishes</b>		<b>C.D3</b> Evaluate the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data.
<b>C.P5</b> Review the finished dishes.	<b>C.M3</b> Use quality criteria to review finished dishes.	

## 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, B.M2, B.D2, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in European cuisine and its requirements.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will carry out detailed research, using no less than three and no more than five sources. The evidence should be presented through an annotated portfolio, indicating the influences that have supported the development of the styles and types of European food. Learners will use their research to develop advanced menus that reflect local produce, traditional cooking methods and are balanced in terms of texture, colour and taste. Dishes must be nutritionally and financially sound to meet the needs of the business and customers. Learners will use their research to develop advanced sustainable menus that reflect local produce, traditional cooking methods and are balanced in terms of texture, colour and taste. Dishes must be nutritionally and financially sound to meet the needs of the business and customers.

**For Merit standard**, learners will carry out research, using no less than three and no more than five sources and evidence through limited annotations in a portfolio, indicating the influences that have supported the development of European food. Learners will use their research to develop sustainable menus that reflect local produce, traditional cooking methods and that are balanced in terms of textures, colour and taste – however, there may be errors. Dishes will be nutritionally sound and financial considerations will have been taken into account.

**For Pass standard**, learners will carry out research and evidence this through a portfolio of evidence, which may be annotated. Learners will develop a sustainable menu with reference to the history of European food, which is balanced in terms of texture, colour and taste.

#### Learning aims B and C

**For Distinction standard**, learners will demonstrate excellent preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to an excellent standard, where appropriate methods, cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standards, without error, and will meet required timings. Dishes will have been finished, presented, seasoned and balanced to meet the needs of the business.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make recommendations for improvements to the preparation, cooking and finishing methods based on the feedback received.

**For Merit standard**, learners will demonstrate good preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to a good standard, where appropriate methods, cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standard, with few errors. The dishes produced will meet required timings; however, there may be delays when presenting the finished product.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make brief recommendations for improvement to the preparation, cooking and finishing methods, which may be based on some elements of feedback received.

**For Pass standard**, learners will demonstrate preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed and appropriate cooking and finishing methods will have been planned. Learners will produce dishes of industry standard, with some errors. The dishes may meet required timings. Learners will collect and use a limited range of feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Recommendations for improvement are limited.

### **Links to other units**

This unit links to:

- Unit 11: Contemporary Global Cuisine
- Unit 12: The Cuisine of Your Country
- Unit 29: Asian Cuisine.

### **Opportunities to develop transferable employability skills**

On completing this unit, learners will have opportunities to develop their preparation, cooking and finishing skills.



# Unit 14: Luxury Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Explore the current structure, characteristics and supervision of luxury hospitality	<b>A1</b> Luxury hospitality structure and characteristics <b>A2</b> 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>B</b> Explore the customer service experience, needs and expectations in luxury hospitality	<b>B1</b> Customer service experience <b>B2</b> 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.
<b>C</b> Demonstrate customer service and problem solving in different luxury hospitality situations	<b>C1</b> Communication and interpersonal skills <b>C2</b> 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:
  - accommodation, including hotels, resorts, spas, cruises and private yachts
  - food and beverage, including restaurants, bars and nightclubs
  - membership clubs, including professional or employment association clubs, sporting clubs
  - events, including music events, meetings and conferences.
- Scope and scale of luxury hospitality:
  - relationships between hospitality and luxury hospitality
  - economic value and contribution to local and national economies
  - direct and indirect impacts on the economy
  - number of businesses
  - 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.:
  - kitchen, including chef de partie, sous chef, head chef
  - food and beverage, including food and beverage supervisor, restaurant manager
  - front office, including reception supervisor, night porter, concierge, night auditor, reservations manager, front office manager
  - housekeeping, including housekeeping supervisor, head housekeeper
  - butler
  - cruise and private yacht crew
  - conference, banqueting and events, including conference and event organiser, conference and events manager
  - specialist luxury hospitality roles.
- Hospitality 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 luxury hospitality:
  - 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 departments, e.g. kitchen, housekeeping, reception, security
  - 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
<b>Learning aim A: Explore the current structure, characteristics and supervision of luxury hospitality</b>		<b>A.D1</b> Evaluate the extent a luxury hospitality business is meeting customers' needs.
<b>A.P1</b> Describe luxury hospitality businesses, providing details of their structure, products and services.  <b>A.P2</b> Describe the staffing, structure, supervisory roles and responsibilities in luxury hospitality.	<b>A.M1</b> Compare the types, structure and organisation of different luxury hospitality businesses, showing links with the scale and diversity of the industry.	
<b>Learning aim B: Explore the customer service experience, needs and expectations in luxury hospitality</b>		<b>B.D2</b> Evaluate how a selected department in luxury hospitality can optimise customer touch points.
<b>B.P3</b> Explain the value and importance of understanding the needs, wants and preferences of luxury hospitality customers.  <b>B.P4</b> Create a customer experience map for a selected department in luxury hospitality.	<b>B.M2</b> Create a detailed customer experience map for a selected department in luxury hospitality.	
<b>Learning aim C: Demonstrate customer service and problem solving in different luxury hospitality situations</b>		<b>C.D3</b> 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.
<b>C.P5</b> Demonstrate communication and interpersonal skills appropriate to meet customer needs in two different luxury hospitality situations.	<b>C.M3</b> 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 1: The Hospitality Industry
- Unit 5: Cost Control for Hospitality Supervisors
- Unit 15: Front Office Operations
- Unit 16: Accommodation Operations
- Unit 21: 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 15: Front Office Operations

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Investigate the structure, requirements and supervision of front office operations	<b>A1</b> Front office in hospitality <b>A2</b> Supervisor responsibilities and skills in front office operations <b>A3</b> Front office data interpretation and use	A written report reflecting the research into front office operations, data interpretation and a supervisor's responsibility.
<b>B</b> Be able to use systems and procedures involved in guest reservations and check in	<b>B1</b> Guest reservation procedure <b>B2</b> Guest check-in procedure	Practical observation of reservations and check in. Written evidence covering the review of the procedures.
<b>C</b> Be able to use systems and procedures involved in guest check out and accounting	<b>C1</b> Guest check out procedure <b>C2</b> 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:
  - requesting concierge to collect luggage from room, if necessary
  - seeking feedback from customer, e.g. complaint, suggestions
  - offering further services, e.g. transport to airport
  - providing the customer with an invoice/folio for accommodation and extras, e.g. food and beverage, Wi-Fi usage, telephone charges
  - taking payment from customer
  - retrieving key
  - 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:
  - opening procedure (counting float, reporting discrepancies, recording cash, checking till roles)
  - closing procedure (counting float, checking balance against till readings, completing record sheets, reporting procedure for discrepancies, authorised collection by manager/supervisor)
  - 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:
  - cash, cash equivalents (cheques, hospitality vouchers, discount vouchers)
  - relevant stationery (pens, receipts, bill, till/credit/debit rolls)
  - credit card machines
  - 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
<b>Learning aim A: Investigate the structure, requirements and supervision of front office operations</b>		<b>A.D1</b> Evaluate the structure, systems, skills and data of a front office operation making recommendations for improvements.
<b>A.P1</b> Describe the structure, requirements and data used by two front office operations in hospitality businesses.  <b>A.P2</b> Describe the staffing, structure, supervisory roles and responsibilities in two front office operations.	<b>A.M1</b> Compare the structure, systems, skills and data of different front office operations.	
<b>Learning aim B: Be able to use systems and procedures involved in guest reservations and check in</b>		<b>B.D2</b> Evaluate the guest reservation and check-in procedures making suggestions for improvements.
<b>B.P3</b> Demonstrate the skills required for guest reservations.  <b>B.P4</b> Demonstrate the skills required for guest check in.	<b>B.M2</b> Independently demonstrate confident and effective guest reservations and check in.	
<b>Learning aim C: Be able to use systems and procedures involved in guest check out and accounting</b>		<b>C.D3</b> Evaluate the guest check out and accounting procedures, making suggestions for improvements.
<b>C.P5</b> Demonstrate the skills required for guest check out.  <b>C.P6</b> Demonstrate the skills required for guest accounting.	<b>C.M3</b> 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.P6, 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 5: Cost Control for Hospitality Supervisors
- Unit 14: Luxury Hospitality
- Unit 16: Accommodation Operations
- Unit 21: 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 16: Accommodation Operations

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Investigate the structure, requirements and supervision of accommodation operations	<b>A1</b> Hospitality accommodation operations <b>A2</b> Supervisor responsibilities and skills in accommodation operations	A written report reflecting research into accommodation operations, and a supervisor's skills and responsibility.
<b>B</b> Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods	<b>B1</b> Cleaning standard operating procedures in public areas <b>B2</b> 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.
<b>C</b> Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods	<b>C1</b> Cleaning standard operating procedures for servicing of rooms <b>C2</b> 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 in a diverse team
  - 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 and sustainable 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

- 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. 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:
  - using cleaning equipment as per manufacturer instructions – enhances safety, timesaving, decreases chances of equipment failure
  - 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
  - disposal of waste and dirty water correctly and safely – hygiene
  - sustainable work practices.
- Standard operating procedure for servicing toilets and bathrooms, including:
  - cleaning fixtures, appliances, walls and mirrors safely and hygienically, using the correct chemicals so that they are dust, dirt, debris and removable mark free
  - restocking and arranging customer supplies and accessories
  - 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 and drinking water supplies..

- 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
  - sustainability considerations.

## Assessment criteria

Pass		Merit	Distinction
<b>Learning aim A: Investigate the structure, requirements and supervision of accommodation operations</b>			<b>A.D1</b> Evaluate the extent accommodation operations are meeting guests' needs in terms of the facilities and services offered.
<b>A.P1</b> Describe the different types of accommodation operations and facilities in hospitality.  <b>A.P2</b> Describe the staffing, structure, supervisory roles and responsibilities in accommodation operations.	<b>A.M1</b> Compare the facilities and staff structure, supervisory roles and responsibilities in different accommodation operations.		
<b>Learning aim B: Be able to clean public areas, using appropriate cleaning agents, equipment, resources and methods</b>			<b>BC.D2</b> Evaluate procedures used in accommodation operations and make recommendations for improvements.
<b>B.P3</b> Explain the requirements for cleaning public areas and storing of supplies.  <b>B.P4</b> Clean and service public areas using appropriate methods.	<b>B.M2</b> Demonstrate high levels of independence and skills in cleaning public areas and storing supplies.		
<b>Learning aim C: Be able to service guest rooms, using appropriate cleaning agents, equipment, resources and methods</b>			
<b>C.P5</b> Explain the requirements for servicing guest rooms and dealing with laundry.  <b>C.P6</b> Clean and service guest rooms, using appropriate methods.	<b>C.M3</b> 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 1: The Hospitality Industry
- Unit 15: 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 17: Team Development

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Examine the benefits of teams in a hospitality business setting	<b>A1</b> The difference between a group and a team <b>A2</b> Types and purposes of business teams <b>A3</b> 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>B</b> Investigate techniques and theories used for the development of an effective hospitality team	<b>B1</b> Team building techniques <b>B2</b> Theories of team development <b>B3</b> 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.
<b>C</b> Plan and evaluate the work of hospitality teams	<b>C1</b> Planning and evaluating the work of hospitality teams <b>C2</b> 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:
  - vision/objectives/targets are shared
  - work proceeds more smoothly and efficiently
  - cooperation among team members is enhanced
  - feedback is encouraged
  - openness and trust are promoted
  - good work ethics and mutual respect are established
  - team is led by example
  - members are encouraged to deal with challenges without complaining
  - members support and respect each other.
- Rewards:
  - regular positive and supportive feedback
  - 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:
  - skills audit
  - needs/aspirations of individual team members
  - allocation of work roles
  - establishing SMART (specific, measurable, achievable, realistic, time-bound) objectives
  - establishing/using standards
  - daily and weekly work rotas.

- Types, purpose and setting of objectives:
  - organisational
  - departmental
  - section
  - short-/medium-term
  - financial
  - social
  - performance
  - personal
  - clear articulation of performance expectations.
- Threats to the planning and objective setting processes:
  - external – PESTLE (political, economic, social, technological, legal, environmental)
  - internal – levels of business, skills of staff, available staff, appropriate productivity mix
  - non-recurrent
  - recurrent.

## **C2 Monitoring, supporting and evaluating team performance**

- Purpose and process of supervisory responsibilities:
  - briefing and debriefing team members
  - communication
  - direction of team members
  - supporting team members
  - coaching
  - mentoring
  - planned team member development
  - maintaining and developing effective working relationships
  - maintaining quality.
- Purpose and process of monitoring and reviewing team performance and achievement:
  - use of performance indicators
  - regular review of performance against targets
  - reviewing and evaluating work performance
  - review of work allocation
  - possible adaption or reallocation of tasks
  - conducting appraisal interviews.
- Purpose and process of support and development of team members performing below target:
  - capacity to support all team members
  - possible revision of individual and team responsibilities
  - reviewing and evaluating individual and team working arrangements
  - application of corrective measures to remedy individual and team underachievement
  - maintaining individual and team focus.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the benefits of teams in a hospitality business setting</b>		<b>A.D1</b> Evaluate the characteristics and purpose of different types of teams within hospitality businesses.
<b>A.P1</b> Explain the purpose of teams and how they are used in hospitality. <b>A.P2</b> Explain the characteristics and benefits of hospitality teams.	<b>A.M1</b> Analyse the characteristics and purpose of different types of teams within hospitality businesses.	
<b>Learning aim B: Investigate techniques and theories used for the development of an effective hospitality team</b>		<b>B.D2</b> Evaluate the techniques and theories used to build successful teams and how these can help to reduce conflict.
<b>B.P3</b> Explain the techniques and theories used to build successful teams. <b>B.P4</b> Explain causes of conflict within teams.	<b>B.M2</b> Analyse the techniques and theories used to build successful teams and how these can help to reduce conflict.	
<b>Learning aim C: Plan and evaluate the work of hospitality teams</b>		<b>C.D3</b> 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.
<b>C.P5</b> Plan and evaluate the work of teams, setting targets to be met during a team activity.	<b>C.M3</b> 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 1: The Hospitality Industry
- Unit 4: The Principles of Leadership and Supervision.

**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 18: Conferencing and Banqueting

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop knowledge of and practical skills in setting up, running and clearing down a conference and banqueting function.

## Unit introduction

Business and private customers will call on hospitality organisations to help them organise and host conferences and banquets. These functions will include elements that are different from organising a party.

In this unit, you will explore the planning and managing of a function in conferencing and banqueting within the context of the hospitality industry. You will have the opportunity to explore a diverse range of functions.

You will be expected to plan and run a function as part of a practical activity. You will produce a plan to meet the organisation brief, which will need to cover essential criteria, such as a description of the function, numbers involved and costs that will be incurred.

You will be introduced to preparation for the function, enabling you to develop your ability to plan and monitor the timescales of the project and also to practise contingency planning. You will consider team member organisation, equipment, timings, communication and working both within the team and with other departments. You will also need to consider cost and budgets. As part of your planning, you will consider the ways in which you can evaluate the success of the function, for example by collecting feedback from customers and participants. This function will then be staged, completed and the venue repurposed for its next use.

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 conference and banqueting supervisory skills.

## Learning aims

In this unit you will:

- A** Investigate the types, characteristics and supervision of conferences and banquets
- B** Plan and set up for a function in conferencing and banqueting
- C** Carry out a function in conferencing and banqueting.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate the types, characteristics and supervision of conferences and banquets	<b>A1</b> Conference and banqueting characteristics <b>A2</b> Job roles and supervision <b>A3</b> Documents used to aid supervision of the planning and running of functions	Written documentation or project investigating the key content areas.
<b>B</b> Plan and set up for a function in conferencing and banqueting	<b>B1</b> Function planning <b>B2</b> Budgeting for the function <b>B3</b> Set up of functions in conferencing and banqueting	Produce a function plan including budget. Practical observation of set up of the function, following the plan.
<b>C</b> Carry out a function in conferencing and banqueting	<b>C1</b> Running of function <b>C2</b> Clearing up and repurposing of venue	Practical observation of running a function and clearing up a venue Written evidence covering the review and evaluation stage of the function.

## Content

### Learning aim A: Investigate the types, characteristics and supervision of conferences and banquets

#### A1 Conference and banqueting characteristics

Different types of conference and banqueting and their characteristics.

- Types of conference and banquets: conference, e.g. political, business, AGM receptions, banquets, parties, brand promotions, weddings; exhibitions, e.g. trade fairs, promotions, road shows; other religious ceremonies; meetings; product launches.
- Characteristics, e.g. location and size of venue in the organisation, decor, furnishing, equipment, staffing requirements, food and beverage offer, guest profiles, entertainment, religious and cultural guidelines.
- Types of rooms: meeting rooms, conference rooms, exhibition areas, conference and convention centres.

#### A2 Job roles and supervision

Roles involved with the planning and running of functions in conference and banqueting, including the supervisor's skills, attributes and responsibilities.

- Types of roles, e.g. conference and banqueting manager, supervisor, entertainment, kitchen, reception, accommodation services, registration and ticketing, light and sound engineer, pyrotechnics specialist.
- Conference and banqueting 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 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.
- Conference and banqueting supervisor skills:
  - 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 departments, e.g. kitchen, housekeeping, reception, security
  - approachable and encouraging open communication channels.

**A3 Documents used to aid supervision of the planning and running of functions**

Documents used to aid the supervisor in planning and running functions in conferencing and banqueting to meet customer requirements.

- Conference and banqueting records:
  - function planning, including function sheet, function plan, venues usage planner
  - 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: Plan and set up for a function in conferencing and banqueting****B1 Function planning**

Methods, information sources and factors to use in planning a function.

- Planning:
  - according to organisation brief
  - 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
  - marketing and publicity
  - control of attendance, e.g. invitations, guest lists, ticketing
  - facilities, e.g. car parking, cloakrooms, toilets
  - information sources, e.g. client feedback, reflection and evaluation of prior functions, competitors, websites, supplier costings, other departments/specialists in the organisation.

**B2 Budgeting for the function**

Budgeting factors.

- Budget: prediction of potential expenses, including team member wages, stock, supplies, contractors (catering, security, entertainment), licensing 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.

## B2 Set up of functions in conferencing and banqueting

Procedures and protocols in setting up a function.

- Set up for function, 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 function, specific timings during the function, 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 function, 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.
- Types of layout, e.g.:
  - theatre style – straight rows, facing a central point, e.g. presentations, conferences, meetings, performances, product launches
  - classroom style – square or rectangular tables, chairs in rows behind the tables facing the central presentation area, e.g. presentations, training and note taking
  - cabaret – circular banqueting tables, seating around tables with one side open facing the stage, e.g. award evenings, luncheons, conferencing, workshops
  - banquet – seating around round tables, e.g. formal meals, weddings/receptions/birthday parties, evening functions
  - boardroom – square/rectangle, all participants face the middle, e.g. business meetings, conferences and break-out sessions
  - horseshoe/U-shape – without tables or with tables, focus on stage or front/head of the table, e.g. workshops, training sessions.
- Advance room set up, allowing for prior checking by conference and banqueting 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.

## Learning aim C: Carry out a function in conferencing and banqueting

### C1 Running of function

Procedures and protocols to running function, including supervisory responsibilities.

- Servicing functions, including welcoming customers, identifying any requirements they have, providing information on food and beverage items, food and drink service.
- Refreshing the venue, e.g. meeting customer requests, responding to unexpected occurrences.
- Meeting ongoing requirements, e.g. replenishing refreshments, dealing with issues and requests, rearranging furniture, assisting with equipment use, clearing customer areas.
- Supervisor role during function:
  - agreeing and monitoring safe working practices
  - complying with legislation
  - allocating duties to team members and agency staff according to skills
  - communicating with team members and customers
  - ensuring plan is followed, adapting if needed
  - monitoring team members in providing excellent customer service
  - providing contingencies for difficult or unexpected situations
  - monitoring issuing of stock
  - maintaining the pay point
  - stock control
  - record keeping, e.g. consumption of alcoholic and non-alcoholic beverages
  - time sheets.

### C2 Clearing up and repurposing of venue

Procedures and protocols for clearing up and repurposing the venue for next use.

- Clearing up, including waste disposal, hygienic cleaning of glasses, crockery, and cutlery, disposables, safe storage of surplus food and drink.
- Dismantling of equipment and items, e.g. packing ready for transportation, loading onto transport, removing off site, clearing the area, cleaning and restoring the area.
- Range of equipment and function items that need dismantling, e.g. stages, lighting and sound towers, dance floors, tables, seating, catering points.
- Checking of resources during dismantling, including checking by observation, monitoring, CCTV, communication with key contact/managers.
- Safe storage of resources and equipment.
- Equipment and items removed from site sequentially, to minimise disruption, following plans for set up and breakdown as agreed.
- Change around of the venue to next use/purpose, e.g. breakfast, exhibition, meeting.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the types, characteristics and supervision of conferences and banquets</b>		
<b>A.P1</b> Describe different conference and banqueting functions in hospitality.  <b>A.P2</b> Describe the staffing, structure, supervisory roles and responsibilities in conference and banqueting.	<b>A.M1</b> Compare the rooms and structure, supervisory roles and responsibilities in different conferencing and banqueting functions.	<b>A.D1</b> Evaluate the structure, systems, supervisory roles and responsibilities of conferencing and banqueting, making recommendations for improvements.
<b>Learning aim B: Plan and set up for a function in conferencing and banqueting</b>		
<b>B.P3</b> Plan a function, according to the business specification.  <b>B.P4</b> Set up a function according to the business specification.	<b>B.M2</b> Demonstrate a high level of independence in planning and setting up a function.	<b>B.D2</b> Evaluate the function planning and set up, making suggestions for improvements.
<b>Learning aim C: Carry out a function in conferencing and banqueting</b>		
<b>C.P5</b> Run a function according to the business specification.  <b>C.P6</b> Carry out the clear down and turn around the venue for next use.	<b>C.M3</b> Demonstrate a high level of independence in running a function.	<b>C.D3</b> Evaluate how successful the function has been, make recommendations for improvement in the form of a review.

## 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 functions and characteristics in conference and banqueting. Learners will examine different types of functions, organisational practices and procedures, including the attributes and skills of a function supervisor. Learners will assess the different organisational practices and procedures, and their suitability for different situations 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 functions, and the supervisor skills and attributes used within conferencing and banqueting, and apply this in context or express their ideas.

**For Merit standard**, learners must produce a detailed piece of work that outlines different functions, the organisation of staff and different function types. Learners will examine different types of organisational practices and procedures, including the staff and service methods used to deliver a range of functions. Learners will compare the different organisational practices and procedures and their suitability for different functions, and offer examples. Learners will demonstrate knowledge and understanding of the different functions, and skills and attributes needed to supervise, used within conferencing and banqueting, and express their ideas.

**For Pass standard**, learners produce a basic piece of work that outlines different conference and banqueting job roles, supervisor roles, procedures and documents used. Learners will describe types of organisational practices and procedures, including the features of different functions. Learners will describe the different organisational practices, procedures and their suitability for different functions, and offer basic reasons for their suitability. Learners will demonstrate basic knowledge and understanding of the organisation of staff and methods used within conferencing and banqueting.

#### Learning aim B

**For Distinction standard**, learners will produce a detailed plan for a function. Learners will prepare all the planning documents needed for the function. They will plan how to set up the venue, considering all the points on the organisation brief and safety. They will work with the client and other departments to ensure the successful planning of the function. All relevant planning documents will be completed in detail and will record all equipment needed. The learner will monitor the timelines in creating the planning documents and develop suitable detailed evaluation methods for the plan to be reviewed and interpreted in detail, making recommendations for improvements. They will set up the venue independently, working with the other stakeholders involved. Learners will work independently in planning and organising the function, producing their own independent evidence if working in a group.

**For Merit standard**, learners will produce a plan for a function. They will plan how to set up the function, considering the majority of the organisation brief and safety. They will select all the necessary equipment for the given function. They will work with other departments to ensure the successful preparation of the venue. All relevant planning documents will be completed adequately and will record the equipment needed. They will ensure staff are briefed prior to service and understand the client requirements. The learner will monitor the function. They will set up the venue, working with the other stakeholders involved. Learners will work independently in planning and organising the function, producing their own independent evidence if working in a group.

**For Pass standard**, learners will produce a plan preparing for a function. They will plan how to set up the function, considering some of the organisation brief and techniques needed and safety. They will select some of the necessary equipment for the given function. They will work adequately with other departments to ensure the successful preparation of the function. Most of the relevant planning documents will be completed and will record most of the equipment needed. The learner will monitor the function planning and set up, maybe missing some points. Learners may work at Pass level with some support, to ensure the function takes place. The function 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 C

**For Distinction standard**, learners will carry out and clear a function confidently, repurposing the room to meet organisational needs. They will use the planning documents efficiently for the function. They will plan how to set up the room, considering all the points made in the plan arising from the brief. They will select all the necessary equipment for the function. They will work with the business/client and other departments to ensure a successful function. All relevant planning documents will be completed in detail and will record all equipment needed. They will ensure staff are thoroughly briefed prior to the function and understand the requirements. The learner will monitor the function and develop suitable detailed evaluation methods to allow the service to be reviewed and interpreted in detail, making recommendations for improvements. They will ensure the turnaround of the venue for its next use independently. Learners should produce their own independent evidence if working in a group.

**For Merit standard**, learners will run and carry out the clear down of a function. They will use the planning documents needed for the function. They will, consider most of the points made in the plan arising from the brief, only omitting minor points. They will select most of the necessary equipment for the function. They will work with the client and other departments to ensure a successful function. They will demonstrate a prompt service delivery but may have one occasion where time was not fully observed. They will ensure the turnaround of the room for its next use, needing a little assistance. 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 should produce their own independent evidence if working in a group.

**For Pass standard**, learners will run and carry out the clear down of a function.

They will mostly follow the plan when running the function, considering some of the brief and considering safety. They will select some of the necessary equipment for the given function. They will work with other departments to ensure the successful running and clearing up of the function. Most of the relevant planning documents will be completed and will record some of the equipment needed. They will ensure staff have a basic briefing prior to the function and understand the requirements. They will ensure the turnaround of the venue for its next use following instructions. Learners may work at the Pass level, with some help and support, to ensure the function takes place. The function 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 15: Front Office Operations
- Unit 16: Accommodation Operations.

### **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 opportunities to develop their planning and monitoring skills.



# Unit 19: Events in Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Investigate the types, characteristics and supervision of hospitality events	<b>A1</b> Events characteristics <b>A2</b> Job roles and supervision <b>A3</b> 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>B</b> Develop an event plan from a client brief	<b>B1</b> Event proposal <b>B2</b> Event planning <b>B2</b> Budgeting	Produce an event plan in a written format working from a client brief.
<b>C</b> Carry out a hospitality event from a client brief	<b>C1</b> Set up of event <b>C2</b> 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

- marketing and publicity
- control of attendance, e.g. invitations, guest lists, ticketing
- 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:
  - agreeing and monitoring safe working practices
  - complying with legislation
  - allocating duties to team members and agency staff according to skills
  - communicating with team members and customers
  - ensuring event plan is followed, adapting if needed
  - monitoring team members in providing excellent customer service
  - providing contingencies for difficult or unexpected situations
  - monitoring issuing of stock
  - maintaining the pay point
  - stock control
  - record keeping, e.g. consumption of alcoholic and non-alcoholic beverages
  - time sheets.
- Supervisor role after the event:
  - agreeing and monitoring safe working practices
  - complying with legislation
  - monitoring clearing up, physical resources, e.g. waste management and recording
  - environmental considerations, e.g. waste disposal, energy usage.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the types, characteristics and supervision of hospitality events</b>		<b>A.D1</b> Evaluate the structure, systems, supervisory roles and responsibilities of hospitality events, making recommendations for improvements.
<b>A.P1</b> Describe different hospitality events and their characteristics. <b>A.P2</b> Describe the staffing, structure, supervisory roles and responsibilities in hospitality events.	<b>A.M1</b> Compare the venues and structure, supervisory roles and responsibilities in different hospitality events.	
<b>Learning aim B: Develop an event plan from a client brief</b>		<b>B.D2</b> Evaluate the event plan, making suggestions for improvements.
<b>B.P3</b> Describe the information needed in an event proposal and how this is obtained. <b>B.P4</b> Plan an event, according to the client brief and proposal.	<b>B.M2</b> Produce an event plan, showing independent research skills and justifying suggestions.	
<b>Learning aim C: Carry out a hospitality event from a client brief</b>		<b>C.D3</b> Evaluate how successful the setting up, running and management of the event has been and make recommendations for improvement. .
<b>C.P5</b> Set up an event according to the client brief and proposal. <b>C.P6</b> Justify the planning decisions made during the running of the event.	<b>C.M3</b> 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 1: The Hospitality Industry
- Unit 18: Conference and Banqueting.

## **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 20: Menu Development for Specialist Requirements

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop knowledge of the principles of nutrition, healthier foods and special diets. Learners will use this knowledge to investigate the provision of food and the planning of menus suitable for the specific dietary needs of different people.

## Unit introduction

Nutrition is about the study of food and how our bodies use food. The principles of nutrition are becoming more important in today's society, as scientists are finding many benefits to a balanced diet, which include supporting a healthy and long life. There have been many initiatives to promote healthy eating. Many people who work in the hospitality industry need to be able to make proposals for balanced diets for their clients.

In this unit, you will investigate the nutritional needs of human beings, so that you will develop an understanding of a balanced diet. You will find out about the problems caused by a deficiency or excess of any of the important nutrients in the diet. You will learn about the specific dietary needs of different groups of people, in order to advise which dishes are most appropriate for a balanced diet, and which may be recommended for customers who are suffering from a deficiency or excess of any nutrients.

## Learning aims

In this unit you will:

- A** Understand the importance and principles of balanced diets
- B** Investigate the provision of food for people with special dietary needs
- C** Plan a healthy menu.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Understand the importance and principles of balanced diets	<b>A1</b> Guidelines for a healthy diet <b>A2</b> Nutrients and sources <b>A3</b> Implications of using food additives	Written evidence demonstrating the guidelines for a healthy diet, including the nutrients necessary and sources of these, with an explanation of the use of food additives.
<b>B</b> Investigate the provision of food for people with special dietary needs	<b>B1</b> Different types of customer <b>B2</b> Specific dietary needs <b>B3</b> Effects of diets on health	A detailed investigation into the provision of foods for people with special dietary needs. Menu plans for two dietary groups with an analysis of the suitability of the chosen menus.
<b>C</b> Plan a healthy menu	<b>C1</b> Factors to consider <b>C2</b> Influences on food choices <b>C3</b> Plan of menus	

## Content

### Learning aim A: Understand the importance and principles of balanced diets

#### A1 Guidelines for a healthy diet

Significance of a balanced, healthy diet.

- Healthy eating: regular meals, eating a variety of different foods, eating the right amount to be a healthy weight, eating foods rich in starch and fibre, eating a variety of fruit and vegetables, eating moderate amounts of foods that contain a lot of fat, eating moderate amounts of sugary foods and drinks, drinking alcoholic drinks sensibly, World Health Organization guidelines.
- Factors: changes in customer demand; trends in food production, e.g. organic, free range, body image; reports on supplements, e.g. omega oils; media promotion of fresh foods over convenience; quality and range of manufactured food available to the caterer; additives, food labelling; educational policy.

#### A2 Nutrients and sources

Nutritional requirements of a balanced diet.

- Sources of nutrients: meats, fish and shellfish, eggs, dairy produce, fats and oils, fruit and vegetables, grains and seeds, nuts, pulses.
- Nutrients: macronutrients, to include protein, carbohydrates, fats; micronutrients, to include minerals, fat-soluble and water-soluble vitamins, fibre, water.
- Benefits of a balanced diet: building and repairing tissues, giving heat and energy, regulating body processes.
- Effects of inappropriate amount of nutrients, including obesity, cancers, heart disease, diabetes, stroke, thromboses, scurvy, ketosis, anaemia, night blindness.

#### A3 Implications of using food additives

Advantages and disadvantages of using food additives.

- Advantages: improving the look, colour and texture of food, increasing the shelf life of food, helping to prevent food poisoning.
- Disadvantages: destroying vitamins in food, used to make bad quality food look good, allergic reactions to particular food additives.

### Learning aim B: Investigate the provision of food for people with special dietary needs

#### B1 Different types of customer

Nutritional needs and expectations of different customer groups.

- Customer groups: children, teenagers, young adults, adults, elderly.
- Cultural requirements.

#### B2 Specific dietary needs

Different nutritional requirements of specific groups.

- Nutritional requirements:
  - low fat
  - dairy free
  - vegetarian
  - low salt
  - low sugar.

**B3 Effect of diets on health**

Different types of diet and their effect on health.

- Diets: diabetes; hypertension; food allergies; intolerances, to include coeliac disease, lactose intolerance; weight control diets; cultural influences; vegetarian.

**Learning aim C: Plan a healthy menu****C1 Factors to consider**

Issues to take into account when planning healthy menus.

- Factors to consider: cooking methods to be used; availability of ingredients; choice and variety; skills and time available; costs; changes in customer demand; trends in food production, e.g. organic, free range; body image; government initiatives and agencies; reports on supplements, e.g. omega oils; media promotion of fresh foods over convenience; quality and range of manufactured food available to the caterer; additives; food labelling; educational policy, e.g. breakfast clubs, vending machines, school meals.
- Effects of food processes on nutrient content: freezing, drying, cooking, reheating.

**C2 Influences on food choices**

Influences on food choices and effects of these influences.

- Influences on food choices: likes and dislikes; social, e.g. peer pressure; role of the media; cultural, e.g. different religious beliefs; economic, e.g. budget; cooking facilities; lifestyle, e.g. time, eating out, activity level; environmental, e.g. seasonal/geographic availability, transport of food, organic farming; use of additives/preservatives in the processing of food; recommendations for healthy eating, e.g. '5 a day', balance of healthy eating, less salt, less sugar, recommended dietary allowances; medical/health requirements, e.g. for diabetes, hypertension, convalescence.
- Effects of influences on food choices: positive, negative; individual food choices, e.g. low/high fat, low/high sugar; convenience foods; processed foods; fresh foods; vegetarian; vegan; ethical; dietary fads; fast foods.

**C3 Plan of menus**

The provision of meals to meet the dietary needs of individuals.

- Provision of menus: for different situations, to cater for different special diets, nutritionally balanced.
- Plan healthy diets: for an individual with different dietary needs; one day to include breakfast, lunch, evening meal, snacks, liquids.
- Sources of nutrients: fats (saturated, e.g. full-fat milk, butter, cheese, unsaturated, e.g. vegetable oils); proteins, e.g. meat, fish, tofu, pulses; carbohydrates (starches, e.g. potatoes, pasta, sugars, e.g. cakes, biscuits); vitamins (A, e.g. carrots, fish, liver oils, B group, e.g. cereals, meat, eggs, C, e.g. oranges, blackcurrants, D, e.g. fish oils, tuna); minerals (calcium, e.g. milk, soya, iron, e.g. red meat, egg yolk, green vegetables); dietary fibre, e.g. bran; water.
- Meet dietary requirements: nutrient requirements of the body, energy requirements, healthy responses to relevant cultural, economic, environmental, lifestyle influences.
- Another individual: e.g. infants, pre-school children, school children, teenagers, adults, older adults, preconception and pregnancy, men, women; differing lifestyle needs, e.g. activity levels.
- Contribution to balanced diet: nutrient requirements, energy requirements.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the importance and principles of balanced diets</b>		<b>A.D1</b> Evaluate the importance of healthy eating guidelines and the nutritional requirements of a balanced diet.
<b>A.P1</b> Explain the guidelines and nutritional requirements of a healthy balanced diet. <b>A.P2</b> Explain the implications of the use of food additives.	<b>A.M1</b> Compare the roles of nutrients in a balanced diet.	
<b>Learning aim B: Investigate the provision of food for people with special dietary needs</b>		<b>BC.D2</b> Evaluate the suitability of menus for their given situations, making suggestions and justifying areas for improvement.
<b>B.P3</b> Explain the specific dietary needs of different groups of people by selecting menus for given situations. <b>B.P4</b> Explain how certain diets can affect health.	<b>B.M2</b> Assess the suitability of menus for different given situations, making suggestions for improvement.	
<b>Learning aim C: Plan a healthy menu</b>		
<b>C.P5</b> Explain the factors and influences when planning menus to meet dietary guidelines. <b>C.P6</b> Develop menu plans to meet dietary guidelines.	<b>C.M3</b> Analyse the suitability of devised menu plans, making suggestions for 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, B.M2, C.P5, C.P6, C.M3, BC.D2)



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to sufficient library and other resources that provide information on nutrition.

Access to the internet will enable learners to research many aspects of this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will produce a thorough evaluation of the importance of healthy eating guidelines and the nutritional requirements of a balanced diet. This should include the importance of healthy eating and the factors that contribute to a balanced diet. Learners include a comprehensive explanation of the nutrients important in a balanced diet, including macronutrients and micronutrients, water and fibre, and the sources of these nutrients. There should be a detailed account of the benefits to the individual of a balanced diet and the effects of individuals eating inappropriate amounts of nutrients. Learners will produce a thorough explanation of the advantages and disadvantages of using food additives.

**For Merit standard**, learners will produce a comparison of the roles of nutrients in a balanced diet. Learners provide a detailed explanation of healthy eating guidelines and the nutritional requirements of a balanced diet, including the nutrients important in a balanced diet; including macronutrients and micronutrients, water and fibre, and the sources of these nutrients. Learners provide an account, in some detail, of the benefits to the individual of a balanced diet and the effects of individuals eating inappropriate amounts of nutrients. Learners will produce an explanation of the advantages and disadvantages of using food additives.

**For Pass standard**, learners provide an explanation of healthy eating guidelines and the nutritional requirements of a balanced diet, to include the nutrients important in a balanced diet, including macronutrients and micronutrients, water and fibre, and the sources of these nutrients. Learners provide an account of the benefits to the individual of a balanced diet and the effects of individuals eating inappropriate amounts of nutrients. Learners produce an explanation of the advantages and disadvantages of using food additives.

#### Learning aims B and C

**For Distinction standard**, learners will source a variety of menus for a range of customers and special dietary needs. They will select two different dietary groups and produce a comprehensive explanation of how their menus provide meals to meet the nutritional requirements and dietary needs of those individuals. They will explain the factors and influences that should be taken into account when planning menus to meet dietary guidelines. Learners will plan menus for the two chosen dietary groups. Learners will provide a comprehensive analysis of the suitability of the menus for different situations and clients, making suggestions and justifying improvements on their selected menus. Learners also take into account, and comment on, the constraints such as time, skills available and costs.

**For Merit standard**, learners will source a variety of menus for a range of customers and special dietary needs. They will select two different dietary groups and produce a detailed explanation of how their menus provide meals to meet the nutritional requirements and dietary needs of individuals. They will explain the factors and influences that should be taken into account when planning menus to meet dietary guidelines. Learners will plan menus for the two chosen dietary groups. Learners will provide a detailed analysis of the suitability of the menus for different situations and clients, making suggestions on their selected menus. Learners also take into account, and comment on, the constraints such as time, skills available and costs.

**For Pass standard**, learners will source menus for customers with special dietary needs. Learners will plan limited menus for different customers with different dietary needs and nutritional requirements. The menus should identify the specific dietary needs and the sources of nutrients. Learners will explain the issues and influences that should be considered when planning menus, and how their chosen menus meet the nutritional requirements and dietary needs of the customers.

### Links to other units

This unit links to:

- Unit 2: Environment and Sustainability in the Hospitality Industry
- Unit 8: Supervise Food and Beverage Service.

### Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop their skills in researching and analysing the dietary needs of different groups.

# Unit 21: Technology and Digital Media in Hospitality

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## 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
<b>A</b> Explore the use of technology in hospitality businesses	<b>A1</b> Technology in hospitality <b>A2</b> 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>B</b> Explore the use of digital media and mobile technologies in hospitality businesses	<b>B1</b> Uses and types of digital media systems in hospitality <b>B2</b> Mobile technology and apps	Written documentation or project investigating the key content areas of digital media, mobile technology and apps in hospitality.
<b>C</b> Develop a plan to incorporate technology that will aid productivity and enhance the customer experience	<b>C1</b> Assessment of technology needs strategies <b>C2</b> Technology proposal <b>C3</b> 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:
  - improved efficiency
  - increased profit
  - increased productivity
  - reduction in wasted time
  - reduction in cost.
- Risks and issues:
  - change management, e.g. training, transition from existing to new technology, risk of loss of service/data
  - ethical considerations, e.g. consultation with stakeholders, data ownership,
  - impacts on employees
  - data management and access, e.g. privacy, security of data
  - legal considerations, e.g. data protection.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the use of technology in hospitality businesses</b>		<b>A.D1</b> Evaluate how technology enhances business efficiency to enable businesses to meet objectives.
<b>A.P1</b> Describe the use of managerial technology in contrasting hospitality businesses.  <b>A.P2</b> Describe the use of operational technology in contrasting hospitality businesses.	<b>A.M1</b> Explain the importance of technology to hospitality businesses.	
<b>Learning aim B: Explore the use of digital media and mobile technologies in hospitality businesses</b>		<b>B.D2</b> Evaluate the benefits and barriers to using digital media and mobile technologies in the hospitality industry.
<b>B.P3</b> Investigate the use of digital media in contrasting hospitality businesses.  <b>B.P4</b> Investigate the use of mobile technologies in contrasting hospitality businesses.	<b>B.M2</b> Analyse how the use of digital media and mobile technologies has impacted customer experience.	
<b>Learning aim C: Develop a plan to incorporate technology that will aid productivity and enhance the customer experience</b>		<b>C.D3</b> Evaluate the proposal against the needs of the business and customers.
<b>C.P5</b> Produce a simple proposal for new managerial and operational technology to aid productivity.  <b>C.P6</b> Produce a simple proposal for new digital media and mobile technologies to enhance customer experience.	<b>C.M3</b> Produce a detailed proposal for new technologies for a hospitality 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 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 1: The Hospitality Industry
- Unit 15: Front Office Operations
- Unit 16: 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 22: Marketing for Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Explore marketing strategies and principles as used in the hospitality industry	<b>A1</b> Role of marketing <b>A2</b> Business aims and marketing objectives <b>A3</b> 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>B</b> Investigate opportunities for a new product or service for a hospitality business	<b>B1</b> Purpose of market research <b>B2</b> Research focus <b>B3</b> Research method <b>B4</b> 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.
<b>C</b> Develop a marketing mix for a new product or service for a hospitality business	<b>C1</b> Use of market research data <b>C2</b> Opportunities and strategies <b>C3</b> 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:
  - Business-to-consumer (B2C) and business-to-business (B2B).
- Market reach:
  - niche and mass markets.
- Market segmentation:
  - demographic, geographic, psychographic, behavioural.

#### A2 Business aims and marketing objectives

- Business aims, i.e. what the organisation wants to achieve:
  - for-profit – to break even, to survive, to have loyal customers, to maximise profits and forward these profits to owners and shareholders
  - not-for-profit – to ensure that revenue is greater than costs to provide for society's needs.
- Marketing objectives:
  - maintain/increase sales and market share
  - maintain/increase revenue
  - build/increase brand awareness and customer loyalty
  - develop new products and services
  - target new and existing customers
  - enter new markets locally or internationally
  - enhance customer relationships
  - understand the wants, needs and aspirations of customers
  - gain an advantage over competitors
  - engage stakeholders
  - change buying behaviour
  - encourage digital engagement.
- The relationship between business aims, marketing objectives and customer loyalty and retention.

#### A3 Marketing constraints

- Financial:
  - budgets
  - spending linked to sales targets.
- Social:
  - environmental issues
  - ethical concerns
  - consumer issues.

- Legal:
  - contract law
  - consumer law
  - data protection
  - labelling regulations.
- Standards of practice:
  - advertising standards and codes of practice.
- Brand trust and loyalty:
  - being environmentally friendly or 'green'
  - rejecting unethical or controversial marketing strategies
  - 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.:
  - questionnaires
  - polls
  - surveys
  - interviews
  - direct observation and visits
  - focus groups and digital communities.
- Secondary research, e.g.:
  - external– company accounts and reports, government statistics, trade journals, media sources
  - internal– records and statistics, to include loyalty cards and sales records.
- Difference between qualitative and quantitative data.
- Sources of information:
  - types of questions and suitability for different purposes
  - 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:
  - product – benefits, features and functions, unique selling point (USP)
  - price – pricing strategies and relationship between cost, price and value
  - place – physical location, digital sales, means of distribution
  - promotion – communication through traditional and digital marketing methods.
- 7Ps of the extended marketing mix:
  - people – employees and their role in marketing
  - physical evidence and presentation of the environment
  - process – handling of orders, methods of delivery, customer service process.
- Marketing message.
- Objectives of marketing mix strategy.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore marketing strategies and principles as used in the hospitality industry</b>		
<b>A.P1</b> Explain the role of marketing in two hospitality businesses.  <b>A.P2</b> Explain how constraints affect marketing strategies in two hospitality businesses.	<b>A.M1</b> Analyse the role of marketing and how constraints affect marketing strategies in two hospitality businesses.	<b>A.D1</b> Evaluate the benefits and constraints of marketing in two hospitality businesses.
<b>Learning aim B: Investigate opportunities for a new product or service for a hospitality business</b>		
<b>B.P3</b> Explore the opportunities for a new product or service in the hospitality industry.  <b>B.P4</b> Investigate the marketing models and tools used in the hospitality industry.	<b>B.M2</b> Analyse the opportunities for a new product or service in the hospitality industry.	<b>B.D2</b> Evaluate the opportunities for a new product or service in the hospitality industry.
<b>Learning aim C: Develop a marketing mix for a new product or service for a hospitality business</b>		
<b>C.P5</b> Produce a marketing mix for a new product or service in a hospitality business.  <b>C.P6</b> Explain decisions and approaches taken in developing a marketing mix for a new product or service in a hospitality business.	<b>C.M3</b> Analyse the marketing mix for a new product or service in the hospitality business, to include the decisions and approaches taken in its development.	<b>C.D3</b> 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 1: The Hospitality Business Enterprise
- Unit 18: Conference and Banqueting
- Unit 19: 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 23: Personal Selling and Promotional Skills for Hospitality

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## 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
<b>A</b> Explore promotional activities in hospitality businesses	<b>A1</b> Promotion <b>A2</b> Advertising <b>A3</b> Sales promotion <b>A4</b> Public relation (PR) activities <b>A5</b> Direct marketing <b>A6</b> Personal selling <b>A7</b> Benefits of promotional activities	<p>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.</p> <p>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.</p>
<b>B</b> Create a promotional mix for use in a hospitality business	<b>B1</b> Types of hospitality business <b>B2</b> Promotional mix <b>B3</b> Customer groups and profiles <b>B4</b> Legal and ethical issues	
<b>C</b> Demonstrate personal selling skills for a hospitality product or service	<b>C1</b> Customer buying process <b>C2</b> Type of sale <b>C3</b> Factors that influence the customer decision to purchase <b>C4</b> Personal selling skills and sales behaviour <b>C5</b> Features of successful selling	<p>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.</p>



## 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
<b>Learning aim A: Explore promotional activities in hospitality businesses</b>		<b>A.D1</b> Evaluate the success of the promotional activities used by two chosen hospitality businesses.
<b>A.P1</b> Explain how two contrasting hospitality businesses promote their businesses.  <b>A.P2</b> Explain the benefits of promotional activities for two contrasting hospitality businesses.	<b>A.M1</b> Compare how two contrasting hospitality businesses use promotional activities and the benefits to each.	
<b>Learning aim B: Create a promotional mix for use in a hospitality business</b>		<b>B.D2</b> Evaluate the likely extent to which the proposed promotional mix will meet the needs of the hospitality business's customers.
<b>B.P3</b> Develop a promotional mix for a chosen hospitality business.  <b>B.P4</b> Explain how legal and ethical issues affect the promotional mix.	<b>B.M2</b> Develop a justified promotional mix for a chosen hospitality business.	
<b>Learning aim C: Demonstrate personal selling skills for a hospitality product or service</b>		<b>C.D3</b> Evaluate the effectiveness of the sale reflecting on personal skills and recommending improvements.
<b>C.P5</b> Demonstrate appropriate personal selling skills when making a personal sale.  <b>C.P6</b> Explain why it is important to know the customer and the buying process when making personal sales.	<b>C.M3</b> Demonstrate effective skills and customer knowledge when making a personal sale.	

## 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 1: The Hospitality Industry
- Unit 25: Employee Training 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 24: Recruitment and Selection in Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## 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
<b>A</b> Examine how effective recruitment and selection processes contribute to business success	<b>A1</b> Recruitment of staff <b>A2</b> Recruitment and selection process <b>A3</b> 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>B</b> Plan a recruitment activity to demonstrate the processes leading to a successful job offer	<b>B1</b> Recruitment documents <b>B2</b> Recruitment campaigns	
<b>C</b> Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement	<b>C1</b> Prepare for the interview <b>C2</b> Skills and attributes for interviewing <b>C3</b> 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
<b>Learning aim A: Examine how effective recruitment and selection processes contribute to business success</b>			<b>A.D1</b> Evaluate the recruitment processes used in the hospitality industry and how they contribute to the success of businesses in the hospitality industry.
<b>A.P1</b> Explain the recruitment issues in the hospitality industry.	<b>A.P2</b> Explain how a hospitality business recruits and selects, giving reasons for their processes.	<b>A.M1</b> Analyse the recruitment issues in the hospitality industry and the methods used to recruit and select staff ethically and legally.	
<b>A.P3</b> Explain the ethical and legal practices that need to be followed when recruiting staff.			
<b>Learning aim B: Plan a recruitment activity to demonstrate the processes leading to a successful job offer</b>			<b>B.D2</b> Review how a well-prepared and professional recruitment campaign can assist in attracting suitable applicants for a specific job role
<b>B.P4</b> Prepare appropriate documentation for use in a recruitment activity.	<b>B.P5</b> Plan an appropriate advertising campaign to support the recruitment activity.	<b>B.M2</b> Prepare professional documents and plan an effective advertising campaign to attract suitable applicants.	
<b>Learning aim C: Take part in a recruitment interview and reflect on the recruitment and selection process, making recommendations for improvement</b>			<b>C.D3</b> Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions and making recommendations for improvement.
<b>C.P6</b> Participate in the selection interviews as an interviewer.	<b>C.P7</b> Use recruitment documentation to select the most appropriate candidate.	<b>C.M3</b> 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.	

## 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 1: The Hospitality Industry
- Unit 8: Supervise Food and Beverage Service.

## 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 25: Employee Training in Hospitality

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the training function and recognise that successful businesses need to plan and manage the training programmes they offer.

## Unit introduction

Training can be defined as teaching someone new skills or knowledge. Training is an expense to the business but an investment that helps staff to perform better. Types of training differ, as they must meet the objectives of the business and the needs of the individual. If the business is to compete effectively in today's market, it is important that training is updated constantly.

In this unit, you will learn that training is the key to running a successful hospitality business as all businesses need staff with the correct range of skills and knowledge that will allow them to perform effectively. Hospitality supervisors must have an overview of the training needs in their areas of responsibility and will assist in the planning, delivery and monitoring of training programmes for their staff. This unit will help you by developing the relevant knowledge and understanding and practical skills to be able to do this.

## Learning aims

In this unit you will:

- A** Investigate training and development in hospitality businesses
- B** Plan an appropriate training session
- C** Deliver and evaluate an appropriate training session.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate training and development in hospitality businesses	<b>A1</b> Training and development <b>A2</b> Reasons for training <b>A3</b> Costs and benefits of training and development <b>A4</b> The training cycle	Evidence will be in the form of a training plan for a training session which examines the importance of providing training opportunities for staff and how the principles of strategic training design benefit both individuals and the business.
<b>B</b> Plan an appropriate training session	<b>B1</b> Types of training <b>B2</b> Instructional design <b>B3</b> Plan a training session	
<b>C</b> Deliver and evaluate an appropriate training session	<b>C1</b> Deliver a training session <b>C2</b> Evaluate the success of the training session	Learners will deliver and evaluate the training session that they planned in Learning aim B. Evidence will be in the form of training materials, feedback from delegates and managers and a report that evaluates the success or otherwise of the training session.

## Content

### Learning aim A: Investigate training and development in hospitality businesses

#### A1 Training and development

- Training is the acquisition of skills, knowledge and competencies as a result of teaching.
- Development teaches staff how to become more productive and effective.

#### A2 Reasons for training

- To fulfil business and individual objectives:
  - strategic – to increase profit and turnover, to become market leader
  - operational – to increase productivity, to introduce new technology, to improve health and safety, to satisfy legislation, to create a more flexible, multi-skilled workforce, to introduce succession training for promotion, to improve job performance and motivation
  - departmental – to meet sales targets, to improve customer service
  - individual – to prepare for change, new job role, new equipment, new procedures, new products and/or services, new technology, new range of customers.

#### A3 Costs and benefits of training and development

- Costs:
  - planning, identification and assessment of training needs
  - programme development and design, research, purchase of training materials and supplies
  - delivery, including trainers, training spaces, refreshments, technology, such as Wifi and audiovisual (AV) equipment
  - evaluation, time spent evaluating the training
  - time – staff involved away from productive work.
- Benefits, e.g. increased productivity, increased efficiency, better quality of service, reduction in complaints, higher morale, staff retention.

#### A4 The training cycle

The training cycle allows a business to take a systematic approach to training and the benefits of taking this approach.

- Identify and recognise performance problems.
- Identify and agree training needs.
- Define and develop learning objectives.
- Develop and design training programme and its contents.
- Deliver training.
- Evaluate training.
- Review the training cycle.

## Learning aim B: Plan an appropriate training session

### B1 Types of training

The different types of training that can be carried out and the strengths and weaknesses of each.

- Internal/in-house/on-the-job training:
  - induction
  - coaching and mentoring/buddy systems
  - shadowing and peer training
  - job rotation
  - projects.
- External/off-the-job training:
  - e-learning/online learning
  - vocational and professional courses, conferences, seminars, workshops.
- integration of strategies:
  - course of study with work-based learning
  - day release systems.

### B2 Instructional design

Robert Gagné's model proposes a series of steps that follow a systematic instructional design process. The focus is on the outcomes or behaviours of instruction or training.

- Gagné's model of instruction:
  - gain attention
  - inform learner of objectives
  - stimulate recall or prior knowledge
  - present content
  - provide learning guidance
  - elicit performance (practise)
  - provide feedback
  - assess performance
  - enhance retention and transfer to job.

### B3 Plan a training session

- Session planning:
  - aims and objectives
  - learning activities
  - opportunities for the development of wider skills – literacy, numeracy
  - assessment of learning
  - support for learning – special considerations
  - inclusive and equitable.
- Training materials:
  - handouts
  - worksheets
  - presentation
  - physical resources.

**Learning aim C: Deliver and evaluate an appropriate training session****C1 Deliver a training session**

- Physical environment:
  - sufficient space
  - layout
  - health and safety.
- Presentation:
  - lively and interesting
  - subject knowledge of the teacher is sound
  - voice is clear and easily heard
  - listening techniques
  - understanding is checked.
- Atmosphere and relationships:
  - atmosphere is positive, enthusiastic, purposeful, and warm
  - inclusivity and equability – efforts are made to value and include all learners
  - rapport – efforts are made to achieve mutual respect
  - student – relationships are good or developed.

**C2 Evaluate the success of the training session**

- Evaluation model:
  - Kirkpatrick's Four-Level Training Evaluation Model.
- Feedback and evaluation sources:
  - learner evaluations
  - tutor/session observations.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate training and development in hospitality businesses</b>		
<b>A.P1</b> Explain why hospitality businesses provide training and development opportunities for their employees. <b>A.P2</b> Describe costs and benefits of training and development. <b>A.P3</b> Describe the stages of the training cycle.	<b>A.M1</b> Analyse the benefits of a hospitality business taking a systematic approach to training and the likely costs of training.	<b>A.D1</b> Evaluate the benefits to a hospitality business of taking a systematic approach to training design and delivery and the likely costs of training.
<b>Learning aim B: Plan an appropriate training session</b>		
<b>B.P4</b> Describe different types of training. <b>B.P5</b> Plan a basic training session for hospitality staff.	<b>B.M2</b> Plan an appropriate training session for hospitality staff.	<b>B.D2</b> Plan a training session for hospitality staff to professional standards.
<b>Learning aim C: Deliver and evaluate an appropriate training session</b>		
<b>C.P6</b> Deliver a basic training session to staff. <b>C.P7</b> Evaluate the training session delivered, in basic terms.	<b>C.M3</b> Assess the success of the training session in meeting the needs of the business.	<b>C.D3</b> Evaluate the success of the training session in meeting the needs of the business and the individual.



## 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.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 aims A and B

**For Distinction standard**, learners will research and select relevant evidence to show why, and how, hospitality businesses train their staff, and the costs and benefits of doing this. Learners must be able to successfully present the information gathered, and produce a fully supported evaluation of the reasons for training, an evaluation of the costs and benefits of training and the benefits of taking a systematic approach to training design and delivery. Learners will produce a detailed plan and develop professional resources for the delivery of a training session.

**For Merit standard**, learners will research and select relevant evidence to show why, and how, hospitality businesses train their staff and the costs and benefits of doing this. Learners must be able to successfully present the information gathered, and produce a clear analysis of the reasons for training, an evaluation of the costs and benefits of training and the benefits of taking a systematic approach to training design and delivery. Learners will include examples to underpin analysis. Learners will produce a detailed plan and develop suitable and appropriate resources for the delivery of a training session.

**For Pass standard**, learners will carry out research that allows them to explain why a business trains its employees, the types of training offered, the costs and benefits of training, the stages of the training cycle and the steps involved in instructional design. Learners will prepare a basic plan and develop basic resources for the delivery of a training session.

#### Learning aim C

**For Distinction standard**, learners will deliver a training session to a professional standard that demonstrates the range of presentational expectations. The learner will use a range of feedback techniques to produce a detailed and justified evaluation of how successful the training session was in meeting the sessional objectives, the needs of the delegates, and those of the business.

**For Merit standard**, learners will deliver a training session that demonstrates some of the presentational expectations. The learner will use feedback techniques to produce a detailed evaluation of how successful the training session was in meeting the sessional objectives and the needs of the business.

**For Pass standard**, learners will deliver a basic training session and produce a basic evaluation of the training session.

**Links to other units**

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 24: 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 their communication and interpersonal skills.



# Unit 26: Work-related Learning in Hospitality

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners plan their career in the hospitality industry. Learners will explore career options, build a career plan and take part in activities to prepare themselves for industry.

## Unit introduction

Personal and professional development is important in many careers and the hospitality industry is no exception. Increasingly, the responsibility is on employees to identify their own strengths and weaknesses and suggest ways in which they can develop their skills to meet the needs of the business and facilitate career progression.

In this unit, you will look at how professional development and work-related learning can help learners to prepare for their careers within the hospitality industry.

You will cover applications and interview skills. You will practise preparing documents, such as job application forms, CVs and covering letters, and prepare for an interview.

This activity will include research, gaining knowledge of the interview process and prediction of likely interview questions. You will have the opportunity to practise performing in an interview situation.

Finally, you will have the opportunity to complete your own development plan by considering such factors as your past experience and current and future needs.

## Learning aims

In this unit you will:

- A** Investigate opportunities for professional development and work-related learning
- B** Plan and take part in activities to prepare for employment or training in hospitality
- C** Reflect on your preparation and individual performance in the interview, developing a plan for improvement of skills.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate opportunities for professional development and work-related learning	<b>A1</b> Work-related learning and development <b>A2</b> Outcomes and benefits of professional development and work-related learning <b>A3</b> Common career entry points	Learners will research the work-related learning and development opportunities for a job role they are interested in. Learners will prepare a short report evaluating these.
<b>B</b> Plan and take part in activities to prepare for employment or training in hospitality	<b>B1</b> Carry out an initial personal assessment <b>B2</b> Prepare for employment or training in hospitality <b>B3</b> Take part in a recruitment interview	Learners will carry out an initial personal assessment of their skills. They will prepare and complete documents to plan to take part in a recruitment interview, which will be observed by the tutor.
<b>C</b> Reflect on your preparation and individual performance in the interview, developing a plan for improvement of skills	<b>C1</b> Review and evaluation <b>C2</b> Develop a personal development plan based on personal assessment	Learners will use feedback from interviewers and tutors, and their own reflections, to review the success of their planning activities and their performance in the interview to produce a personal development plan for a specific job.

## Content

### Learning aim A: Investigate opportunities for professional development and work-related learning

#### A1 Work-related learning and development

- Work experience opportunities, work placement: a period of work experience arranged with an employer.
- Voluntary work: any type of work undertaken for no payment.
- Part-time work: paid or unpaid work undertaken.

#### A2 Outcomes and benefits of professional development and work-related learning

- Clarifying career goals.
- Gaining insight into the way businesses operate and the challenges they face.
- Increasing skills and knowledge.
- Networking.
- Understanding a particular job or industry.
- Gaining referees.
- Attending in-house training courses.

#### A3 Common career entry points

- Food and beverage waiting staff.
- Food production commis chef.
- Front office trainee.
- Accommodation operative.
- Junior management.

### Learning aim B: Plan and take part in activities to prepare for employment or training in hospitality

#### B1 Carry out an initial personal assessment

- Skills audit:
  - technical
  - qualifications
  - leadership
  - interpersonal and soft skills
  - personal assessment questionnaires
  - learning style
  - Belbin's team roles.

#### B2 Prepare for employment or training in hospitality

- Preparing documents:
  - CV writing
  - application forms
  - letters of application.
- Prepare for an interview:
  - research employer
  - job requirements
  - appearance.

- Knowledge of the interview process:
  - prediction of likely questions
  - preparation of possible answers.

### **B3 Take part in a recruitment interview**

- First impressions.
- Body language.
- Appearing prepared.
- Careful listening.
- Answering questions well.
- Selling yourself.
- Asking relevant questions.

## **Learning aim C: Reflect on your preparation and individual performance in the interview, developing a plan for improvement of skills**

### **C1 Review and evaluation**

- Role-play activity.
- Individual appraisal of own roles in being interviewed.
- Review of communication skills.
- Assessment of how the skills acquired support the development of employability skills.

### **C2 Develop a personal development plan based on personal assessment**

- Personal career objectives: short term (two years); medium term (five years).
- Personal development needs: skills gaps, personal SWOT (strengths, weaknesses, opportunities and threats) analysis, qualifications gap, timescales, training requirements.
- Target setting: personal development plan (set up, maintain, review, update), SMART (specific, measurable, achievable, realistic, time-bound) targets.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate opportunities for professional development and work-related learning</b>		
<p><b>A.P1</b> Describe work-related learning and development opportunities in hospitality.</p> <p><b>A.P2</b> Outline the benefits of undertaking professional development and work-related learning.</p> <p><b>A.P3</b> Explain common entry points to the hospitality industry.</p>	<p><b>A.M1</b> Assess the opportunities for work-related learning and development for a specific job role, and the benefits of work-related learning.</p>	<p><b>A.D1</b> Evaluate the opportunities for work-related learning and development for a specific job role, and the benefits in meeting the changing requirements of jobs as careers advance.</p>
<b>Learning aim B: Plan and take part in activities to prepare for employment or training in hospitality</b>		
<p><b>B.P4</b> Identify own abilities, skills and competence for a specific job role.</p> <p><b>B.P5</b> Complete required documents to apply for a job or training for a suitable hospitality industry role.</p> <p><b>B.P6</b> Take part in a recruitment interview.</p>	<p><b>B.M2</b> Assess own skills and competence for a specific job role, completing documents and preparing to demonstrate competency in a recruitment interview.</p>	<p><b>B.D2</b> Evaluate own skills and competence for a specific job role, completing documentation and preparing to demonstrate professional standards in a recruitment interview.</p>
<b>Learning aim C: Reflect on your preparation and individual performance in the interview, developing a plan for improvement of skills</b>		
<p><b>C.P7</b> Complete a review of your planning and performance in the interviewing activity.</p> <p><b>C.P8</b> Construct a skills development plan to enhance skills and competencies for a specific role.</p>	<p><b>C.M3</b> Analyse the results of the process and how the skills development plan will contribute to your future success.</p>	<p><b>C.D3</b> Evaluate how well your planning contributed to your performance in the recruitment interview, and provide reasoned conclusions as to how your skills development plan will support your future career.</p>

## 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, A.P3, B.P4, B.P5, B.P6, A.M1, B.M2, A.D1, B.D2)

Learning aims: C (C.P7, C.P8, 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 complete a full evaluation of the opportunities for work-related learning and development and the benefits of undertaking work-related learning and development as their careers advance. Learners will complete a full evaluation of their own skills and competence to determine if they are suitable for a specific job role. Learners will complete job-related documentation without error and will demonstrate professional standards in an interview situation.

**For Merit standard**, learners will assess the opportunities for work-related learning and development and the benefits of engaging in these activities. Learners will assess their own skills and competence for a specific job role. Learners will complete job-related documentation with minimal errors and will demonstrate competency in an interview situation.

**For Pass standard**, learners will describe the opportunities for work-related learning and development and the benefits of engaging in these activities. Learners will explain the common entry points to the hospitality industry and identify if their skills and competence meet the requirements of a specific job role. Learners will complete job-related documentation and take part in an interview situation.

#### Learning aims C

**For Distinction standard**, learners will review their planning to evaluate how this contributed to their performance in the recruitment interview. Learners will use this review to form the basis of a development plan, with justification of how the plan will support their future career.

**For Merit standard**, learners will analyse their planning and interview performance to form the basis of a development plan, explaining how the plan will support their future career.

**For Pass standard**, learners will briefly review their planning and interview performance to form the basis of a development plan, explaining how the plan will enhance their skills and competence for a specific job role.

### Links to other units

This unit is relevant to all other units within the specification.

### Employer involvement

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

- depending on the focus of learner work, contacting organisations that can help them to identify opportunities for specific job roles.

### Opportunities to develop transferable employability skills

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



# Unit 27: Industry-related Project in Hospitality

Level: **3**

Unit type: **Internal set assignment**

Guided learning hours: **60**

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## 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
<b>A</b> Plan and research a hospitality project	<b>A1</b> Identify opportunities for an industry-related project <b>A2</b> Plan the project <b>A3</b> Research the project	A planned idea for a hospitality project with relevant research.
<b>B</b> Carry out and monitor the hospitality project	<b>B1</b> Carry out the project <b>B2</b> Monitor the project <b>B3</b> Present findings of research	Production of research project.
<b>C</b> Review the hospitality project	<b>C1</b> Gather feedback <b>C2</b> 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:
  - promotion of healthy lifestyles
  - planning a coffee shop
  - planning a hotel upgrade
  - planning catering provision to a hospital
  - planning hospitality services for a leisure venue
  - planning a membership club
  - planning an exhibition or an event.
- Scope of project:
  - interdisciplinary
  - industry-related
  - interdepartmental issues, types of project, e.g. scale, formality
  - own suggestions
  - 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:
  - 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
<b>Learning aim A: Plan and research a hospitality project</b>		<b>A.D1</b> 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.
<b>A.P1</b> Explain the factors that must be considered when planning a research project in hospitality.  <b>A.P2</b> Explain reasons for own choice of research project in hospitality through a research proposal.  <b>A.P3</b> Plan a research project in hospitality, clarifying activities, research methodology, deadlines and expected outcomes.	<b>A.M1</b> Assess the factors that must be considered when planning a research project in hospitality.  <b>A.M2</b> Assess reasons for own choice of research project in hospitality through a research proposal, and explain how the plan will meet the expected outcomes.	
<b>Learning aim B: Carry out and monitor the hospitality project</b>		<b>B.D2</b> 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>B.P4</b> Demonstrate appropriate skills and use limited resources to undertake and complete a research project.  <b>B.P5</b> Monitor chosen project and present research findings.	<b>B.M3</b> Demonstrate appropriate, effective skills and use of a range of resources to undertake and complete a research project.	
<b>Learning aim C: Review the hospitality project</b>		<b>C.D3</b> Evaluate the success of the hospitality research project against the project aims and expected outcomes, recommending and justifying improvements.
<b>C.P6</b> Demonstrate use of appropriate methods of feedback.  <b>C.P7</b> Review the success of the hospitality research project against the project aims and expected outcomes.	<b>C.M4</b> 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.



# Unit 28: Supervise Hot and Cold Non-alcoholic Beverage Service

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop knowledge and understanding of how to plan, prepare and supervise a range of hot and cold non-alcoholic beverages. Learners will use their acquired knowledge to operate a hot beverage service.

## Unit introduction

Good-quality, well-prepared hot and cold non-alcoholic beverages offer the potential for high profit margins in all hospitality businesses. The market for hot and cold non- alcoholic beverages has grown considerably in recent years, with customers expecting quality products as well as value for money.

In this unit, you will gain the knowledge and skills involved in providing an efficient supervisory and effective hot and cold non-alcoholic beverages service. You will learn about safe and hygienic working practices when preparing the work area and equipment for service and for preparing and serving hot and cold non-alcoholic beverages. You will develop and demonstrate professional supervisory skills in the service of hot and cold non-alcoholic beverages. You will learn the importance of having drinks, ingredients and accompaniments available and ready for immediate use. You will learn why it is important to give accurate information about products to customers, and keep customer and service areas clean, tidy and free from rubbish and used equipment. You will have the opportunity to develop the skills and techniques needed to make and serve a range of hot and cold non-alcoholic beverages in a safe and hygienic fashion. You will learn about the main types of hot and cold non-alcoholic beverages, such as coffee, tea, hot chocolate and smoothies, and the equipment used in hospitality businesses to prepare them. You will need to know and be able to recognise the range of drink variations commonly requested by customers and the ingredients used, as well as the accompaniments for each. You will develop and demonstrate professional skills in the service of hot and cold non-alcoholic beverages.

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 bar service areas, where a broad range of communication, interpersonal, practical skills and knowledge will be required, including food service operation skills.

## Learning aims

In this unit you will:

- A** Investigate different types of hot and cold non-alcoholic beverage
- B** Plan a hot and cold non-alcoholic beverage service from a given service style
- C** Carry out a hot and cold non-alcoholic beverage service.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate different types of hot and cold non-alcoholic beverage	<b>A1</b> Types of hot and cold non-alcoholic beverage <b>A2</b> Equipment needed for hot and cold non-alcoholic beverages <b>A3</b> Unexpected situations that might occur when preparing work areas and equipment <b>A4</b> Importance of having drinks, ingredients and accompaniments ready for use	Written evidence and presentation pack with research notes covering the different types of non-alcoholic beverage and the equipment needed to prepare them to evaluate why it is necessary to be prepared and have the drinks area ready for use, including unexpected situations that may occur.
<b>B</b> Plan a hot and cold non-alcoholic beverage service from a given service style	<b>B1</b> Service planning brief <b>B2</b> Planning documents required for a beverage service	Written documentation fully covering the planning documents needed for a hot and cold non-alcoholic drinks service from a given service style.
<b>C</b> Carry out a hot and cold non-alcoholic beverage service	<b>C1</b> Safe and hygienic working practices when preparing work area and equipment for service <b>C2</b> Techniques for mixing and preparing and serving different types of beverage <b>C3</b> How effective was the service of hot and cold non-alcoholic beverages	Observation records for the preparation and service of hot and cold non-alcoholic beverages meeting the business need. Detailed written evidence covering the factors that affected the service of hot and cold non-alcoholic beverages and improvements that can be made.



## Content

### Learning aim A: Investigate different types of hot and cold non-alcoholic beverage

#### A1 Types of hot and cold non-alcoholic beverage

- Types of coffee: Americano, cappuccino, espresso, latte, flat white, iced, instant.
- Coffee brewing methods: automatic filter, jug, Turkish/Greek coffee, cafetière, vacuum method, percolator, coffee cartridges, coffee bags, pre-ground coffee, instant coffee, decaffeinated coffee.
- Types of tea, e.g. speciality, fruit, iced and blended tea.
- Tea brewing methods: loose leaf, tea bags, e.g. string and pull, envelope, instant, pods.
- Types of hot chocolate: cocoa powder, drinking chocolate, instant and soluble granules.
- Types of soft beverages: smoothies, fruit, milk, ice cream, fruit juices, fresh, bottled, canned cordials, bottled mineral water (sparkling, still), carbonated beverages
- Allergens, e.g. lactose intolerance.

#### A2 Equipment needed for hot and cold non-alcoholic beverages

- Glassware, crockery, e.g. cups, saucers, jugs, pots, lids, pitchers, carafes, cutlery, trays, juice dispensers.
- Coffee machines: espresso machine, pour and serve, automatic filter machine, French press, blenders, vacuum flasks, vending machines, bean grinders, steamer, cream whipper, kettles and boilers.
- Hot water pots, coffee pots, teapots, sugar bowls, tea strainers, teaspoons and sugar tongs, salvers, trays, service cloths/linen, bottle opener, ice, ice bucket/stands, chillers/coolers, blenders, shakers, mixers, pourers, stirrers, squeezers/strainers/chopping board and knife, pitchers, ice scoops, menu, measures, short- and long-stem drinking straws.
- Service supplies: menus, promotional items, napkins, table coverings, coasters, beverages containers, decorative items and stirrers.
- Condiments: accompaniments and ingredients needed for different types of beverage service, ice, sugars/sweeteners; milk, e.g. full-fat, semi-skimmed; milk alternative, e.g. almond, soya, cream; food garnishes, e.g. lemon, orange, lime.
- Decorative items: stirrers, salt, sugar, fruit, fruit juices, soft drinks, syrup.

#### A3 Unexpected situations that might occur when preparing work areas

- Shortages/breakdown of equipment, shortages, out-of- date stock, spillages, breakages.
- Unexpected customers.
- Damage to equipment, furniture, furnishings.
- Incorrect lay-up.
- Incorrect menu information.
- Pests and vermin.
- Customer special requirement.

**A4 Importance of having drinks, ingredients and accompaniments ready for use**

- Checking work areas and service equipment for damage before taking orders:
  - enabling quick and efficient work
  - meeting customer requirements
  - ensuring customer satisfaction.

**Learning aim B: Plan a hot and cold non-alcoholic beverage service from a given service style****B1 Service planning brief**

- Beverage outlets, including restaurants, takeaways and fast food, cafes, food court, coffee shops, coffee bar, drink stalls, pop-up refreshment tents.
- Styles of service to include breakfast, lunch, dinner, high tea, buffet, self-service, in-situ, table service, takeaway, formal, informal, customer numbers, venue, size, layout.
- Standard operating procedures, e.g. drinks menu, recipes, ingredients glasses, cups, china, disposable crockery.
- Drinks menu: coffee, tea, hot chocolate, mineral water, soft drinks, smoothies.
- Health and safety: equipment use, personal hygiene.

**B2 Planning documents required for a beverage service**

- Time plan: critical times, switch on equipment to reach temperature.
- Stock sheets.
- Cleaning log.
- Staff rota: waiting staff, barista.
- Duties list.
- Ingredients list: brand standard recipes, measures.

**Learning aim C: Carry out a hot and cold non-alcoholic beverage service****C1 Safe and hygienic working practices when preparing the work area and equipment for service**

- Ensuring that equipment is ready and stocked for self-service.
- Personal hygiene, cleanliness, appearance, washing hands before service and at regular and frequent intervals, staff uniform correct and clean.
- Safe use of physical resources: equipment, crockery, cutlery, glassware, manual handling of furniture.
- Identifying hazards: sources of bacteria, chemical, physical.
- Preparation of equipment: espresso machine, cream whipper, knock-out box, bean grinders, filter system, cafetière, blender, steamer, urn.
- Preparing non-alcoholic cold beverage equipment hygienically, e.g. clean glassware, unused paper/plastic cups, clean dispensers.
- Service equipment: cutlery, glassware, crockery, trays.
- Other equipment: dishwashers, fridges, freezers, thermometers, temperature records.
- Drink ingredients and accompaniments: coffee, hot chocolate, tea, steamed milk drinks, iced drinks, soft drinks, freshly ground coffee beans, pre-ground coffee beans, syrups, chocolate powder, milk, ice cream, spray cream, tea, ice.
- Drink accompaniments: sugar, dusting/topping powder, cream.

**C2 Techniques for mixing and preparing and serving different types of beverage**

- Making hot beverages using the correct equipment, ingredients and mixing techniques safely and hygienically.
- Pouring or dispensing hot and cold non-alcoholic beverages correctly, safely and hygienically for bar/counter and table service.
- Timeframes from order to delivery of beverages to be adhered to.
- Ensuring that the beverage temperature is correct for consumption.
- Coffee: brewing coffee by boiling, coffee percolators, automatic coffeemakers, steeping in a French press, espresso method, iced coffee.
- Tea: brewing tea considering the quality and temperature of the water, ratio of tea leaves to water, infusion time, material and shape of the vessel in which the tea infusion takes place.
- Hot chocolate: adding hot water to chocolate mix, heating chocolate, sugar and milk, cooking over medium heat, stirring continuously.
- Smoothie: blender, fresh/frozen fruit, vegetables, crushed ice, honey, yogurt.
- Soft drinks: served to operational standard, ice, garnish.
- Ensuring customer satisfaction.
- Attracting business.
- Maintaining business standards: correct use of equipment; correct use of glassware.
- Importance of giving accurate information about products to customers: menus, drinks list, company operational practice.
- Upselling of menu items: increased customer satisfaction, reducing complaints.

**C3 How effective was the service of hot and cold non-alcoholic beverages**

- Feedback: customer, comment cards, online reviews, team; manager, staff debrief.
- Organisation of drinks service area: suitability for service style.
- Time planning: deadlines being met effectively.
- Ullage: drinks wastage, broken glassware/crockery, unused garnishes, disposable waste.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate different types of hot and cold non-alcoholic beverage</b>		
<p><b>A.P1</b> Describe the types of hot and cold non-alcoholic beverage available.</p> <p><b>A.P2</b> Describe the different types of equipment needed for the basic service of hot and cold non-alcoholic beverages.</p> <p><b>A.P3</b> Describe unexpected situations that may occur when preparing for a hot and cold non-alcoholic beverage service, and the importance of having the ingredients and equipment ready for use.</p>	<p><b>A.M1</b> Describe the equipment needed for the complex service of hot and cold non-alcoholic beverages.</p> <p><b>A.M2</b> Describe the importance of dealing with unexpected situations that may occur when preparing for a hot and cold non-alcoholic beverage service.</p>	<p><b>A.D1</b> Evaluate the importance of dealing with unexpected situations that may occur when preparing for a hot and cold non-alcoholic beverage service, and the importance of having the ingredients and equipment ready for use.</p>
<b>Learning aim B; Plan a hot and cold non-alcoholic beverage service from a given service style</b>		
<p><b>B.P4</b> Produce a simple service brief for a given service style for the service of hot and cold non-alcoholic beverages.</p> <p><b>B.P5</b> Produce simple planning documents to prepare for a hot and cold non-alcoholic beverage service for a given service style.</p>	<p><b>B.M3</b> Produce a complex service brief and planning documents for a given service style.</p>	<p><b>B.D2</b> Produce a complex service brief and planning documents for a given service style to meet business needs.</p>

Pass	Merit	Distinction
<b>Learning aim C: Carry out a hot and cold non-alcoholic beverage service</b>		<b>C.D3</b> Demonstrate excellent preparation and service skills for a hot and cold non-alcoholic beverage service for business needs, and recommend with justification how service staff can respond to factors affecting a hot and cold non-alcoholic beverage service.
<b>C.P6</b> Perform basic preparation and service skills for a hot and cold non-alcoholic beverage service for business needs.  <b>C.P7</b> Describe factors affecting preparation and service for a hot and cold non-alcoholic beverage service.	<b>C.M4</b> Perform complex preparation and service skills for a hot and cold non-alcoholic beverage service for business needs.  <b>C.M5</b> Analyse how service staff can respond to factors affecting a hot and cold non-alcoholic beverage 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.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.M4, C.M5, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to the necessary resources in order to demonstrate the service of hot and cold non-alcoholic beverages. If this is to be done in the centre rather than in the workplace, then the centre will need to have its own non-alcoholic beverage facilities.

Resources requirements for this unit are a variety of:

- service equipment
- hot and cold non-alcoholic beverages to prepare and serve
- garnishes and decorative equipment.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will produce a well-developed information pack covering the range of hot and cold non-alcoholic beverages available in detail. The information pack must include examples of coffee, tea, chocolate and soft drinks. Learners must give a detailed and comprehensive account of the equipment needed to prepare and serve these beverages. Learners must show a detailed understanding of the unexpected situations that occur when preparing the drinks area for service. Learners will need to explain comprehensively and in detail the importance of having drinks, ingredients and accompaniments ready for service, and the effect on business needs if this is not adhered to.

**For Merit standard**, learners will produce a detailed information pack covering the range of hot and cold non-alcoholic beverages available. The information pack must include examples of coffee, tea, chocolate and soft drinks. Learners must give a detailed account of the equipment needed to prepare and serve these beverages. Learners must show a detailed understanding of the unexpected situations that occur when preparing the drinks area for service. Learners will need to explain in detail the importance of having drinks, ingredients and accompaniments ready for service, and the effect on business needs if this is not adhered to.

**For Pass standard**, learners will produce an information pack covering the range of hot and cold non-alcoholic beverages available. The information pack must include examples of coffee, tea, chocolate and soft drinks. Learners must give an account of the equipment needed to prepare and serve these beverages. Learners must show an understanding of the unexpected situations that occur when preparing the drinks area for service. Learners will need to explain the importance of having drinks, ingredients and accompaniments ready for service.

## Learning aims B and C

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

**For Distinction standard**, learners will be able to produce a complex brief for a hot and cold non-alcoholic beverage service from a given service style. Learners will select a variety of hot and cold non-alcoholic beverages to prepare and serve for a given service.

Learners will demonstrate a thorough knowledge and understanding of the different elements needed to prepare the beverage area for a hot and cold non-alcoholic beverage service. Learners will produce a well-developed service brief and detailed and comprehensive planning documents. Learners will work independently, following their detailed work brief and plan, and work in sequence ensuring the area is ready on time. Learners will make drinks competently to meet the needs of the business, matching drinks to the brief given. Learners will make and serve drinks to an excellent standard. Justifications for the drinks chosen will be comprehensive, descriptive and referenced to the planning documents. Learners will apply detailed knowledge and understanding of the different factors that make a successful drinks service and make reasoned justifications for improvement.

**For Merit standard**, learners will produce a complex brief for a hot and cold non-alcoholic beverage service from a given service style. Learners will select a variety of hot and cold non-alcoholic beverage to prepare and serve for a given service.

Learners will demonstrate detailed knowledge and understanding of the different elements needed to prepare the beverage area for a hot and cold non-alcoholic beverage service. Learners will produce a detailed service brief and detailed planning documents. Learners will work independently, following their detailed work brief and plan, and work in sequence ensuring the area is ready on time. Learners will competently make drinks to meet the needs of the business, matching drinks to the brief given. Learners will make and serve drinks to a good standard.

Justifications for the drinks chosen will be detailed and descriptive. Learners will apply knowledge and understanding of the different factors that make a successful drinks service, and make suggestion for improvement.

**For Pass standard**, learners will produce a brief for a hot and cold non-alcoholic beverage service from a given service style. Learners will select a variety of hot and cold non-alcoholic beverages to prepare and serve for a given service.

Learners will demonstrate knowledge of the different elements needed to prepare the beverage area for a hot and cold non-alcoholic beverage service. Learners will produce a service brief and planning documents. Learners will work, with some help, following their work brief and plan and ensuring the area is ready on time. Learners will make drinks, with some help, to meet the needs of the business. Learners will make and serve drinks to an acceptable standard.



## **Links to other units**

This unit links to:

- Unit 3: Customer Service Provision in Hospitality
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service.

## **Employer involvement**

Visits and work experience with local food and drink service providers would provide learners with an insight into food and drink service and help learners develop the skills required in different businesses providing a beverage service. Developing hospitality industry links would enhance the delivery of this unit.

## **Opportunities to develop transferable employability skills**

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



# Unit 29: Asian Cuisine

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of Asian food dishes, the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia. They will develop skills in preparing, cooking and reviewing Asian dishes.

## Unit introduction

Today food from around the world can be served in any international food outlet and Asian food plays an important role in the international hospitality industry.

In this unit, you will be introduced to the many types and styles of Asian food and, through structured research and investigation, find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of Asian food.

You will develop an appreciation of the historical origins and cultural influences on the food of a range of Asian countries. You will gain insight into the foods and the types of dishes that are prepared and cooked in today's Asian countries.

You will practice and develop your skills in the preparation and cooking of a range of Asian dishes from countries of your choice. An understanding of the relevant health and safety issues relating to food production, service and storage is crucial as you will be expected to follow safe, professional and hygienic working practices.

You will explore the process of reviewing and evaluating specific dishes that you have prepared and cooked, and then propose any appropriate improvements.

## Learning aims

In this unit you will:

- A** Research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries
- B** Demonstrate food preparation and cooking skills
- C** Evaluate the finished dishes.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries	<b>A1</b> History of and influences on Asian food <b>A2</b> Styles and types of Asian food <b>A3</b> Traditional food outlets and menus <b>A4</b> Balanced menus that meet the needs of the business and customer	Portfolio of research into the different styles and types of Asian food from a range of sources. Summary of the history of Asian food. Planned menus that meet the needs of different businesses and customers.
<b>B</b> Demonstrate food preparation and cooking skills	<b>B1</b> Equipment and commodities <b>B2</b> Methods of preparing, cooking and finishing dishes <b>B3</b> Professional skills	Planning documentation for each dish. Preparation and cooking of dishes according to selected menu. Photographs of finished dishes.
<b>C</b> Evaluate the finished dishes	<b>C1</b> Evaluation criteria <b>C2</b> Quality criteria <b>C3</b> Data sources	Evaluation of finished dishes, using set evaluation techniques criteria to meet the needs of the business.

## Content

### Learning aim A: Research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries

#### A1 History of and influences on Asian food

- Geography, climate and environment.
- Religion and culture.
- Trade and industrialisation.
- Travel and migration.
- Imperialism and colonisation.

#### A2 Styles and types of Asian food

- Styles, e.g. India, Japan, Thailand, Burma, Korea, Vietnam, Malaysia, Indonesia, Philippines, China, Uzbekistan, Sri Lanka, Mongolia, Maldives.
- Types of food, e.g. dim sum, appetisers, snacks, salads, soups and sauces, fish, meat, vegetables, vegetarian, vegan, desserts, fresh fruits, savouries.

#### A3 Traditional food outlets and menus

- Food outlets:
  - hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food.
- Menus:
  - breakfast, lunch, dinner, à la carte, table d'hôte, buffet, tasting.

#### A4 Balanced menus that meet the needs of the business and customer

- Taste.
- Texture.
- Colour.
- Appearance.
- Cost.
- Seasonal.
- Dietary requirements.

### Learning aim B: Demonstrate food preparation and cooking skills

#### B1 Equipment and commodities

- Large equipment:
  - stoves, ovens, specialist cookers, griddles, salamanders, fryers, tandoors, rice cookers, bratt pans, bain-marie, bamboo steamers.
- Small equipment:
  - clay pots, handi pans, tawa pans, makisu mats, mortar and pestles, chopsticks, rice bowls, thali dishes, woks, knives, cleavers, chopping boards.
- Commodities:
  - rice, noodles, seaweed, herbs and spices, meat, fish, dried fish, vegetables, shellfish, poultry, fats and oils, breads, fruit, nuts, seeds, pastries, confectionery.

## **B2 Methods of preparing, cooking and finishing dishes**

- Preparation methods:
  - peeling, chopping, blending, boning, skimming, blanching, refreshing, coating seasoning.
- Storage methods:
  - fresh, chilled, frozen, dried, tinned, vacuum packed.
- Cooking methods:
  - poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, red cooking.
- Finishing and presenting dishes:
  - plated, visual, flare, style.

## **B3 Professional skills**

- Organisational and time planning.
- Attitude.
- Appearance, uniform and personal presentation standards.
- Maintenance of health, safety and hygiene.
- Communication.
- Teamwork.

## **Learning aim C: Evaluate the finished dishes**

### **C1 Evaluation criteria**

- Qualitative.
- Quantitative.

### **C2 Quality criteria**

- Timing.
- Appearance.
- Taste.
- Colour.
- Texture.
- Cost.
- Presentation.

### **C3 Data sources**

- Comment cards.
- Reviews.
- Supervisor/line manager/colleague feedback.
- Dish analysis sheets.
- Customers.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries</b>		<b>A.D1</b> Plan a detailed and balanced menu that reflects a range of Asian styles and types of dishes, to meet the needs of the customer and business.
<b>A.P1</b> Describe influences on styles and types of Asian dishes. <b>A.P2</b> Plan a basic menu that reflects different Asian styles and types of dishes.	<b>A.M1</b> Plan a balanced menu that reflects different Asian styles and types of dishes.	
<b>Learning aim B: Demonstrate food preparation and cooking skills</b>		<b>B.D2</b> Prepare, cook and finish a wide range of dishes that reflect the different types and styles of Asian cuisine, demonstrating the range of professional skills.
<b>B.P3</b> Prepare a selection of Asian dishes. <b>B.P4</b> Cook a selection of Asian dishes.	<b>B.M2</b> Prepare, cook and finish a selection of dishes that reflect different types and styles of Asian cuisine, demonstrating some professional skills.	
<b>Learning aim C: Evaluate the finished dishes</b>		<b>C.D3</b> Evaluate the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data.
<b>C.P5</b> Review the finished dishes.	<b>C.M3</b> Use quality criteria to review finished dishes.	

## 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, B.M2, C.M3, B.D2, C.D3)



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to commercial catering equipment to ensure they have sufficient opportunity to demonstrate vocational competence in Asian cuisine and its requirements.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will carry out detailed research, using a wide range of sources and evidence this through an annotated portfolio, indicating the influences that have supported the development of the styles and types of Asian food. Learners use their research to develop advanced menus that reflect local produce, traditional cooking methods and are balanced in terms of texture, colour and taste. Dishes must be nutritionally and financially sound to meet the needs of the business and customers.

**For Merit standard**, learners carry out research using a range of sources and evidence this through limited annotations in a portfolio, indicating the influences that have supported the development of Asian food. Learners use their research to develop menus that reflect local produce, traditional cooking methods and are balanced in terms of texture, colour and taste – however, there may be errors. Dishes will be nutritionally sound and financial considerations will have been taken into account.

**For Pass standard**, learners carry out research and evidence this through a portfolio of evidence, which may be annotated. Learners develop a menu, with reference to the history of Asian food, that is balanced in terms of texture, colour and taste.

#### Learning aims B and C

**For Distinction standard**, learners will demonstrate excellent preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to an excellent standard, where appropriate methods, and cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standard, without error and meeting required timings. Dishes will be finished, presented, seasoned and balanced to meet the needs of the business.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make recommendations for improvements to the preparation, cooking and finishing methods based on the feedback received.

**For Merit standard**, learners will demonstrate good preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed to a good standard, where appropriate cooking methods and finishing methods will have been planned.

Learners will produce dishes of industry standard, with few errors. The dishes produced will meet required timings; however, there may be delays when presenting the finished product.

Learners will collect and use feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Learners will make brief recommendations for improvement to the preparation, cooking and finishing methods, which may be based on some elements of feedback received.

**For Pass standard**, learners will demonstrate preparation and cooking skills in a safe, hygienic and professional manner. Preparation will be completed and appropriate cooking and finishing methods will have been planned. Learners will produce dishes of industry standard, with some errors. The dishes may meet required timings. Learners will collect and use a limited range of feedback to evaluate the finished dishes and to determine how well each dish meets the needs of the business and its customers. Recommendations for improvement are limited.

### **Links to other units**

This unit links to:

- Unit 11: Contemporary Global Cuisine
- Unit 12: The Cuisine in Your Country
- Unit 13: European Cuisine.

### **Opportunities to develop transferable employability skills**

On completing this unit, learners will have opportunities to develop their preparation, cooking and finishing 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 or Pearson Global Scale of English 51. Please see resources available from Pearson at [www.pearson.com/english](http://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 and Authorised Assignment Briefs.

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
<b>Certificate (180 GLH)</b>	No MLN allowed	0 units
<b>Subsidiary Diploma (360 GLH)</b>	60 GLH MLN allowed	1 * 60 GLH unit
<b>Foundation Diploma (540 GLH)</b>	120 GLH MLN allowed	e.g. 2 * 60 GLH units
<b>Diploma (720 GLH)</b>	180 GLH MLN allowed	e.g. 3 * 60 GLH units
<b>Extended Diploma (1080 GLH)</b>	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. 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 these qualifications are internally assessed but Pearson sets the assignments for some 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 Pearson 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 assignments.
- 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.
- 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](http://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 relevant section for BTEC International in the *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 document *Supplementary guidance for reasonable adjustments and special consideration*.

## 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 relevant section for BTEC International in the *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 *Supplementary guidance for reasonable adjustments and special consideration*.

### 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 *Internal assessment in vocational qualifications: reviews and appeals 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](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [Learnermalpractice@pearson.com](mailto: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* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto: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 Suspected Malpractice Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://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 *Internal assessment in vocational qualifications: reviews and appeals 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](mailto: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 the BTEC International section of our *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 learners of determination 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 AND 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
<b>Certificate (180 GLH)</b>	No compensation allowed	0 units
<b>Subsidiary Diploma (360 GLH)</b>	Mandatory must be passed, 60 GLH only at U grade permitted from optional	1 * 60 GLH unit
<b>Foundation Diploma (540 GLH)</b>	Mandatory must be passed, 120 GLH only at U grade permitted from optional	e.g. 2 * 60 GLH units
<b>Diploma (720 GLH)</b>	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units
<b>Extended Diploma (1080 GLH)</b>	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units

## 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
Certificate, Subsidiary Diploma, Foundation Diploma	P to D*
Diploma	PP to D*D*
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 *Information Manual* gives full information.

## Points available for unit size and grades

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
U	0
Pass	6
Merit	10
Distinction	16

## Claiming the qualification grade

Pearson will automatically calculate the qualification grade for your learners when the 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.



## Calculation of qualification grade

Applicable for registration from 1 April 2020.

Certificate		Subsidiary Diploma		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
Unclassified	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	54	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	78	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	108	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	138	D*D*	180	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 April 2020

### Example 1: Achievement of a Certificate with a P grade

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 7	60	Int	Pass	6
Unit 12	60	Int	Merit	10
<b>Totals</b>	<b>180</b>		<b>P</b>	<b>22</b>

The learner has sufficient points for a P grade.

### Example 2: Achievement of a Certificate with an M grade

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Merit	10
Unit 14	60	Int	Merit	10
<b>Totals</b>	<b>180</b>		<b>M</b>	<b>26</b>

The learner has sufficient points for an M grade.

### Example 3: An Unclassified result for a Certificate

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Unclassified	0
Unit 2	60	PSA	Pass	6
Unit 20	60	Int	Pass	6
<b>Totals</b>	<b>180</b>		<b>Unclassified</b>	<b>12</b>

The learner has an Unclassified result in Unit 1.

The learner has sufficient points for a P grade but has not met the minimum requirement for a grade in Unit 1.

## Examples of grade calculations based on table applicable to registrations from April 2020

### Example 1: Achievement of a Subsidiary Diploma with a P grade

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Pass	6
Unit 3	60	Int	Pass	6
Unit 8	60	Int	Pass	6
Unit 13	60	Int	Pass	6
Unit 25	60	Int	Pass	6
<b>Totals</b>	<b>360</b>		<b>P</b>	<b>36</b>

The learner has achieved P or higher in Units 1, 2 and 3.

The learner has sufficient points for a P grade.

### Example 2: Achievement of a Subsidiary Diploma with an M grade

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Pass	6
Unit 3	60	Int	Merit	10
Unit 7	60	Int	Merit	10
Unit 10	60	Int	Merit	10
Unit 16	60	Int	Distinction	16
<b>Totals</b>	<b>360</b>		<b>M</b>	<b>58</b>

The learner has sufficient points for an M grade.

### Example 3: An Unclassified Result for a Subsidiary Diploma

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Merit	10
Unit 2	60	PSA	Unclassified	0
Unit 3	60	Int	Distinction	16
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Merit	10
Unit 21	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>U</b>	<b>56</b>

The learner has an Unclassified result in Unit 2.

The learner has sufficient points for an M grade but has not met the minimum requirement for a P or higher in Units 1, 2 and 3.

## Examples of grade calculations based on table applicable to registrations from April 2020

### Example 1: Achievement of a Foundation Diploma with a P grade

	GLH	Type (Int/PSA)	Grade	Unit points	
Unit 1	60	PSA	Pass	6	The learner has achieved P or higher in Units 1 to 4.
Unit 2	60	PSA	Pass	6	
Unit 3	60	Int	Pass	6	
Unit 4	60	PSA	Pass	6	
Unit 7	60	Int	Pass	6	
Unit 9	60	Int	Pass	6	
Unit 12	60	Int	Unclassified	0	
Unit 20	60	Int	Distinction	16	
Unit 29	60	Int	Merit	10	
<b>Totals</b>	<b>540</b>		<b>P</b>	<b>62</b>	

The learner has sufficient points for a P grade.

### Example 2: Achievement of a Foundation Diploma with an M grade

	GLH	Type (Int/PSA)	Grade	Unit points	
Unit 1	60	PSA	Distinction	16	
Unit 2	60	PSA	Pass	6	
Unit 3	60	Int	Distinction	16	
Unit 4	60	PSA	Merit	10	
Unit 10	60	Int	Distinction	16	
Unit 16	60	Int	Distinction	16	
Unit 18	60	Int	Merit	10	
Unit 19	60	Int	Merit	10	
<b>Totals</b>	<b>540</b>		<b>M</b>	<b>100</b>	

The learner has sufficient points for an M grade.

### Example 3: An Unclassified result for a Foundation Diploma

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Merit	10
Unit 3	60	Int	Unclassified	0
Unit 4	60	Int	Pass	6
Unit 20	60	Int	Distinction	16
Unit 21	60	Int	Distinction	16
Unit 22	60	Int	Pass	6
Unit 25	60	Int	Distinction	16
Unit 28	60	Int	Pass	6
<b>Totals</b>	<b>540</b>		<b>Unclassified</b>	<b>82</b>

The learner has an Unclassified result in Unit 3.

The learner has sufficient points for an M grade but has not met the minimum requirement for P or higher in Unit 3.

## Examples of grade calculations based on table applicable to registrations from April 2020

### Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/PSA)	Grade	Unit points	
Unit 1	60	PSA	Pass	6	The learner has achieved P or higher in Units 1 to 6.
Unit 2	60	PSA	Pass	6	
Unit 3	60	Int	Pass	6	
Unit 4	60	PSA	Pass	6	
Unit 5	60	PSA	Pass	6	
Unit 6	60	PSA	Merit	10	
Unit 7	60	Int	Unclassified	0	
Unit 8	60	Int	Pass	6	
Unit 13	60	Int	Merit	10	
Unit 14	60	Int	Pass	6	
Unit 21	60	Int	Pass	6	
Unit 27	60	Int	Merit	10	
<b>Totals</b>	<b>720</b>		<b>PP</b>	<b>78</b>	The learner has sufficient points for a PP grade.

## Example 2: An Unclassified result for a Diploma

	GLH	Type (Int/PSA)	Grade	Unit points	
Unit 1	60	PSA	Pass	6	
Unit 2	60	PSA	Unclassified	0	<div>                     The learner has Unclassified results in Units 2 and 3.                 </div>
Unit 3	60	Int	Unclassified	0	
Unit 4	60	Int	Pass	6	
Unit 5	60	Int	Distinction	16	
Unit 6	60	Int	Merit	10	
Unit 7	60	Int	Pass	6	
Unit 8	60	Int	Merit	10	
Unit 10	60	Int	Distinction	16	
Unit 14	60	Int	Pass	6	
Unit 15	60	Int	Pass	6	
Unit 25	60	Int	Merit	6	
<b>Totals</b>	<b>720</b>		<b>Unclassified</b>	<b>88</b>	



## Examples of grade calculations based on table applicable to registrations from April 2020

### Example 1: Achievement of an Extended Diploma with a PPP grade

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Pass	6
Unit 3	60	Int	Pass	6
Unit 4	60	PSA	Merit	10
Unit 5	60	PSA	Pass	6
Unit 6	60	PSA	Pass	6
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Unclassified	0
Unit 9	60	Int	Pass	6
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Pass	6
Unit 12	60	Int	Merit	10
Unit 13	60	Int	Pass	6
Unit 16	60	Int	Pass	6
Unit 17	60	Int	Pass	6
Unit 24	60	Int	Pass	6
Unit 27	60	Int	Pass	6
Unit 28	60	Int	Merit	10
<b>Totals</b>	<b>1080</b>		<b>PPP</b>	<b>122</b>

The learner has achieved P or higher in Units 1 to 6.

The learner has sufficient points for a PPP grade.

## Example 2: Achievement of an Extended Diploma with a DDM grade

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Pass	6
Unit 3	60	Int	Pass	6
Unit 4	60	PSA	Merit	10
Unit 5	60	PSA	Distinction	16
Unit 6	60	PSA	Distinction	16
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Distinction	16
Unit 9	60	Int	Distinction	10
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Merit	16
Unit 12	60	Int	Distinction	16
Unit 13	60	Int	Pass	6
Unit 15	60	Int	Merit	10
Unit 16	60	Int	Merit	10
Unit 21	60	Int	Distinction	16
Unit 24	60	Int	Distinction	16
Unit 29	60	Int	Pass	6
<b>Totals</b>	<b>1080</b>		<b>DDM</b>	<b>202</b>

The learner has sufficient points for a DDM grade.

### Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (Int/PSA)	Grade	Unit points
Unit 1	60	PSA	Pass	6
Unit 2	60	PSA	Distinction	16
Unit 3	60	Int	Pass	6
Unit 4	60	PSA	Distinction	16
Unit 5	60	PSA	Pass	6
Unit 6	60	PSA	Merit	10
Unit 7	60	Int	Distinction	16
Unit 8	60	Int	Merit	10
Unit 9	60	Int	Unclassified	0
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Unclassified	0
Unit 12	60	Int	Unclassified	0
Unit 13	60	Int	Unclassified	0
Unit 17	60	Int	Pass	6
Unit 18	60	Int	Merit	10
Unit 20	60	Int	Pass	6
Unit 23	60	Int	Merit	10
Unit 27	60	Int	Pass	6
<b>Totals</b>	<b>1080</b>		<b>Unclassified</b>	<b>134</b>

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 6 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 April 2020) gives you details of the administration of the qualifications and information on the units for the qualifications.

#### Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 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 Hospitality 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 internal 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](http://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.'<sup>[1]</sup>

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<sup>[2]</sup> 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 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:

<http://qualifications.pearson.com>.

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)



<b>Cognitive skills</b>	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	Developing the ability to make a persuasive case in the fields of hospitality, supporting one or more arguments, including the ability to create a balanced and evaluated argument.
	Creativity	Creativity Innovation	
<b>Intrapersonal skills</b>	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	Taking responsibility for supervising staff during food service operations, food and beverage service or when conducting food safety audits.
	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	
<b>Interpersonal skills</b>	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	Advocating the position of another in an oral presentation.
	Leadership	Responsibility Assertive communication Self-presentation	

## Appendix 3: Sustainability

### Learning for a better world

As the world's leading learning company, creating a more sustainable world is a natural part of everything we do. Learning itself is the greatest force for change in our world and helping people gain knowledge and skills is, inherently, a way to improve our planet and our society. We do that everyday by turning our products into vibrant learning experiences, focusing on our people, and protecting our planet.

### Our sustainable business strategy

We are aligning with the United Nation's Sustainable Development Goals that represent the environmental, social and governance areas in which we can make the biggest positive impact.

Our sustainable business strategy focuses on:

- **Products** – *driving learning for everyone with our products*  
We're widening access to learning for more people and ensuring our products have measurable outcomes.
- **People** – *empowering our people to make a difference*  
We're building a culture of belonging, along with a performance culture, so our people can make a real difference at scale.
- **Planet** – *leading responsibly for a better planet*  
We're reducing our environmental footprint and working with like-minded partners.

The United Nations' Sustainable Development Goals (SDGs) exist to achieve a better and more sustainable future for all. We contribute towards the following Sustainable Development Goals.



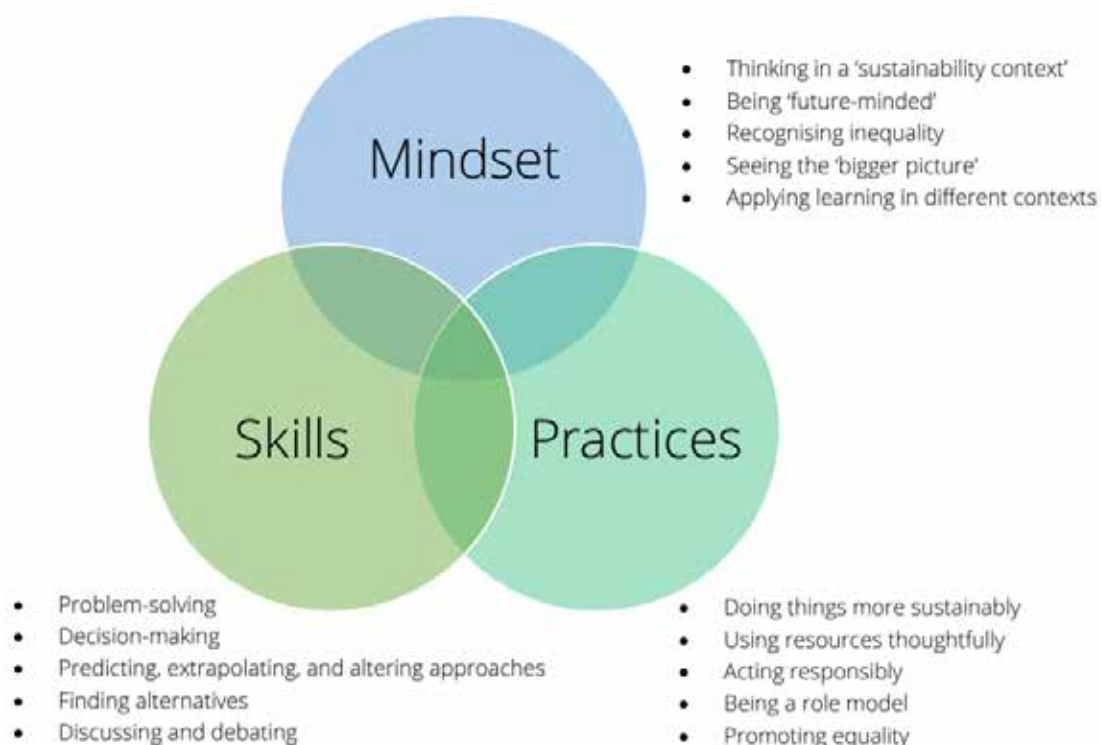
More detailed guidance on our sustainable business strategy and how we are contributing towards these goals, is available on our website at

<https://plc.pearson.com/en-GB/sustainability>

## Embedding sustainability into our qualifications

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has identified a series of cross-cutting sustainability and specialised SDG competencies, which is reflected in our qualifications.

We see sustainability in the context of our qualifications, assessments and teaching and learning resources, and how we can embed sustainability in a meaningful and pragmatic way, in three distinct areas: mindset, skills and practices.



### Embedding sustainability mindset

Throughout the delivery of our BTEC Internationals, there are many opportunities to discuss sustainability topics with learners in the context of their qualification.

A sustainability 'mindset' means that learners will ask the question of every topic, 'How is this sustainable?' or 'How does this affect people, the planet, and my future?'

Topics you could address in the 'sustainability mindset', are as follows:

- Energy usage
- Pollution
- Climate impact
- Human resources involved
- The global context.
- People – empowering our people to make a difference

## **Embedding sustainability skills**

Any successful qualification teaches learners knowledge, skills and behaviours associated with a particular topic but often it is the cross-cutting skills that learners learn that end up having the most value in the long-term. Whilst we feel that a sustainable 'mindset' is vitally important to learners recognising and being able to think sustainably in the long-term, we feel that the embedding of sustainability skills is equally important because it means they will be able to 'do' something about the issue they identify through their new-found awareness of sustainability. The skills we are advocating are complementary to the skills they will develop as a matter of course on their BTEC International qualification but in this context, are given a new focus and importance.

## **Embedding sustainability practices**

Less directly linked to the subject of a learner's study, sustainability practices are the actions and behaviours that we can encourage learners to take and develop that will enhance the sustainability of the course's delivery and their ability to make decisions and take actions that are more sustainable.

This may extend to the way they travel to school/college, the way they submit their assignment work, or the way resources are used and respected. In many ways, this is core of encouraging sustainability awareness because this is where the academic becomes practical as learners are encouraged to apply their learning in real-world ways. This aspect should complement the other key areas of sustainability covered in this section.

## **Our approach to sustainability in the Pearson BTEC International Level 3 in Hospitality**

We have considered how this qualification achieves the Sustainability Development Goals (SDGs) and Cross Cutting Skills, defined by the United Nations. Whilst acknowledging that sustainability can be approached in many ways in the design, teaching and assessment of this qualification – we have embedded sustainability by exemplifying the unit content and topic areas and provided additional guidance, with examples in the assessment guidance sections of this specification, where relevant.

In addition, the following unit in the Pearson BTEC International Level 3 in Hospitality explicitly includes learning aims which highlights the importance of sustainability and the effects it has within the industry.

- Unit 2: Environment and Sustainability in the Hospitality Industry.

We have also further developed our assessments, and teaching and learning resources to strengthen and support the mindset, skills and practices we want your learners to embrace when they think about sustainability in the real-world.

## **Delivering Sustainability through Classroom Activities**

Sustainability is an area that can be addressed by all vocational subjects. Teachers should consider how they can actively address sustainability as they deliver subject content and create awareness of sustainability. Examples of this could include:

- Use of sustainability related case studies to reinforce topics delivered:
  - The use of non-fossil fuel to power cars and aircraft
  - How attitudes towards the carbon footprint of food and raw materials have affected manufacturing and logistical processes
  - Sustainable travel and tourism
  - Social entrepreneurship and sustainable practices
  - Sustainable agricultural practices
  - Sustainability in art and the portrayal of visual images and artefacts
  - Repurposing of land and buildings to reduce the release of harmful materials into the environment
  - Poverty reduction and job growth
- Considering the long-term impact on the environment and climate by the organisations and vocational sectors being studied:
  - The disposal of materials and chemicals from manufacturing processes
  - The use of solar power and green energy to heat buildings and to power machinery
  - Organisational culture and adoption of sustainable business practices

More detailed guidance about our approach, with examples of how you can embed sustainability into the qualifications you deliver, is available on our qualifications website.

## Appendix 4: Glossary of terms used

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

Term	Definition
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"><li>· strengths or weaknesses</li><li>· advantages or disadvantages</li><li>· alternative actions</li><li>· relevance or significance.</li></ul> <p>Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation or activity.</p>
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.
Investigate	Learners conduct an enquiry or study into something to discover and examine facts and information.
Justify	<p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"><li>· support an opinion; or</li><li>· prove something right or reasonable.</li></ul>
Review	<p>Learners' make a formal assessment of work produced. The assessment allows learners to:</p> <ul style="list-style-type: none"><li>· appraise existing information or prior events</li><li>· reconsider information with the intention of making changes, if necessary.</li></ul>
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. Used to show application to a realistic context where direct experience cannot be gained.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual 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.
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.

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