

# Specification

## BTEC Specialist qualifications

### Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF)

Issue 2

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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Authorised by Roger Beard  
Prepared by Christine Hepworth/Ana Abreu

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# Qualification titles covered by this specification

## Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QAN for the qualification in this publication is:

Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF)    500/6331/5

This qualification title and unit code will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

## Technical Certificates

This qualification has been approved as a Technical Certificate for the Hospitality and Catering Apprenticeship Frameworks.

This qualification is assessed through an externally verified portfolio which is set and marked by Edexcel. No other form of assessment is available for this qualification. Centres will need to seek approval to offer the qualification.

# What are BTEC Level 1-3 Specialist Qualifications?

BTEC QCF Level 1-3 Specialist Qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges, training centres.

These qualifications are recognised as the knowledge component for the Hospitality and Catering Apprenticeship Frameworks. The qualifications provide underpinning knowledge and understanding for the National Occupational Standards (NOS) for this industry.

Learners may wish to extend their programme through the study of a complementary competence based qualification (NVQ) or other related vocational or personal and social development qualification.

## Key features of the Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF)

**Edexcel BTEC Level 3 in Hospitality Supervision and Leadership (QCF) gives learners the opportunity to:**

- engage in learning which is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- gain the knowledge and understanding needed to progress in their chosen industry
- achieve a nationally recognised Level 3 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications
- develop functional skills.

## National Occupational Standards (NOS)

National Occupational Standards (NOS) form the basis of apprenticeships. The purpose of technical certificates within Apprenticeships, is to provide the underpinning knowledge and understanding for the NOS. Technical certificates are not designed to deliver occupational competence in the sector, which should be demonstrated within a competence based qualification as part of the apprenticeships.

Each unit in this specification identifies links to elements of the NOS.

The Edexcel Level 3 BTEC in Hospitality Supervision and Leadership (QCF) has been approved and is supported by the Sector Skills Council People 1st, as a Technical Certificate for the Hospitality and Catering Apprenticeship Frameworks. A mapping of the links between this qualification and related competence based qualifications (NVQs), where aspects of the underpinning knowledge are covered in full, is provided in Annex C.

Successful completion of this qualification will provide learners with sufficient evidence for the underpinning knowledge element of the Hospitality and Catering Apprenticeship Frameworks.

The mapping also indicates where partial coverage of underpinning knowledge is possible. Centres are advised to confirm this source of evidence for the competence-based qualifications (NVQs) with their NVQ external verifier.

# Rules of combination

All accredited qualifications within the QCF have a set rule of combination. The rules of combination specify the credits that need to be achieved for the qualification to be awarded.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

## Rules of combination for the Edexcel BTEC Level 3 (QCF) qualifications

It is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Edexcel BTEC Level Award in Hospitality Supervision and Leadership (QCF)

- 1 Qualification credit value: a minimum of 9 credits.
- 2 All credits must be achieved from the units listed in the qualification table.

## Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF)

The Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF) is a 9 credit and 58 guided-learning-hour (GLH) qualification comprising two mandatory units.

Edexcel Level 3 BTEC Award in Hospitality Supervision and Leadership (QCF)			
Unit	Mandatory units	Credit	Level
1	Principles of Leading a Team in the Hospitality Industry	5	3
2	Supervision of Operations in the Hospitality Industry	4	3

## Assessment

The assessment for Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF) is criterion referenced, based on the achievement of specified assessment criteria. Each unit contains contextualised pass criteria for unit assessment.

In the Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF), all units are internally assessed. Centre assessment will be externally verified through the National Standards Sampling process.

The overall grading is a pass, based upon the successful completion of the minimum credit as determined by the rules of combination.

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assessment methods, which may include case studies, work-based assessments, projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Evidence gathered by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that evidence used for assessment of a unit covers all the criteria for that unit as set out in the Assessment Criteria grid section of that unit. Tasks and activities should enable learners to produce evidence that directly relates to the specified assessment criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners, and its importance cannot be over emphasised.



# Quality assurance

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of outcomes and assessment criteria in each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

## Edexcel Quality Assurance Handbook

Details of quality assurance are set out in the Edexcel Quality Assurance Handbook published annually. Further guidance on delivery and assessment is given in the Essential guidance for tutors section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors, and to provide for a coherent understanding and consistent delivery and assessment.

## Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification it is required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the contract. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

## The key principles of quality assurance

- A centre delivering BTEC programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is operating.
- The centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment. It must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment, and also provides examples of effective standards. Approved centres must use the materials and services 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 planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

# Programme design and delivery

## Mode of delivery

Edexcel does not define the mode of delivery for Edexcel BTEC Level 3 (QCF) qualifications. Centres are free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only, distances learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel BTEC Level 3 (QCF) qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and, therefore, should therefore normally be of industry standard. Staff delivering programmes should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required, these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 3(QCF) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors should use relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

## Functional Skills

Edexcel BTEC Level 3 (QCF) qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered by Edexcel as stand-alone qualifications.

# Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

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

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to complete the programme of study and successfully achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF) accredited on the QCF for learners aged 16 and above.

In particular sectors, the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel competence-based (NVQ) qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

Recognition of Prior Learning (RPL) enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

## **Unit format**

All units in Edexcel BTEC Level 3 (QCF) qualifications have a standard format. This designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

### **Unit title**

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP). Unit code

This is the unit code provided on accreditation onto the QCF. This code is unique to the unit.

### **QCF level**

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

### **Credit value**

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

### **Unit aim**

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

### **Unit abstract**

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

### **Learning outcomes**

The learning outcomes identify what a learner is expected to know, understand or be able to do as the result of completing a unit.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

## Relationship between content and assessment criteria

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics, followed by the content that the learner needs to know and understand.

The unit content section has lists of topics that provide the range of the subject material required to be covered.

Any of the mandatory content may be used as the basis for assessment questions.

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.



# Units

Unit 1: Principles of Leading a Team in the Hospitality Industry	13
Unit 2: Supervision of Operations in the Hospitality Industry	23





# Unit 1: Principles of Leading a Team in the Hospitality Industry

Unit code: R/502/3964

QCF Level: 3

Credit value: 5

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## Unit aim

This unit provides the knowledge required to deliver leadership through teams in the hospitality industry. It includes an understanding of the spectrum of hospitality businesses, the importance of clear communication, effective teamwork and the consequences of different factors acting on the hospitality industry.

## Unit abstract

The ability to lead teams is crucial to the success of hospitality operations of which there are a wide variety of different types. This unit introduces learners to the principles of leading teams. Communication methods used by employees can make or break a company. Communicating with team members in different roles within operations is a vital skill for any team leader. The leader is expected to give instructions and assign tasks, such as who will do what, how they will do it and when it must be done. Good leaders develop working relationships, foster a positive climate and engender a sense of belonging. The unit explores the different methods that can be utilised and when they are appropriate. Techniques to motivate and build confidence in team members will be examined. A professional approach to leadership is vital and associated skills will be explored. There are many different styles of leadership that can be adopted by managers in the hospitality industry; some are more effective than others. Planning is an important tool for team leaders and involves developing work plans for team members to ensure a successful operation. As a manager, the leader must ensure standards, policies and procedures are understood and adhered to. This includes complying with legislation that affects the operation.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the different types of Hospitality organisations	1.1 Describe key types of hospitality organisations. 1.2 Describe the characteristics of different service styles in the hospitality and catering industry. 1.3 Outline internal and external factors that effect hospitality organisations.
2 Understand the need for effective communication	2.1 Describe key ways in which supervisors can communicate with: <ul style="list-style-type: none"> <li>• colleagues (peers/managers)</li> <li>• customers/clients</li> <li>• suppliers.</li> </ul> 2.2 Explain the benefits of effective communication. 2.3 Analyse a range of effective methods of communication used within hospitality organisations. 2.4 Explain why different methods of communication are used in different scenarios.
3 Understand how to lead a team effectively	3.1 Describe how to support, motivate and develop staff in a team. 3.2 Explain the importance of effective working relationships and the impact on the organisation. 3.3 Explain the importance of performance management and its impact on the organisation. 3.4 Identify various leadership styles and how they differ. 3.5 Explain how different styles of leadership can be effective within the hospitality and catering industry. 3.6 Explain the principles of developing daily and weekly work plans including: <ul style="list-style-type: none"> <li>• monitoring trends</li> <li>• contingency planning</li> <li>• operating constraints</li> <li>• outside influence</li> <li>• allocation of work.</li> </ul>

Learning outcomes	Assessment criteria
	<p>3.7 Explain the importance of objective setting in daily and weekly allocation of work.</p> <p>3.8 Explain the importance of ongoing review of work allocation.</p> <p>3.9 Describe internal and external operational factors that affect decision making.</p> <p>3.10 Produce daily and weekly work plans.</p> <p>3.11 Identify factors that may influence long term work planning.</p>
<p>4 Understand factors that impact on the hospitality industry</p>	<p>4.1 Describe requirements of key legislation that applies to the hospitality industry.</p> <p>4.2 Describe the impact of key regulations and codes of practice on behaviour and service delivery in the hospitality industry.</p> <p>4.3 Explain the consequences of failing to follow key internal and external regulations and codes of practice.</p> <p>4.4 Outline environmental issues that affect the hospitality industry including:</p> <ul style="list-style-type: none"> <li>• recycling and waste management</li> <li>• energy utilisation.</li> </ul> <p>4.5 Describe the health, safety and security responsibilities of individuals and team leaders in hospitality organisations.</p> <p>4.6 State common hazards and risks in hospitality organisations.</p> <p>4.7 Describe the consequences of not following health and safety procedures to staff, the business and the company.</p> <p>4.8 State supervisor responsibilities for responding to identified risks in hospitality organisations.</p>

## Unit content

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### 1 Know the different types of hospitality organisations

*Key types:* hotels eg budget, one star; restaurants eg fast food businesses, fine dining; pubs, bars and nightclubs; contract food service providers eg education, health care; hospitality services eg retail, education, government and local authority provision; membership clubs eg professional or employment association clubs, sporting clubs; events eg music events, meetings and conferences

*Characteristics of service styles:* methods eg silver service, plated service, buffet, self service, assisted service, room service, counter service; suitability of method; constraints eg cost effectiveness, customer demands, timescale, staff skills, environment, layout

*Internal factors:* social eg consumer and staff behaviour and beliefs; health and safety considerations; checking cleanliness of environment; checking furnishings and equipment; obtaining and preparing equipment; determining layout of equipment; determining layout of environment; menu requirements; staffing

*External factors:* competition eg rivals, changing markets; legal eg laws affecting business; economic eg taxation, government spending, interest rates, exchange rates; political eg local planning, wars, diseases; technological eg rapid change, innovations; ethical eg morally right or wrong, human rights

### 2 Understand the need for effective communication

*Communication methods:* interpersonal eg word of mouth, verbal instruction, an announcement at a meeting, TV broadcast, radio broadcast; personal eg phone, one-to-ones; printed material eg letter, standard letter, emails, fax, manuals, memo, agendas, minutes of meetings, function sheet, housekeeper's report, recipe; organisational eg message sent down the corporate ladder, CD ROM, video tape, audio tape/CD, policy directive; other forms eg interviewing, team meetings, media messages

*Benefits of effective communication:* clear message will be specific, explicit and complete; provides the necessary information eg the who, what, where, how and why; understandable; meaningful; reduces misunderstandings (conflict and misinterpretation of information, maintain workplace standards, contributes to effective teamwork, maintains health, safety and hygiene in the workplace)

*Analyse different communication methods:* choice determined by factors eg need for record, direction of information flow, number of people to be reached, confidentiality, nature of the information (length, complexity, speed of transfer), cost of medium

*Reasons for different communication methods:* colleagues eg reinforce important information, reminders, meet organisations, reporting requirements; customers/clients eg meet different customer needs, advertise products; suppliers eg ensure clarity of information, record order/transaction

### 3 Understand how to lead a team effectively

*Supporting, motivating and developing team:* motivational theories eg carrot-and-stick method, economic person theory, human relations theory, Maslow's hierarchy of needs, personal development plans, training, progression; behaviourist theories eg positive reinforcement, punishment, extinction, negative reinforcement

*Working relationship:* team building; achievement of goals; good customer service, efficient use of resources, reduces conflict, motivation of individuals, commitment from team members, sense of belonging, staff retention, profitability of business

*Performance management:* strategic eg long-term goals; integrated eg people management; feedback eg advice and guidance; motivation eg positive, setting aims and objectives, identification of training needs, encouragement; targets eg against job description; meeting objectives, achieving outputs, balanced score cards, return on investment

*Leadership styles:* autocratic; bureaucratic; democratic; laissez-faire; leader as a facilitator; differences in styles eg autocrat dictates the way forward, democrat asks the teams, opinion, laissez-faire has no leader so the group decides by common consent

*Styles' effectiveness in hospitality:* circumstances will dictate which style is most appropriate eg on the spot decision making often requires an autocratic style, a review of procedures lends itself to a democratic approach, working as a team often relies on a laissez-faire style

*Planning principles:* comprehensive eg all significant options and impacts are considered; efficient eg makes best use of time and resources; inclusive eg all relevant staff are involved; informative eg results are understood; logical; transparent eg everyone understands the process

*Objective setting:* SMART eg Specific (concrete detailed, well defined, clear and concise direction), Measurable (numbers, quantity), Achievable (feasible), Realistic (relevant, attainable, considers resources), Time-bound; core to success

*Review of work allocation:* monitoring hours of work eg start times, timesheets, flexibility of hours of work, overtime; manageable workloads eg within hours of work; allocation applicable to skills of staff; monitoring labour costs eg wage costs, staff turnover, effectiveness

*Internal and external factors impact on decision making:* non-recurrent problems eg on-off problems, fire, interpersonal conflict, theft, union action, customer complaint, legal action; recurrent problems eg shortage of staff, shortage of supplies, equipment breakdowns, computer failure, cancellations, late arrivals, overbooking; turning problem into an opportunity eg define problem, analyse the problem, develop solutions, test solutions, decide best solution, take action, follow through

*Daily and weekly work plans:* assessing levels of business eg sales records, hourly demand levels, daily demand levels, occupancy reports

*Factors influencing work planning:* amount of available staff; skills of staff; appropriate productivity mix eg amount of staff skills to meet standard operational procedures; staff needs; compliance with legislation eg Working Time Directive; atmosphere within the team

#### 4 Understand factors that impact on the hospitality industry

*Key legislation requirements:* Sex Discrimination Act, employment law, race relations law, Human Rights Act, Disability Discrimination Act, Health and Safety at Work Act, following relevant legislation

*Codes of practice:* types eg Sex Discrimination, Equal Pay, Racial Equality, Disability Rights, Employment Rights, Food Safety, receipt of gifts, service charge

*Key regulations:* types eg health and safety, food safety, service of alcohol, playing music, providing entertainment, security, stewarding, financial

*Impact:* performance of staff; quality assurance; staff behaviour; setting and maintenance of standards; profit, staff turnover, quality of service

*Consequences of failing to follow regulations and codes of practice:* criminal prosecution; civil prosecution; poor public image, termination of contract/employment

*Environmental issues:* benefits eg financial and managerial, pollution prevention, costs savings, reduction in raw materials, energy saving, operating and disposal costs reduced; health issues eg risk to human health; liability; public image; recycling eg methods, compliance with legislation; waste management eg compliance with legislation; energy utilisation eg protection of the environment

*Health and safety responsibilities:* employers' legal duty to undertake risk assessment for health hazards at work; prevention of accidents; providing safe workplaces; providing safe systems of work; management responsibilities; employees responsibilities

*Hazards and risks in hospitality:* responsibility for risk assessments; accident prevention eg training, preventative measures; reporting incidents; hazards eg physical, electrical, mechanical, psychological, chemical, biological; significance of hazards eg frequency, duration, severity

*Consequences of not following health and safety procedures:* criminal prosecution; civil prosecution; poor public image

*Supervisor responsibilities:* monitoring and implementation eg legislation, company policies, standard operating procedures; achieving or exceeding expectations; team building; creating positive work environment; motivating the team; coaching and mentoring

## Essential guidance for tutors

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### Delivery

It is expected that learners will already have awareness/working/practical knowledge of the operational skills in the hospitality industry. The delivery of this unit should provide learners with an understanding of the principles of leading a team in the hospitality industry.

For learning outcome 1, learners may share their experiences (drawn from different sectors of the hospitality industry) as well as exploring further its diverse nature, through a series of tutor-organised visits and guest speakers. The various opportunities presented here should also encompass discussions about the factors, both external and internal, that impact on the hospitality industry.

For learning outcome 2, learners could explore communication methods, recognising the different types used by supervisors with their staff, customers and suppliers. The importance of effective communication can be illustrated through role plays as well as inviting learners to share their experiences of industry settings.

In the case of learning outcome 3, learners will understand how to lead teams effectively. This will allow them to appreciate effective supervisory and leadership styles. Learners could review the different styles of leadership within an industry context. The use of case studies, scenarios and television programmes will help bring the reality of this area to the learners. In addition, industry visits and guest speaker presentations will support the learning. Experienced practitioners could explain techniques that can be successfully employed to motivate staff and build relationships in a variety of industry situations.

For learning outcome 4, learners will understand the internal and external factors that impact on the hospitality industry including legislation, codes of practice and environmental issues amongst others. Learners should appreciate the importance of the role of the supervisor in addressing these factors and, through discussion, visits and guest speakers, explore the range and how they impact on hospitality environments.

### Assessment

It is likely that learners will compile a portfolio of evidence that will demonstrate understanding of each of the assessment criteria. Evidence could include assessment tasks, examples of work from the workplace, video, presentations, question and answer sessions etc.

For assessment criteria 1.1, learners must describe key types of hospitality organisations. The descriptions may include information on the purpose of the organisation and the service it provides. For assessment criterion 1.2, learners must describe the characteristics of at least two different service styles. The descriptions could include the method used and the constraints. Assessment criterion 1.3 could be evidenced in a table format with two columns entitled 'internal factors' and 'external factors'. At least two internal factors and two external factors should be considered.

Learners may find it helpful to present their evidence for assessment criteria 2.1 to 2.4 in the following way.

- 2.2 An explanation of the benefits of effective communication.
- 2.1 and 2.4 Collect evidence of the key ways in which their supervisors communicate with colleagues (peers/managers), customers/clients and supervisors.
- A description should be provided to support the evidence gathered. An explanation should be given on why the chosen methods (or different methods) are used in different scenarios.
- 2.3 Analyse the evidence gathered for 2.1. The analyses could focus on the strengths and weaknesses of the different methods.

For assessment criterion 3.1, learners could either describe how they support, motivate and develop staff or provide a description of how their supervisor does this. Good practice must be illustrated throughout the evidence provided. For assessment criterion 3.2, learners must provide an explanation of the importance of effective working relationships and the impact on the organisation. Practical examples from the workplace may be used to support the evidence provided. Learners must explain the importance of performance management for assessment criterion 3.3 and then go on to explain the impact that it can have on an organisation.

Assessment criteria 3.4 and 3.5 may be considered together but learners must ensure that they provide sufficient evidence for both criteria. At least three different leadership styles should be identified. Information should then be provided on how the leadership styles differ. Practical examples may then be used to illustrate how different leadership styles may be effective in the hospitality and catering industry.

Assessment criterion 3.6 could be evidence, through the use of a chart which identifies the planning principles and explains how they relate to each of the bulleted points in the assessment criteria.

For assessment criteria 3.7 and 3.8, could design an information leaflet for staff to explain the importance of objective setting in daily and weekly allocation of work and the importance of ongoing reviews. Alternatively, the information could be provided as an explanation or presentation.

Learners may be provided with different scenarios which involve decision making. They can then describe the internal and external operational factors that may affect the decision making. Alternatively, learners could use a practical example which allows them to provide a description of the internal and external factors which affected their decision making.

Learners should provide at least two daily and two weekly plans as evidence for assessment criterion 3.10. Ideally, these should be plans that they have developed in their own work setting. At least three factors that may affect long term planning should be given as evidence for assessment criterion 3.11.

For assessment criteria 4.1, 4.2, and 4.3, learners could design an information leaflet for staff which describes:

- the requirements of key legislation that applies to the hospitality industry
- the impact that key regulations and codes of practice have on behaviour and service delivery.

The leaflet could then go on to explain the consequences of failing to follow key internal and external regulations and codes of practice.

For assessment criterion 4.4, learners should outline at least four environmental issues that affect the hospitality industry. Two of the issues should be recycling and waste management, and energy utilization.



Assessment criteria 4.5 to 4.8 relate to health and safety. A promotional booklet could be designed which contains the following information.

- A description of the health, safety and security responsibilities of individuals and team leaders.
- Common hazards and risks in hospitality organizations (at least five hazards and their associated risks should be included).
- A description of the consequences of not following health and safety procedures to staff, the business and the company.
- The supervisor's responsibilities for responding to identified risks in hospitality organisations.

### **Indicative reading for learners**

#### **Textbooks**

Hunter G, Tinton T, Mannall C – *Hospitality Supervision* (Delmar, 2009) ISBN 1408009250

Leigh A, Maynard M – *Leading Your Team* (Nicholas Brealey, 2002) ISBN 1857883047

Meredith Belbin R – *Team Roles at Work* (Butterworth Heinemann, 1993) ISBN 07506 2675 5

#### **Journals**

*The Caterer and Hotelkeeper*

*Hospitality*

#### **Websites**

<a href="http://www.bha.org.uk/">www.bha.org.uk/</a>	British Hospitality Association
<a href="http://www.caterer.com">www.caterer.com</a>	Caterer and Hotelkeeper Magazine
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a>	Institute of Hospitality



## **Unit 2: Supervision of Operations in the Hospitality Industry**

**Unit code:** D/502/3952

**QCF Level:** 3

**Credit value:** 4

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### **Unit aim**

This unit provides the knowledge required to supervise hospitality operations. It includes an introduction to the principles of supervising customer service in the hospitality industry, and the importance of effective stock controls and resource utilisation in hospitality businesses.

### **Unit abstract**

The supervision of teams is critical to the success of a hospitality organisation. Supervisors have to manage people who make products and/or perform services to customers. How well staff perform depends considerably on how they are managed/supervised. The supervisor is also responsible for meeting the needs of the employer and ensures this via motivating and stimulating the staff. The hospitality industry often relies on staff working in different types of teams. Supervisors need to understand the composition and structure of these teams. The first part of the unit explores the theories associated with the supervision and promotion of a customer service culture. It explores the importance of providing good customer service, benefits of such a service, the complaint handling and monitoring as well as improving standards in hospitality organisations. The second part of the unit examines the importance of the supervision of stocks and the efficient utilisation of resources. Through completion of this unit, learners will be able to appreciate the vital role of supervisors in a hospitality context.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand customer service supervision	1.1 Describe different customer groups. 1.2 Explain the benefits of good customer service to: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers/clients</li> <li>• the organisation.</li> </ul> 1.3 Describe ways in which service standards can be internally and externally monitored effectively. 1.4 Describe ways of improving customer service. 1.5 Describe how to deal with unsatisfactory customer experiences. 1.6 Outline ways to promote a customer service culture within a team.
2 Understand the principles of stock control	2.1 State key types of supplies available to a supervisor. 2.2 Describe stock ordering processes. 2.3 Describe procedures for receiving stock. 2.4 Explain the principles of storing stock. 2.5 Describe the factors that influence stock levels in a hospitality organisation. 2.6 Describe how to monitor use of stock to avoid wastage and to maintain sufficient levels. 2.7 Explain the financial and operational impacts of not maintaining the correct levels of stock.
3 Understand how to use resources effectively	3.1 Describe how to use key types of supplies cost effectively. 3.2 State the importance of encouraging others to use supplies efficiently. 3.3 Explain the need to maintain appropriate staffing levels.

## Unit content

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### 1 Understand customer service supervision

*Customer groups:* internal eg front of house, back of house, support staff; external eg individuals, groups, business travellers, very important people (VIPs), corporate, people with young children; with specific needs eg mobility impairments, sensory problems, dietary requirements; different cultures; non-English speakers

*Benefits of good customer service:* colleagues eg positive working environment, rewards; customers/clients eg good reputation created, loyal customers, repeat customers, referrals; the organisation eg good reputation created, loyal customers, increased profitability, staff retention

*Service standards can be internally and externally monitored effectively:* customer feedback eg surveys, questionnaires, suggestion cards, informal comments, complaints, staff suggestions; financial data eg turnover, repeat business; competitor activity eg comparison with competitors products or services, mystery shoppers

*Improving customer service:* to the operation eg efficiency, staffing levels, staff training; customer care policy eg introducing an employee of the month award; to products and services offered eg quality, range, price, loyalty schemes

*Unsatisfactory customer experiences:* policy and systems in place eg identifying problems; remedial actions eg positive response, apologise, listen, rectify the problem, inform customer, offer compensation, check customer is comfortable with actions taken, staff training

*Customer service culture:* leading by example eg passion for customer service, sharing enthusiasm; teamwork; motivation; team formation; team roles eg front of house and back of house; support and guidance to team; encouraging the team; differing characteristics of team members; delegation; lines of authority; mentoring

### 2 Understand the principles of stock control

*Key types of supplies:* produce eg perishables, non-perishables, alcoholic, non-alcoholic products, equipment, cleaning materials

*Stock ordering processes:* stock ordering levels; bar-coding; sources of supply eg contract purchasing, purchasing by tender, centralised purchasing, from market list or quotation, cash-and-carry outlet, wholesaler, retail outlet, website; stages in the process eg requisition, purchase specification, quotation, purchase order, receipt of goods, invoicing, payment

*Procedures for receiving stock:* checking eg quality of supplied stock, delivery note, goods received note, returns, credit notes, invoicing, store in appropriate place eg fresh produce in fridge, temperature controls

*Principles of storing stock:* special conditions eg hygiene and food safety legislation, preventing deterioration, prevent cross-contamination, prevent infestation; cost of storage eg space utilisation; security

*Factors that influence stock levels:* seasonal eg Christmas, Easter; systems eg regular stock counts, recording stock counts, stock rotation, stock valuation, bin cards, books, costed issue sheets; depreciation period; annual audit; theft, calculating stock value eg First in First Out (FIFO), Last in First Out (LIFO); costed recipes; portion control; yields and standard costs

*Monitor use of stock:* follow relevant legislation eg First in First Out (FIFO), Last in First Out (LIFO), regular stock checks, regular audits

*Financial and operational impacts:* financial accountability procedures; quantity of stock; damaged goods; highlighting discrepancies; security eg staff vigilance, management controls, identifying problem areas; visual checks

### **3 Understand how to use resources effectively**

*Key types of supplies available:* produce eg perishable and non-perishable, alcoholic beverages, non-alcoholic beverages/products, equipment, consumables; identify required suppliers and supplies; monitor stock levels

*Using supplies efficiently:* consumption levels for resources; audits; stock rotation; monitoring use of supplies; minimising waste; encouraging staff to use supplies efficiently

*Appropriate staffing level:* staffing levels to meet business demand eg busy periods utilise maximum staff; staff planning; rosters; business level indicators eg reservations, previous year, forecasts; staff skills eg skill level able to deal with business level

## Essential guidance for tutors

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### Delivery

It is expected that learners will already have awareness/working/practical knowledge of the operational skills utilised in the hospitality industry.

A visit to a large hospitality organisation, for example hotel, hospital or university will support learners apply the understanding of unit material and allow opportunities to learning in different contexts.

For learning outcome 1, learners will explore how different hospitality organisations deal with different customer groups. They need to be able to appreciate the use of service standards within different organisations. Learners also need to be able to understand the different types of customer groups and the impact of good customer service on those people. Learners will identify how to improve customer service and resolve customer complaints. In addition, learners will examine how teams can work together to provide customer service. The use of case studies, scenarios and recent media reports illustrating real life incidents, would be useful to bring the reality of this subject to the learners.

In the case of learning outcome 2, learners need to explore the procedures associated with supplying resources to an organisation. Learners could undertake stock control procedures in a simulated or real environment in order to understand the reasons for control measures. Learners also need to appreciate the financial implications of stock control and the impact of wastage. Industry experience may give a more in-depth understanding of the procedures that are used in a hospitality organisation.

For learning outcome 3, learners will understand how to obtain resources effectively. The efficient use of supplies will be appreciated by examining the process of stock rotation and wastage, limiting procedures. Learners will understand the need for planning of staffing levels to meet the business needs, by preparing rosters for case studies.

### Assessment

It is recommended that learners compile a portfolio of evidence that demonstrates an understanding of each assessment criterion. Evidence could include assessment tasks, examples of work from the workplace, video, presentations, question and answer sessions etc.

For assessment criteria 1.1 to 1.6, learners could produce an induction pack for new staff which provides information on the following matters.

- 1.1 A description of the different customer groups.
- 1.2 An explanation of the benefits of providing good customer service to
  - colleagues
  - customer/clients
  - the organization.
- 1.3 A description of how service standards are internally and externally monitored.
- 1.4 A description of how customer service could be improved.
- 1.5 A description of how to deal with unsatisfactory customer experiences.
- 1.6 Ways to promote a customer service culture within a team.

Examples from the learners own work setting may be given to illustrate the evidence provided.

For assessment criterion 2.1, learners must state at least two key types of supplies/products that are available to a supervisor.

Evidence for assessment criteria 2.2 and 2.3 may be given as a flow chart which describes the ordering of stock and the procedures for receiving stock. Assessment criterion 2.4 must explain the principles of storing stock. Learners may wish to present this information in a format that would be appropriate for a staff notice board. A description of at least three factors that can influence stock levels should be provided for assessment criterion 2.5. The description could also include details of how to monitor the use of stock to avoid wastage and to maintain sufficient levels. This would meet the requirements for assessment criterion 2.6. Learners must provide an explanation of the financial and operational impacts of not maintaining the correct levels of stock for assessment criterion 2.7. Where possible, learners should include practical examples from their own work setting to support their evidence.

For assessment criteria 3.1, learners could build a portfolio of the names and addresses of the suppliers their organisation uses to supply items to their department, and categorise them by type of supplier. They could then describe how they use suppliers effectively.

For assessment criterion 3.2, learners could give a presentation illustrating the importance of encouraging others to use supplies effectively. Other forms of evidence may be used to demonstrate their understanding of this learning outcome.

Assessment criterion 3.3 requires learners to explain the need to maintain appropriate staffing levels. This may be in the format of a report to their manager.

Separately, learners must describe the procedures for minimising waste and maintaining stock levels to a minimum level. With assessment criteria 2.5 and 2.7, learners must list the factors that influence stock levels in their own organisation. They can then explain the impact on the organisation of not maintaining those stock levels.

## **Indicative reading for learners**

### **Textbooks**

Ceserani V, Kinton R and Foskett D – *Practical Cookery, 10th Edition* (Hodder-Arnold, 2004) ISBN 10 0340811471

Kinton R – *Theory of Catering,, 10th Edition* (Arnold, 2003) ISBN 10 0340850418

### **Journals**

*The Caterer and Hotelkeeper*

*Hospitality*

### **Websites**

[www.bha.org.uk](http://www.bha.org.uk)

British Hospitality Association

[www.caterer.com](http://www.caterer.com)

Caterer and Hotelkeeper Magazine

[www.instituteofhospitality.org](http://www.instituteofhospitality.org)

Institute of Hospitality



## Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual/August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

People 1st

2nd Floor

Armstrong House

38 Market Square

Uxbridge

UB8 1LH

Telephone: 01895 817000

Website: [www.people1st.co.uk](http://www.people1st.co.uk)

# Professional development and training

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

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

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- planning for assessment and grading
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- building your team and teamwork skills
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- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

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GCE	0844 576 0025
The Diploma	0844 576 0028
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## Annexe A – Sector qualification frameworks

### The Edexcel qualification framework for the hospitality industry

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Higher National Diploma in Hospitality Management		
4			Higher National Certificate in Hospitality Management		
3		Principal Learning in Hospitality	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	Certificate in Food and Beverage Service Certificate in Front Office Operations Certificate in Hospitality Customer Relations Certificate in Hospitality Small Business Operations Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism Award in Hospitality Supervision and Leadership (QCF) Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)	NVQ Diploma in Professional Cookery (QCF) NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF) NVQ Diploma in Hospitality Supervision and Leadership Skills (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Principal Learning in Hospitality	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality	Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism Award in Hospitality and Catering Principles (Hospitality Services) (QCF) Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Award in Hospitality and Catering Principles (Front of House Reception) (QCF) Award in Hospitality and Catering Principles (Housekeeping) (QCF) Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF) Award in Hospitality and Catering Principles (Food and Beverage Service) (QCF)	NVQ Diploma in Food and Beverage Service (QCF) NVQ Diploma in Beverage Service (QCF) NVQ Diploma in Food Production and Cooking (QCF) NVQ Diploma in Front of House Reception (QCF) NVQ Diploma in Housekeeping (QCF) NVQ Diploma in Hospitality Services (QCF) NVQ Diploma in Kitchen Services (QCF) NVQ Diploma in Professional Cookery (QCF) NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (QCF) NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
<b>2 cont.</b>					<p>NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF)</p> <p>NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF)</p>
<b>1</b>		Principal Learning in Hospitality	<p>BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)</p> <p>BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)</p> <p>BTEC Level 1 Award in General Front Office Operations (QCF)</p> <p>BTEC Level 1 Award in General Housekeeping Operations (QCF)</p> <p>BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)</p> <p>BTEC Level 1 Certificate in General Food and Beverage Service (QCF)</p> <p>BTEC Level 1 Certificate in General Cookery (QCF)</p>		<p>NVQ Certificate in Hospitality Services (QCF)</p> <p>NVQ Certificate in Food Preparation and Cooking (QCF)</p> <p>NVQ Certificate in Food and Beverage Service (QCF)</p> <p>NVQ Certificate in Accommodation Services (QCF)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
Entry				<p>BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF)</p> <p>BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)</p>	

# Annexe B

## **Wider curriculum mapping**

Study of Edexcel BTEC Level 3 (QCF) qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

## **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

## **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

## **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

## **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

## **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

## **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.





# Annexe C

## National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership (QCF) against the underpinning knowledge of the Level 3 NVQ in Hospitality Supervision and Leadership SSC National Occupational Standards.

### KEY

- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

NOS	Unit 1: Principles of Leading a Team in the Hospitality Industry	Unit 2: Supervision of Operations in the Hospitality Industry
HSL3		✓
HSL4	✓	
HSL5	✓	✓
MLD1	✓	
MLB5	✓	



## Annexe D – Functional Skills

### Mapping to Level 2 Functional Skills

Skill	Unit number	
	1	2
<b>ICT – Use ICT systems</b>		
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	✓	✓
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used		
Manage information storage to enable efficient retrieval		
Follow and understand the need for safety and security practices		
Troubleshoot		
<b>ICT – Find and select information</b>		
Select and use a variety of sources of information independently for a complex task	✓	✓
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	✓	✓
<b>ICT – Develop, present and communicate information</b>		
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	✓	✓
Bring together information to suit content and purpose	✓	✓
Present information in ways that are fit for purpose and audience	✓	✓
Evaluate the selection and use of ICT tools and facilities used to present information	✓	✓

Skill	Unit number	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	✓	✓
<b>Mathematics</b>		
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations		
Identify the situation or problem and the mathematical methods needed to tackle it		
Select and apply a range of skills to find solutions		
Use appropriate checking procedures and evaluate their effectiveness at each stage		
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations		
Draw conclusions and provide mathematical justifications		
<b>English</b>		
Speaking and listening — make a range of contributions to discussions and make effective presentations in a wide range of contexts	✓	✓
Reading — compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	✓	✓
Writing — write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	✓	✓

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