

## HOSPITALITY





# Hospitality

## Level 2 Principal Learning

**Specification (7382)**  
**Assessment 2010 onwards**

This Principal Learning specification should be read in conjunction with:

- Diploma in Hospitality: Companion Document for Principal Learning ([www.people1st.co.uk](http://www.people1st.co.uk))
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website ([www.diplomainfo.org.uk](http://www.diplomainfo.org.uk))

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH  
or you can download it from our website ([www.diplomainfo.org.uk](http://www.diplomainfo.org.uk))

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# 1 Introduction

## 1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

## Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Advisors.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

## 1.2 Why choose the Diploma in Hospitality?

The Diploma in Hospitality introduces learners to the wide range of career opportunities available within the world of hospitality. These range from celebrity status and TV careers to running your own business and travel. The programme of study combines knowledge and understanding of the industry with the transferable life skills, which are necessary for success.

The Diploma will enable learners to progress into Further and Higher Education and future employment. Learners taking a Diploma in Hospitality will also:

- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or supports progression
- have a wide choice of Additional and Specialist Learning from which they can choose other qualifications which reflect their interests and abilities.

## 1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Hospitality. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website:  
**[www.dcsf.gov.uk](http://www.dcsf.gov.uk)**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website:  
**[www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at:  
**[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How do I find out more?

### Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

**[www.aqa.org.uk/rn/askaqa.php](http://www.aqa.org.uk/rn/askaqa.php)**

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

### Contact your Diploma Advisor

You may also contact the Diploma Advisor for your region. Please check current details on:

**[www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)**

Diploma Advisors have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

### Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website. There is a link to our fast and convenient online booking system for Teacher Support meetings at:

**[events.aqa.org.uk/ebooking/](http://events.aqa.org.uk/ebooking/)**

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

**[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

### Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1836 or email: **[eos@aqa.org.uk](mailto:eos@aqa.org.uk)**

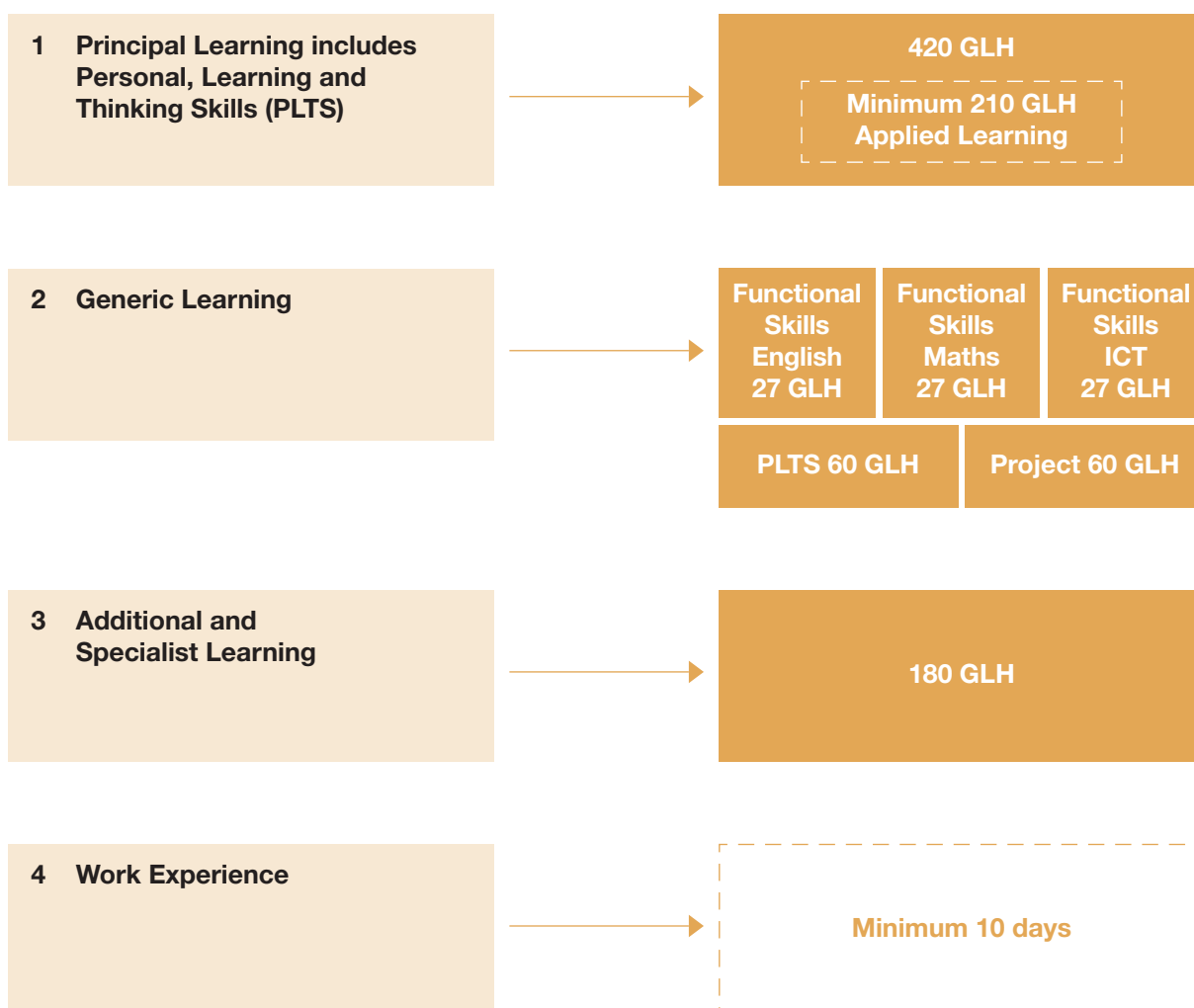
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

**[www.aqa.org.uk/regional\\_officer.php](http://www.aqa.org.uk/regional_officer.php)**

## 2 Specification at a glance

### 2.1 Higher Diploma at a glance – 800 GLH (guided learning hours)

- comparable to 7 GCSEs grade A\*–C
- 1 year full-time study or 2 years part-time with National Curriculum programmes of study
- all components are compulsory



## 2.2 Level 2 Principal Learning in Hospitality at a glance

- all 8 units are compulsory

### Unit 1 60 GLH

**Exploring the UK hospitality industry**  
Externally assessed

### Unit 2 60 GLH

**Customer service skills for the hospitality industry**  
Internally assessed

### Unit 3 30 GLH

**Legislation and regulations for the hospitality industry**  
Internally assessed

### Unit 4 60 GLH

**Effective teamwork for the hospitality industry**  
Internally assessed

### Unit 5 60 GLH

**Basic business and financial principles for the hospitality industry**  
Internally assessed

### Unit 6 60 GLH

**Hospitality service and current trends within the industry**  
Internally assessed

### Unit 7 30 GLH

**Techniques for food preparation and cooking**  
Internally assessed

### Unit 8 60 GLH

**Preparing and cooking meals for a range of customers**  
Internally assessed

## 3 Principal Learning

### 3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the Assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the eight units of the Level 2 Principal Learning in Hospitality.

#### Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

#### Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect own and others' ideas and experiences in inventive ways

CT4 question own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

## Reflective learners

### Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

### Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

## Team workers

### Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.

### Young people:

TW1 co-operate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

## Self-managers

### Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

### Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships

## Effective participators

### Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

### Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the Principal Learning units of the Higher Diploma in Hospitality.

## Level 2 Principal Learning in Hospitality

PLTS	IE	CT	RL	TW	SM	EP
Unit 1	★					
Unit 2	★	★		★	★	
Unit 3	★		★	★		
Unit 4				★		★
Unit 5	★		★			
Unit 6	★		★	★	★	
Unit 7	★	★				
Unit 8				★	★	

## 3.2 Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning. If work is generated by computer then the Functional Skill marked\* will be used.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Exploring the UK hospitality industry	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using mathematics Level 2</li> <li>• Analysing and processing using mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2*</li> </ul>
Unit 2 Customer service skills for the hospitality industry	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>		<ul style="list-style-type: none"> <li>• Use ICT systems Level 2*</li> <li>• Find and select information Level 2*</li> <li>• Develop, present and communicate information Level 2*</li> </ul>
Unit 3 Legislation and regulations for the hospitality industry	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>		<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2*</li> </ul>
Unit 4 Effective team work for the hospitality industry	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using mathematics Level 2</li> <li>• Analysing and processing using mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2*</li> </ul>

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 5 Basic business and financial principles for the hospitality industry	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using mathematics Level 2</li> <li>• Analysing and processing using mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul>
Unit 6 Hospitality service and current trends within the industry	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using mathematics Level 2</li> <li>• Analysing and processing using mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2*</li> </ul>
Unit 7 The Developing Chef-Manager	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using mathematics Level 2</li> <li>• Analysing and processing using mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2*</li> <li>• Find and select information Level 2*</li> <li>• Develop, present and communicate information Level 2*</li> </ul>
Unit 8 Preparing and cooking meals for a range of customers	<ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Representing situations using mathematics Level 2</li> <li>• Analysing and processing using mathematics Level 2</li> <li>• Interpreting and presenting results Level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 2*</li> <li>• Find and select information Level 2*</li> <li>• Develop, present and communicate information Level 2*</li> </ul>

## 3.3 Level 2 Units

### Level 2 Unit 1: Exploring the UK hospitality industry

#### What is this unit about?

The Hospitality industry is one of the fastest growing industries in the UK, offering a wide range of exciting and varied employment opportunities, which provides 1 in 5 of all new jobs created.

Learners will explore hospitality at both a local and national level, gaining an insight into the size of the industry and the different types of setting in which it operates and into how it is affected by changing trends.

The industry attracts creative and outgoing people, with energy and flair. It is one of the few industries where new entrants can quickly gain promotion. Learners will come to understand the importance of the hospitality industry to the UK economy, the range job of roles, and how they can gain the knowledge and skills required to work in the industry and so make informed career choices.

This unit introduces learners to the excitement of working in this varied and cosmopolitan industry, showing the practical nature of the work, and the progression opportunities that it offers.

Entrants to the industry develop transferable skills by working in hospitality departments such as accounts, reservations, human resources or marketing. In this unit learners will find that they develop skills to work independently and as part of a team in establishments that range from 5-star hotels to high-street coffee shops.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers.

#### Guided learning hours

This unit has 60 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination of 1 hour and 45 minutes.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of the hospitality industry to the UK economy	a explain the importance of the hospitality industry to the UK economy	
2 Know the size and composition of the UK hospitality industries	a describe the sub-industries which make up the UK hospitality industry	
	b use appropriate terminology to define the range of sub-industries in hospitality	
3 Understand how changing trends and external factors affect the hospitality industry	a identify how external factors, events and tourism affect the hospitality industry	
	b explain how changing external factors and events, including changes in tourism, affect the hospitality industry	IE5
4 Be able to identify career opportunities in hospitality	a identify research methods and sources of information about the hospitality industry and the roles and employment opportunities within it	IE4
	b identify different roles and occupations in hospitality	
	c describe the career prospects for different roles	
	d describe the training and qualifications required for different occupations in the hospitality industry	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

It is important that they learn how to analyse and evaluate information, and judge it for its relevance and value. If the teacher judges that the learner has insufficient evidence to define the characteristics of the Hospitality industry effectively, learners should be advised undertake further research in order to expand the information to provide both breadth and depth.

### Learning outcome 1

Learners must assess the importance to the UK economy of the hospitality industry in relation to:

Revenue

- contribution to Gross Domestic Product (GDP)
- increase of foreign exchange
- contribution to other industries eg arts, retail

Employment

- job creation
- flexibility of employment
- opportunities for part-time workers, returners, second careers
- UK-wide job opportunities
- replaces industries that have declined

Society

- multicultural workforce
- diversity of workforce
- contribution to leisure activities.

### Learning outcome 2

It is important that, through the Level 2 Hospitality Principal Learning, learners receive as broad an experience of the whole industry as possible. In this unit, teachers must use examples from the full range of industries, where appropriate and relevant. Teachers must provide opportunities to research and investigate the industry, its terminology and the factors which affect it. The hospitality industry must be classified into appropriate sub-industries.

- hotels
- restaurants
- pubs, bars and nightclubs
- contract food service providers
- hospitality services
- membership clubs
- events

Learners must be informed of the key features and characteristics of each sub-industry and teachers must ensure they are using correct terminology in classifying establishments by the sub-industry they belong to. Learners should be supported in analysing and evaluating the information they discover, judging its relevance and value.

### Learning outcome 3

Teachers must provide opportunities for learners to consider the influence of external factors (such as major events, individual beliefs and feelings) on customer decisions and the service and profitability of the industry, including:

- political eg legislation, terrorism
- social eg lifestyle changes, beliefs
- economic eg interest rate fluctuations, exchange rate fluctuations
- technological eg internet marketing
- events eg Olympic games, Chelsea flower show, Royal Ascot, Wimbledon.

Learners must be taught to develop their analytical skills to assess the effects of changes, trends and events on the performance and profitability of the hospitality industry, including:

- growth of the industry eg provides revenue, employment
- brands eg identification of hospitality offers, growth in chains & franchises
- changing image eg child-friendly, competition from gastro pubs, less formal dining
- healthy eating eg government initiatives, obesity concerns
- environmental issues eg locally-sourced products, carbon footprint, fast food packaging, waste
- legislation eg need to keep abreast of health and safety issues, employment law, smoking ban
- skills shortage eg use of migrant workers, provision of training
- events eg terrorist attack, outbreak of foot and mouth, winning the Olympic bid
- media influences eg negative reporting of industry, increase in interest through TV cookery programmes
- changes and trends in tourism eg accommodation requirements, business in restaurants and other services, income from foreign exchange, income from associated industries eg arts, potential job creation/losses, reliance of small establishments on tourism.

### Learning outcome 4

Learners will need to analyse relevant information from a range of sources using different research methods on the size and composition of the UK Hospitality industry, and the roles and employment opportunities within it.

Learners must be taught that there is a range of research methods, including:

- using the internet
- using reference libraries
- reading periodicals and newspapers
- visiting hospitality establishments
- enquiring or requesting information by telephone, letter or email
- interviewing
- surveying hospitality establishments in a locality.

Learners must be taught that there are many sources of information, including:

- newspapers
- periodicals and trade press
- reference books
- websites
- other media sources.

Learners must be taught that there are many internet-based information sources, including:

- company website
- financial news website
- hospitality trade association website
- hospitality professional association website
- hospitality trade press website.

Learners must be taught about the range of job roles available in the UK and global hospitality industries in sufficient depth so that they are able to describe them:

- owner
- manager
- supervisor
- team leader
- skilled craft
- operative
- variety of specific roles eg chef/waiter/bar personnel/front of house.

The hospitality industry offers diverse career opportunities with a wide range of job roles. There are many benefits associated with jobs in the industry and learners should be encouraged to reflect upon these opportunities and benefits when considering job roles in the hospitality industry including:

- career progression
- travel
- transfer between outlets in the same company
- transfer overseas with multi-national companies
- flexible working hours
- earnings and rewards
- accommodation/food/staff discounts/travel benefits.

Learners must be taught to consider how changes and events may affect the short-term or longer-term employment and career prospects in hospitality.

Learners must be taught the types of qualification which prepare people for careers in the hospitality industry

- academic
- professional
- vocational
- vocationally related.

Teachers must ensure that learners investigate the training available and the variety of routes to achieve them including:

- company training schemes
- off-site training
- college and
- work-based learning (eg apprenticeships)
- university.

## Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

The learner will complete a 1 hour 45 minute written examination with questions using a 'short-answer' format.

## Examination specification

Duration: 1 hour 45 min

Assessment type: short-answer test

Number of marks: 60

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the importance of the hospitality industry to the UK economy	a explain the importance of hospitality to the UK economy	9	15%
2 Know the size and composition of the UK hospitality industries	a describe the sub-industries which make up the UK hospitality industry	11	18.3%
	b use appropriate terminology to define the range of hospitality industries		
3 Understand how changing trends and external factors affect the hospitality industry	a identify how external factors, events and tourism affect the hospitality industry	20	33.3%
	b explain how changing external factors and events, including changes in tourism, affect the hospitality industry		
4 Be able to identify career opportunities in hospitality	a identify research methods and sources of information to explore the hospitality industry	20	33.3%
	b identify different roles and occupations in hospitality		
	c describe the career prospects for different roles		
	d describe the training and qualifications required for different occupations in the hospitality industry		
<b>Total</b>		<b>60</b>	<b>100%</b>

## Guidance for delivery

This unit provides an introduction to the hospitality industry, which learners will need before starting work in the industry. It is recommended that this unit be the first delivered on the Level 2 Diploma learning programme, using visits and guest speakers to provide realism and practical exposure. It is essential that guest speakers and visits to different establishments are included in order that learners quickly appreciate the importance and practical nature of the industry and the range of employment opportunities that are available. Teachers should work with local employers, ensuring that all aspects of the industry are covered so that learners are exposed to the range of opportunities that are available in all industries both in the UK and worldwide. Speakers from industry should be used to give career advice and guidance so that learners receive robust and current information.

There are opportunities for the learner to undertake research using a variety of different methods, including the internet, libraries and periodicals, as well as government-published statistics. It is important that they learn how to plan prior to conducting research, and how to analyse and evaluate information, and judge it for its relevance and value. If the teacher judges that the learner has insufficient evidence to define the characteristics of the hospitality industry effectively, learners should be advised to expand the information in order to provide more detail.

As the industry is large and diverse learners must understand the classifications used and then identify which outlets belong in each sub-industry. Through further research, learners will then demonstrate understanding of changing trends in the UK economy and the effects of worldwide events and their impact on the hospitality industry. When discussing these topics teachers should endeavour to provide speakers from industry who will add a new dimension to the way in which circumstances, beliefs and feelings affect decisions about the purchase of hospitality products and consequently impact upon business. When investigating and researching these topics, learners should be encouraged to demonstrate their skills as independent enquirers, identifying questions that will need to be asked and learning to evaluate and analyse information to present a reasoned conclusion to their investigations.

Learners will be given the opportunity to discuss the variety of jobs available in the hospitality industry both in the UK and worldwide. The identification of career opportunities available in the hospitality industry both in the UK and worldwide, will allow the learner to assess themselves and others, as they identify opportunities and achievements. Employers are very specific about the skills and aptitudes employees should demonstrate when working in a hospitality environment – being able to ‘meet and greet’ effectively, present themselves appropriately, make good eye contact and use confident body language are all important and these can be developed as part of the discussion on career opportunities.

This unit has links with Level 2 Unit 2: Customer service skills for the hospitality industry; Level 2 Unit 6: Hospitality service and current trends within the industry; and Level 2 Unit 7: Techniques for food preparation and service. Benefits can be obtained by developing the theme of ‘customer service’ from Unit 2 throughout. Units 6 and 7 will be useful to emphasise the practical aspects of the industry, and joint assignments may be a useful method in bringing the topics together in one single purposeful activity. The knowledge and skills gained from this unit will form a valuable basis for further work, both at this level and at Level 3.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained by this unit through:

- work experience where they will gain experience of the breadth of the hospitality industry and relevant careers available. They will also benefit talking with other learners working in different sub-industries
- part-time employment will provide the opportunity for learners to develop skills that will enable them to improve their career prospects within the industry. Work experience and part-time employment will also allow them to develop transferable skills which can be used in other industries
- realistic hospitality services, themed events and fundraising events
- young enterprise schemes which will allow the development of business and entrepreneurial skills.

## Suggested prior learning

Learners will have experienced some aspects of this unit and it would be useful to encourage them to recall and evaluate their experiences as hospitality customers. These will probably include some of the following:

- school meals
- holidays – hotels, bed & breakfasts, campsites
- restaurant meals
- fast food outlets
- take-away outlets.

Unit 1 of Level 1 covers material relevant to this unit.

## Personal, Learning and Thinking Skills

The list below suggests how this unit supports the development of PLTS. It is broader than the list of PLTS that feature in the assessment. This unit supports the development of more PLTS than are covered through the Assessment criteria alone.

The learner could develop PLTS by:

### Independent enquirers

- planning and carrying out research, to determine the importance of the hospitality industry in the UK
- analysing and evaluating information and including it for its relevance and values when investigating the size of the hospitality industry
- considering the influence of circumstances, beliefs and feelings on a range of decisions and events that have affected the tourism industry

### Creative thinkers

- asking questions to extend their thinking
- questioning their own and others' assumptions

### Reflective learners

- assessing themselves and their colleagues, identifying opportunities and achievements in relation to potential career opportunities
- setting goals with success criteria for their development and their work

### Team workers

- co-operating with others to work towards common goals

### Self-managers

- organising time and resources, prioritising actions

### Effective participators

- identifying improvements that would benefit others as well as themselves.

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

In working towards the Learning outcomes learners will use research skills to understand the composition of the hospitality industry which will involve reading and analysing textual and numerical information presented in a range of formats. Opportunities to use speaking and listening skills in discussing the hospitality industry also exist throughout this unit.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

Recommending textbooks is always difficult, since many are written for or by the international market. They date so quickly and with increased use of the internet up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

### Books

Powers, T.; Barrows, C. W. (2005). *Introduction to the Hospitality industry*. Published: John Wiley & Sons. ISBN: 978-0471274575.

Kinross, J.; Joseph, R. (2000). *Careers in Catering Hotel Administration and Management*. Published: Kogan Page Ltd. ISBN: 978-0749431495.

Richie, C.; Joseph, R. (1998). *The Kogan Page Guide to Working in the Hospitality industry*. Published: Kogan Page Ltd. ISBN: 978-0749428716.

### CDs, CD-ROMs and DVDs

- BBC Learning Zone
- Hospitality Programmes

Use should also be made of the large range of commercial programmes currently being broadcast by well-known celebrities.

### Journals and magazines

- The Caterer
- Restaurant
- En Passant
- Hospitality

### Websites

- |  |  |
|--|--|
| • Institute of Hospitality                     | <a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a> |
| • British Hospitality Association              | <a href="http://www.bha-online.org.uk">www.bha-online.org.uk</a>                   |
| • Caterer.com                                  | <a href="http://www.caterer.com">www.caterer.com</a>                               |
| • People 1st                                   | <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>                       |
| • Restaurant Report                            | <a href="http://www.restaurantreport.com">www.restaurantreport.com</a>             |
| • Restaurants and Institutions Magazine        | <a href="http://www.rimag.com">www.rimag.com</a>                                   |
| • Reference for learners and teachers          | <a href="http://www.bized.ac.uk">www.bized.ac.uk</a>                               |
| • Hospitality Net                              | <a href="http://www.hospitalitynet.org">www.hospitalitynet.org</a>                 |
| • Hospitality industry                         | <a href="http://www.hospitality-industry.com">www.hospitality-industry.com</a>     |
| • Hotel Resource for Hospitality Professionals | <a href="http://www.hotelresource.com">www.hotelresource.com</a>                   |
| • National Restaurant Association              | <a href="http://www.restaurant.org">www.restaurant.org</a>                         |

## Level 2 Unit 2: Customer service skills for the hospitality industry

### What is this unit about?

The purpose of this unit is to develop learners' knowledge and skills in relation to the key role of customer service within the hospitality industry. This unit is designed to extend the development of the learners' personal, learning and thinking skills to improve their customer service. Learners will understand that customer service is central to the 'people'-focussed hospitality industry and that it plays a critical role in the success of a business. They will also learn how customer service is delivered in the hospitality industry, the effect of good customer service and how it is monitored and managed at different levels.

The industries within the hospitality industry include many operational areas such as finance, human resources, front office, back of house, facilities and events management, accommodation services, kitchen, restaurant, licensed services, marketing and sales. Learners will understand that employees from all these other departments are classed as internal customers. Consequently, effective customer service, in the form of cooperation and effective communication with staff from other departments, is important to the smooth running of an establishment.

Learners will enhance their 'people' skills through practical activity and this unit provides the opportunity to practice with colleagues and customers alike. These skills may be developed in a variety of ways, including role play, work experience and practical settings. As a result, learners can demonstrate their ability to conduct themselves in an appropriate manner when dealing with colleagues and customers. As a result the learner will gain transferable customer service skills, which in turn support employment opportunities across other industries.

Hospitality establishments are aware of the importance of customer feedback and this unit will provide the learner with the opportunity to plan and undertake research on customer service in contrasting hospitality outlets. It will also give them an opportunity to investigate how customer service is monitored and measured and to see how the feedback from customers enables establishments to make improvements to their customer service provision.

The learner may find the knowledge and skills gained in this unit helpful in obtaining and keeping a position of employment, during or after their course, due to the development of customer care skills and the further development of Personal, Learning and Thinking Skills.

When summarising the range of customer service provision in different hospitality establishments learners may choose from:

- providers of accommodation
- restaurants
- leisure centres conference and banqueting
- cafes bars and bistros
- outdoor catering
- fast food outlets
- pubs, bars and nightclubs
- sports, gyms, recreational and social clubs.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- creative thinkers
- effective participators
- independent enquirers
- team workers.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the methods, procedures and principles of delivering and measuring customer service in the hospitality industry	a describe the range of methods and procedures used within hospitality to deliver good customer service	
	b describe the methods of monitoring and measuring customer service	
2 Understand the different service levels within hospitality for both internal and external customers	a describe how colleagues and teams function as internal customers	
	b compare the different levels of service that exist in hospitality establishments for both internal and external customers by asking relevant questions	CT2
3 Understand the importance of brand standards and the effects of good customer service and effective complaint handling	a explain the importance of brand standards to hospitality by examining them from different perspectives	IE3
	b explain the effects of good customer service on hospitality businesses	
	c describe how complaints are handled and problems are resolved in hospitality businesses	
4 Be able to carry out customer service as an effective team member	a demonstrate appropriate and adaptable conduct and communication as an effective team member in customer service situations	TW3
	b present self professionally and communicate with customers and colleagues in a positive manner, managing emotions to maintain good relations	SM7
	c provide effective customer service by interpreting customer needs in a range of different situations	
	d demonstrate personal responsibility, initiative and creativity when dealing with customers, responding positively and seeking advice and support when needed	SM6

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

### Learning outcome 1

The range of methods and procedures used to deliver good customer service that the learner must know consists of:

- providing accurate information
- receiving and passing on messages
- listening and responding to customers
- providing assistance to all customers
- understanding the needs of different types of customer
- exceeding customer expectations
- providing value for money
- personal and company image.

Learners will also need an awareness of the methods for monitoring and measuring customer service, including:

- verbal feedback
- written feedback eg letters or questionnaires
- staff feedback
- comment cards
- complaints.

### Learning outcome 2

It is important that learners are taught about teamwork and how colleagues and teams function as internal customers. Learners must understand how fairness and consideration to others will aid effective teamwork. Learners must be taught about:

- identification of internal customers
- how the departments interlink
- the interpersonal skills necessary for effective communication
- the importance of correct information sharing
- the types of information exchanged.

Learners will need to understand the different levels of service that exist internally and externally in hospitality establishments. This will involve them knowing about:

- classification systems and expected service level
- the purpose of service levels
- operational areas affected by different levels.

### Learning outcome 3

Learners will need to be given an understanding of brand standards in the context of the hospitality industry by exploring a range of issues from different perspectives. When assessing the importance of brand standards, learners must be able to:

- explain brand standards
- give examples of brand standards
- outline benefits
- outline constraints
- give reasons for companies having brand standards.

Learners must be given an understanding of the following effects of good customer service in the hospitality industry:

- increased sales
- new customers
- repeat business/brand loyalty
- referred business
- numbers of complaints
- numbers of compliments
- staff turnover
- job satisfaction.

Learners must know the procedures for handling customer complaints in hospitality establishments, which will include:

- acknowledging the complaint
- apologising for inconvenience
- prompt attention to situation
- identifying questions to answer
- investigate the complaint
- identifying problems to resolve
- keeping calm
- empathise with customer
- keep customer informed
- arriving at a mutually acceptable solution
- follow up with customer and/or with staff.

### Learning outcome 4

In order for learners to achieve this learning outcome they will need to show that they can discuss and address issues of concern and seek resolutions when dealing with complaints. Learners will need to develop their teamwork and communication skills throughout the unit, adapting their behaviour to suit different roles and situations in the context of the hospitality industry. Learners will need to be able to:

- present themselves in a positive manner
- interpret customer needs in a range of situations
- interpret customer needs within different operational areas
- demonstrate personal responsibility when dealing with customers
- use initiative and creativity when dealing with customer complaints
- discuss issues of concern when seeking to resolve customer complaints
- show they can adapt their behaviour to suit different roles and situations
- work effectively as a member of a team
- communicate positively with customers and colleagues.

## Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by AQA-City & Guilds.

During the completion of this assignment the learner will investigate and come to understand that customer service is a vital component of working within the hospitality industry. If the service provided is delivered in a conscientious manner consistently, it will have a positive effect upon the customers' perception of the establishment and employees will help ensure success for the business.

On completion of the written tasks the learner will know and understand the importance of good customer service and the theory behind the application of customer service to a hospitality business. This will include the methods and procedures used to deliver customer service in the hospitality industry and how customer service can be monitored and its effectiveness measured. The learner will be able to explain the different levels of service and the importance of brand standards to different hospitality businesses. The learner will also be able to demonstrate an understanding of how hospitality businesses respond to complaints in order to resolve any issues. Most significantly, the learner will be introduced to the different levels of service applied in hospitality and will start to differentiate different types of customers, including an understanding that colleagues are internal customers and should enjoy the same level of customer service as others.

The learner will have the opportunity to demonstrate and practise their customer service and communication skills over a period of time. Their ability to work effectively as part of a team in a range of different situations in order to meet the needs of the customer will be assessed.

The practical activities may be linked to other units such as:

Level 2 Unit 1: Exploring the UK hospitality industry

Level 2 Unit 4: Effective teamwork for the hospitality industry

Level 2 Unit 6: Hospitality service and current trends within the industry

### Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Carry out customer service in a hospitality establishment	The following must be provided: <ul style="list-style-type: none"> <li>record of customer service methods and procedures</li> <li>witness testimony</li> <li>a report</li> </ul>	LO1, 2, 3, 4

### Duration

The assessment is not time constrained. The following is a guide to appropriate times for the assessment activities:

Research: 1 hour

Practical activity: 4 hours

Preparation and presentation of report: 3 hours.

## Sector relevant purpose

Customer service is to be provided for a hospitality establishment, and must therefore have a hospitality related purpose and context. This will ideally be in a real situation, but may be based wholly or in part on a given scenario with a realistic simulation.

## Demand

Teacher or employer records or witness statements are required to show that on **three** separate occasions the learner has demonstrated efficient and effective customer service skills. Teachers should provide employers with guidance and simple documentation in the form of witness statements to enable them to accurately record their observations on learners' customer service skills. At least one of these scenarios must be responding to a customer's complaint. Learners must record the customer service methods and procedures used in dealing with each scenario.

A report must also be provided, which is to include a description on the importance of maintaining good standards and the different levels of service within the hospitality industry.

It is advised that the learner visits **two** contrasting outlets eg accommodation provider, food and/or drink provider, service industry provider for research into the report. During the visits learners should observe customer service provision, the effects of good customer service, the different levels of service, and the importance of brand standards to hospitality establishments, which is to be included in the report. Evidence of how colleagues and teams function as internal customers must also be included. The report may be in any format (eg written report, oral report, fact sheets, series of posters, etc).

As part of this assignment is taking place as group work, the learner must present their own evidence and be able to identify the exact work which they have carried out. This identification should be submitted as part of the evidence.

## Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification

Witness testimonies may be on a pre-prepared template provided for employers, supervisor, teacher or assessor to complete and sign.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the methods, procedures and principles of delivering and measuring customer service in the hospitality industry	12	20%
2 Understand the different service levels within hospitality for both internal and external customers	12	20%
3 Understand the importance of brand standards and the effects of good customer service and effective complaint handling	12	20%
4 Be able to carry out customer service as an effective team member	24	40%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know the range of methods procedures and principles of delivering and measuring customer service in the hospitality industry	<p>Identified some of the methods used to deliver good customer service.</p> <p>Identified and attempted to compare some methods used to deliver and measure customer service.</p>	<p>Described methods used to deliver good customer service.</p> <p>Described and broadly compared a range of methods and procedures used to deliver and measure customer service.</p>	<p>Described the range of methods and procedures used to deliver good customer service.</p> <p>Described in detail and made clear comparisons of a range of methods and procedures to deliver and measure customer service.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand the different service levels within hospitality for both internal and external customers	<p>Identified who internal customers and teams are and attempted to clarify how they function as internal customers.</p> <p>Identified one or two service levels within hospitality businesses by attempting to ask questions to extend their thinking.</p>	<p>Described who internal customers and teams are and identified how they function as internal customers, noting that fairness and consideration contributes to the way they function.</p> <p>Described briefly the service levels within hospitality businesses by asking questions to extend their thinking.</p>	<p>Described in detail who internal customers and teams are and explored how they function as internal customers and questioned how fairness and consideration contributes to the way they function.</p> <p>Summarised all of the service levels within hospitality businesses with comparative questioning of the differences to extend their thinking.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Understand the importance of brand standards and the effects of good customer service and effective complaint handling	<p>Stated with examples brand standards within hospitality, attempting to explore issues from different perspectives.</p> <p>Identified the effects of good customer service.</p> <p>Listed the steps to be taken and problems to resolve when responding to customer complaints.</p>	<p>Described with examples brand standards and explained their importance by exploring issues from different perspectives.</p> <p>Described in some detail the effects of good customer service.</p> <p>Described at each stage the steps to be taken and problems to resolve when responding to customer complaints.</p>	<p>Explained in detail and provided examples of brand standards and explained their importance by exploring issues from different perspectives.</p> <p>Explained clearly the effects of good customer service.</p> <p>Described in detail and in the correct sequence the steps to be taken and problems to resolve when responding to customer complaints.</p>

## Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 8 marks	9 to 16 marks	17 to 24 marks
4 Be able to carry out customer service as an effective team member	<p>Presented themselves and communicated well with customers and colleagues showing adaptability of behaviour to suit different roles.</p> <p>Worked well as a member of a team.</p> <p>Interpreted customer needs in a situation and within an operational area.</p> <p>Demonstrated an acceptable approach to dealing with customers.</p> <p>Used own initiative when dealing with complaints discussing concerns and seeking resolutions when needed.</p>	<p>Presented themselves in a positive manner and communicated with customers and colleagues showing adaptability of behaviour to suit different roles.</p> <p>Worked effectively as a member of a team.</p> <p>Interpreted customer needs in a range of situations and within different operational areas.</p> <p>Demonstrated a responsible approach to dealing with customers.</p> <p>Used own initiative and creativity when dealing with complaints discussing concerns and seeking resolutions when needed.</p>	<p>Presented themselves consistently in a positive manner and communicated effectively with customers and all colleagues showing adaptability of behaviour to suit different roles and situations.</p> <p>Worked efficiently and effectively as a member of a team and promoted teamwork to others.</p> <p>Independently interpreted customer needs in a range of situations and within different operational areas.</p> <p>Demonstrated a positive and responsible personal approach to dealing with customers.</p> <p>Used own initiative and creativity taking personal responsibility when dealing with complaints discussing concerns and seeking resolutions when needed.</p>

## Guidance for delivery

Observations made during visits to hospitality establishments will assist learning, as understanding the real life experiences of staff from within the industry will benefit learners when preparing themselves for their provision of customer service. During these visits learners can investigate aspects of good customer service and it will be particularly helpful if learners can experience this as customers themselves. Learners will benefit from research into the responsibilities of personnel within hospitality areas and know the impact they have upon customer service provision. Learners can be encouraged to discuss the types of internal customers they anticipate they will work with, eg supervisors, other staff, suppliers, but can also expand on this discussion to include other teams they have worked in, either in part-time jobs, at school, in leisure activities etc.

Wherever possible, learners should be given opportunities to develop their skills in work-related activities, preferably through work experience, work placement, practical activities or role play that involves dealing with colleagues and customers. Employers could be asked to act as guest speakers and participate in events and complete feedback forms which would provide an evaluation of learners' customer service skills and general behaviour.

Within these opportunities the learner's personal, learning and thinking skills should be assessed. Over time these skills should be developed and enriched so that the learner may understand that the whole industry relies on teams to work together to deliver excellent customer service and that fairness, consideration and adaptability are key attributes. In addition, when explaining the effects of good customer service and how complaints should be handled, learners will identify how problems can be resolved by answering the right questions in order that the customer feels the problems has been handled sensitively and efficiently.

Employers are very specific about the types of skills learners should demonstrate when working in a hospitality environment – being able to 'meet and greet' effectively, presenting themselves appropriately, and demonstrating confident body language are all important. Employers should be asked to assess learners at every opportunity and teachers should provide employers with guidance and simple documentation in the form of witness statements to enable them to accurately record their observations on learners' customer service skills.

This unit will emphasise the importance of respect and understanding the requirements of individuals and groups, whilst striving to maintain legislation, quality systems, customer care policies and service level agreements.

The knowledge and skills gained from this unit will form a valuable basis of further work at this level. This unit has links with

Level 2 Unit 1: Exploring the UK hospitality industry

Level 2 Unit 4: Effective teamwork for the hospitality industry

Level 2 Unit 6: Hospitality service and current trends within the industry

This unit will provide a natural progression to

Level 3 Unit 2: Importance of customer service in hospitality

Benefits can be obtained by delivering this unit in conjunction with Level 2 Unit 4: Effective teamwork for the hospitality industry and Level 2 Unit 6: Hospitality service and current trends within the industry. This will allow the learners to demonstrate customer service skills within a hospitality related setting.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit through:

- work experience
- role plays
- practical customer service situations eg restaurant, kitchen
- themed events, fund-raising events where the learner can plan, carry out and reflect on their learning practices.

## Suggested prior learning

Learners should be familiar with developing skills necessary to work in the hospitality industry and understand that there are lots of teams they may already be part of ie at school or college, part of a sporting team, at work, or at home within their own family.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- plan and carry out research to investigate customer service provision which is needed for completion of the project
- assess the range of customer service provision in different hospitality establishments this is achieved by undertaking visits to research customer service provision within hospitality establishments
- summarise the basic elements and procedures of good customer service and produce the project to record the range and quality of customer service provision within the hospitality establishments

### Team workers

- demonstrate appropriate conduct and behaviour and communicate effectively in practical situations; learners will achieve this through adapting their behaviour to different customer service situations
- demonstrate effective customer service in practical situations; learners will achieve this through demonstrating a fair and non-discriminatory approach to customers and colleagues

### Self-managers

- demonstrate effective customer service in practical situations evidenced through the practical task necessitating personal organisation of time and resources and the ability to prioritise actions

### Creative thinkers

- asking questions to extend their thinking which is needed for completion of the project.

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

During the course of this unit learners will be encouraged to research, reflect and present ideas about what constitutes good customer service and methods of obtaining customer feedback. As a result there will be opportunities to develop writing skills and use speaking and listening skills in situations such as passing on a message and listening and responding to customer enquiries.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

### CDs, CD-ROMs and DVDs

There are television documentaries which are well suited to the subject of customer service.

The BBC's Learning Zone frequently features programmes on Customer Service information can be found at [www.bbc.co.uk/education/lzone](http://www.bbc.co.uk/education/lzone)

Commercially-made videos are available such as Who Cares Wins — Customer

Care (available from BBC for Business) and Serving Your Best Interests, which is available from: Confederation of British Industry (CBI)

### Websites

- British Hospitality Association [www.bha-online.org.uk](http://www.bha-online.org.uk)
- Caterer.com [www.caterersearch.com](http://www.caterersearch.com)
- Institute of Hospitality [www.instituteofhospitality.org.uk](http://www.instituteofhospitality.org.uk)
- Institute of Customer Service [www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)
- formerly the Hospitality Training Foundation [www.people1st.co.uk](http://www.people1st.co.uk)
- Hospitality Industry [www.hospitality-industry.com](http://www.hospitality-industry.com)

## Level 2 Unit 3: Legislation and regulations for the hospitality industry

### What is this unit about?

The purpose of this unit is to introduce learners to the legislation and regulations that affect the hospitality industry, both as someone working in the industry and as a customer. This means not only working safely, but also knowing when a situation may develop into a potential hazard. Learners will understand the basic principles of the regulations and legislation governing the hospitality industry, including the legislation that protects employees, customers and other visitors to a hospitality establishment. They will learn how to work safely and hygienically in a fast-moving and ever-changing industry.

Learners must understand the implications for a business of not complying with regulations and legislation and should be aware that hospitality businesses are regularly inspected and can be fined heavily or closed down if there are breaches of certain regulations.

Learners will need to know and understand the reasons for this legislation and their own role and responsibilities in complying with Health and Safety, Food Safety and Fire Regulations.

This unit will enhance the learners' understanding of this complex topic through practical activity such as risk assessments, visits to employers and listening to guest speakers. There may be opportunities for learners to work towards basic Health and Safety and Basic Food Safety Certificates.

This unit should feature prominently as a preface to work experience as it is the introduction to ensuring the production of safe food and safe practices within the hospitality industry.

The theme for the unit is 'the hospitality industry'. This unit contributes to this theme by introducing learners to the importance of taking a personal and responsible view of health and safety and other legislation that affects the industry. They will be able to compare the vastly different types of establishment in the industry, but realise that the same legislation applies throughout.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- team workers
- reflective learners.

### Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 6 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the areas and activities of the hospitality industry that are subject to legislation and regulation	a define the areas and activities in hospitality establishments that are subject to legislation and regulations	
	b explain the process hospitality establishments use to record and report legal and regulatory issues	
2 Know the legal rights of customers in hospitality establishments	a describe from different perspectives the legal rights of customers in hospitality establishments	IE3
3 Understand the basic coverage of important hospitality legislation and implications for the industry of non-compliance	a analyse relevant information on legislation and regulations that governs the hospitality industry	IE4
	b explain the impact on hospitality establishments of not complying with legislation and regulation	
4 Be able to work safely in a hospitality establishment, ensuring compliance with legal requirements	a perform a role safely in a hospitality establishment	
	b assess own and colleagues' ability to work safely	RL1
	c evaluate own and others' contribution to ensuring compliance with health and safety standards and regulations	TW6

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

### Learning outcome 1

Learners must be taught about the following areas and activities that are subject to hospitality and catering legislation:

Areas will include:

- providers of accommodation
- restaurants
- leisure centres, conference and banqueting
- cafes bars and bistros
- outdoor catering
- fast food outlets
- pubs, bars and nightclubs.

Activities will include:

- display of pricing of accommodation and legislation relating to reserving rooms
- safeguarding of guest property
- display and pricing of menu
- certification for food handlers
- age limits relating to service and consumption of alcohol.

Learners must understand the importance of referring to a supervisor or other responsible person if they identify non-compliance of legal or regulatory issues. They will identify questions to ask and issues to resolve before reporting to responsible personnel.

The identification of non-compliance of legal or regulatory issues must be recorded and the following details logged and filed:

- method of reporting (eg telephone, email, fax, face-to-face)
- date
- time
- place
- personal details of those involved
- description of nature of accident or disease.

### Learning outcome 2

Teachers must explain the legal rights of customers in hospitality establishments to learners, in order that they can describe these from different perspectives, from the point of view of the customer and the establishment.

These rights should focus on:

- health of the customer
- safety of the customer
- security of the customer and their belongings.

### Learning outcome 3

Learners will need to be made aware of the basic requirements affecting hospitality establishments in relation to hospitality and catering legislation. Learners should be given the skills to analyse information for relevance and value, including:

- fire precautions
- food safety
- health and safety
- manual handling
- personal and protective equipment
- safe handling of dangerous substances
- reporting injuries and dangerous occurrences.

The implications to the industry of not complying with legislation and regulation must be emphasised to learners. They should be encouraged to extend their thinking and question these implications:

- poor reputation
- low staff morale
- loss of trade
- increased work accidents.

### Learning outcome 4

Teachers must ensure that learners understand the importance of working safely, both for themselves and with others by focusing on:

- recording of accidents/incidents
- personal, protective equipment (PPE)
- legislation relating to safety at work
- responsibility of employer/employee/visitors
- liability of employer.

Learners will need to know how to assess their own and their colleagues' ability to work safely.

- compiling and completing risk assessments
- prioritising remedial action as necessary
- reporting hazards to appropriate sources.

They must also be given the knowledge to enable them to self-evaluate, evaluate others and to provide constructive feedback and support to colleagues.

- use of risk assessment to self-evaluate
- use of risk assessment to evaluate others
- summary of main points to feedback
- recording of re-action
- suggestions for improvement.

## Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by AQA-City & Guilds.

During the completion of this assignment the learner will investigate and understand that when working in the hospitality industry it is vitally important that key aspects of legislation and regulations are adhered to by all team members, at all times. They will need to be able to analyse the relevant information as it affects the hospitality industry and describe the way they are affected by legal requirements.

The learner will need to understand the impact on a hospitality business of not complying with legislation and regulations and the legal rights of customers within various hospitality establishments.

The learner will need to be able to assess their own and their colleagues' ability to work safely while carrying out their roles within a hospitality establishment, and be able to evaluate their contribution to maintaining standards, before providing feedback to each other.

### Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Perform a role safely in an hospitality establishment	The following must be provided: <ul style="list-style-type: none"> <li>• record of safety measures used</li> <li>• witness testimony</li> <li>• research evidence</li> </ul>	LO1, 2, 3, 4

### Duration

The assessment is not time constrained. The following is a guide to appropriate times for the assessment activities:

Research: 1 hour

Practical activity: 3 hours

Preparation and presentation of research: 2 hours.

### Sector relevant purpose

The practical opportunities selected to demonstrate work safety must have a hospitality-related purpose and context. This will ideally be in a real situation, but may be based wholly or in part on a given scenario with a realistic simulation.

### Demand

Learners must provide records of occasions when they carried out their role safely and assessed own and colleagues' contribution to health and safety standards and provided constructive feedback and support.

The learner must produce research evidence (which may be broken down into smaller reports or leaflets) summarising the key points of hospitality and catering legislation, regulations and the basic legal rights of customers. The report may be in any format (eg written report, oral report, fact sheets, series of posters, etc).

As some of this assignment is taking part in group work, the learner must present their own evidence and be able to identify the exact work which they have carried out. This identification should be submitted as part of the evidence.

## Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification

Witness testimonies may be on a pre-prepared template provided for employers, supervisor, teacher or assessor to complete and sign.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the areas and activities of the hospitality industry that are subject to legislation and regulation	15	25%
2 Know the legal rights of customers in hospitality establishments	18	30%
3 Understand the basic coverage of important hospitality legislation and implications for the industry of non-compliance	12	20%
4 Be able to work safely in a hospitality establishment, ensuring compliance with legal requirements	15	25%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Know the areas and activities of the hospitality industry that are affected by legislation and regulation	<p>Defined some areas and activities affected by legislation and regulation.</p> <p>Attempted to explain the process hospitality establishments use to record and report legal and regulatory issues.</p>	<p>Defined a range of areas and activities affected by a broad range of legislation and regulation.</p> <p>Explain the process hospitality establishments use to record and report legal and regulatory issues.</p>	<p>Defined a range of areas and activities affected by a broad range of legislation and regulation providing examples from establishments that met requirements.</p> <p>Explained in detail the process hospitality establishments use to record and report legal and regulatory issues.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Know the legal rights of customers in hospitality establishments	Produced a basic report highlighting customers' rights explored from the perspective of the customer OR the establishment.	Produced a detailed report explored from the perspective of the customer and the establishment, with examples highlighting customers' rights.	Provided a detailed report explored from the perspective of the customer and the establishment with numerous examples of the legal rights of the customer.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Understand the basic coverage of important hospitality legislation and implications for the industry of non-compliance	<p>Produced a report with information selected for its relevance and value listing the basic important hospitality and catering legislation.</p> <p>Produced a limited report showing some questioning of the implications of non-compliance.</p>	<p>Produced a report with information selected for its relevance and value that detailed coverage of the important hospitality and catering legislation.</p> <p>Produced a detailed report questioning the implications of non-compliance.</p>	<p>Produced a report with information selected for its relevance and value with in depth coverage of the important hospitality and catering legislation.</p> <p>Produced a detailed report showing evidence of extended thinking and questioning of the implications and penalties of non-compliance.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Be able to work safely in a hospitality establishment, ensuring compliance with legal requirements	<p>Attempted to perform a role safely in a hospitality establishment.</p> <p>Attempted to assess own OR colleagues' ability to carry out a role safely.</p> <p>Attempted to evaluated and provided feedback and support.</p>	<p>Performed a role safely in a hospitality establishment.</p> <p>Assessed own OR colleagues' ability to carry out a role safely.</p> <p>Evaluated and provided constructive feedback and support.</p>	<p>Confidently performed a role safely in a hospitality establishment.</p> <p>Assessed both own and colleagues' ability to carry out a role safely.</p> <p>Analysed and evaluated information gained and provided constructive feedback and support.</p>

## Guidance for delivery

Legislation and regulations are vital to the successful operation of a hospitality establishment and learners should visit actual businesses to collect information and then evaluate it for its relevance to the task. During these visits learners will gain from practical investigation of legislation and regulations applicable to the industry. Observations made during visits will assist learning, as the real life experiences of staff from within the industry will benefit learners when preparing themselves for the production of their assessment material.

Learners need to be made aware of the importance of complying with hospitality and catering legislation and regulations and the serious implications of non-compliance to the hospitality business, its employees and customers. Discussion in class will enable learners to question assumptions and think laterally about the potential problems of non-compliance.

Many local authorities have now introduced a star-rating system for local restaurants based on their hygiene scores, and learners should be encouraged to research these sites.

Wherever possible, learners should be given opportunities to develop their skills in work-related activities, for example, lifting heavy items correctly or the adoption of safe working practices in relation to food handling or the process of HACCP in practice. Work experience or work placement would allow learners to assess for themselves how an outlet deals with relevant legislation and regulations. However, as this will not always be possible, teachers should consider the links made in the consortia with local hospitality employers and how they could be linked to teaching to bring the real-life impact of legislation on the workplace to the classroom.

The learner's personal, learning and thinking skills should be assessed in these opportunities and over time these skills should be developed and enriched so that the learner may understand that the whole industry relies on teams working together to deliver a safe and secure environment. This unit will emphasise the importance of respect and understanding of the requirements of individuals and groups, whilst striving to meet and maintain legislation.

The knowledge and skills gained from this unit will form a valuable basis of further work both at this level.

Level 2 Unit 2: Customer service skills for the hospitality industry

Level 2 Unit 4: Effective teamwork for the hospitality industry

Level 2 Unit 6: Hospitality service and current trends within the industry

Level 2 Unit 8: Preparing and cooking meals for a range of customers

Benefits can be obtained by delivering this unit in conjunction with any of the above units.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit through:

- work experience, where they will be able to observe legislation in the form of notices, leaflets and contracts issued to employees. Learners will also be made aware of the essential legislation before they participate fully as a member of a team, in the form of qualifications for food handlers, safe lifting procedures etc
- practical situations and themed events, fund-raising events where the learner can plan, carry out and reflect on their learning practices. These events will provide opportunities for learners to demonstrate practical skills such as self and team assessments and safe working practices and practical risk assessments.

## Suggested prior learning

Learners should be familiar with the basic legislation in the hospitality industry through work experience or part-time employment, where there are basic requirements identified and training required before employees can handle food. In addition they may have read about certain incidents relating to catering establishments and this may promote debate on which future learning could be based.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- plan and carry out research to investigate hospitality and catering legislation and regulation; this information is needed for completion of the assessment material
- explore issues events and problems from different perspectives when studying the legal rights of customers; this is achieved by undertaking visits to research health and safety provision within hospitality establishments
- summarise the basic elements and procedures of legislation and regulations and produce the assessment material to record the range of legislation and regulations within the hospitality establishments

### Team workers

- take responsibility showing confidence in themselves and their contribution  
learners will achieve this through the research and production of the report or leaflet showing the legal rights of customers

### Creative thinkers

- asking questions to extend their thinking which is needed for completion of the assessment material.

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

This unit provides opportunities for learners to be exposed to and work with a range of documents about legislation and regulations which impact on the hospitality industry. Writing skills can be augmented by the preparation of materials such as induction booklets and recording occasions when they have contributed to health and safety standards.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

### Books

Sprenger, R. A. (2007). *The Food Safety Handbook — Level 2*. Published: Highfield.co.uk Ltd. ISBN: 978-1904544951.

Stranks, J. W. (2007). *The A-Z of Food Safety*. Published: Thorogood. ISBN: 978-1854183798.

### Journals and magazines

- The Caterer
- Occupational Safety & Health

### Websites

- Directgov [www.direct.gov.uk](http://www.direct.gov.uk)
- First Aid Training [www.firstaidtraining.org.uk](http://www.firstaidtraining.org.uk)
- Food Standards Agency [www.food.gov.uk](http://www.food.gov.uk)
- Foodlink [www.foodlink.org.uk](http://www.foodlink.org.uk)
- Institute of Hospitality [www.instituteofhospitality.org.uk](http://www.instituteofhospitality.org.uk)
- Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)
- Royal Society for the Prevention of Accidents [www.rospa.com](http://www.rospa.com)
- formerly the Hospitality Training Foundation [www.people1st.co.uk](http://www.people1st.co.uk)

## Level 2 Unit 4: Effective teamwork for the hospitality industry

### What is this unit about?

The purpose of this unit is to introduce learners to the importance of teamwork and good communication in the hospitality industry. They will understand that it is a vibrant, fast-moving profession, and how effective teams of employees positively influence the success of many hospitality establishments. In contrast, learners will explore the consequences of ineffective teamwork. To develop their own team working skills, learners will promote and carry out a hospitality event and this experiential learning will enable the learner to see the impact of teamwork first hand. Learners will extend their understanding of how to deliver quality customer service and will see the link between customer service and effective communication skills, for use with customers and other team members.

Work-related learning in this unit provides the learner with a greater understanding of the different roles and structure to a team, including how to set and work to targets and team standards. Clearly defined team roles assist in developing a consistent approach and respect for each other which help to establish a strong work ethic. The knowledge of what makes an effective team and being able to communicate effectively are valuable transferable skills and knowledge, which can be applied to a variety of situations and industries and will remain valuable throughout life.

Employers will play an important role in this unit, since at an early stage they should be invited to speak to learners and reinforce the importance of teamwork to any organisations, giving examples from real life hospitality situations of ways in which teamwork has played an important part. Clearly defined team roles assist in developing a consistent approach and respect for each other which help to establish a strong work ethic. These are skills that can be transferred to any other industry and remain valuable throughout life.

This unit demonstrates the importance of teamwork, effective communication and customer service within the hospitality industry.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- effective participators
- creative thinkers
- team workers
- reflective learners.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 9 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know why teamwork is important in the hospitality industry and what makes an effective hospitality team	a describe the importance of effective teamwork and team interaction in the hospitality industry	
	b describe the importance of effective communication in a hospitality team	
2 Understand the impact of diversity and differences within a hospitality team	a compare the responsibilities and characteristics of different roles undertaken in a hospitality team	
	b identify potential differences which may arise between team members	
	c identify types of conflict that may arise between team members	
3 Understand how targets are set and performance is measured in hospitality teams	a describe how teams set, monitor and evaluate agreed targets	
	b explain how performance is measured against set targets	
4 Be able to work consistently and effectively as a team member in a variety of roles in hospitality	a respond appropriately to instruction, guidance or direction whilst working in a hospitality environment	
	b carry out a variety of roles adapting behaviour to suit different situations	TW3
	c work consistently and effectively as a team member to agreed standards	
	d respond appropriately to diversity within a team by showing fairness and consideration to others respecting views and beliefs that may differ from their own	TW4 EP6
	e take appropriate actions to reach agreements in order to resolve issues and achieve results	TW2

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

### Learning outcome 1

It should be emphasised to learners that an effective team is one which practises effective teamwork and team interaction; this could include good working relationships, agreed roles and the resolution of conflict. These are based on good communication and the ability to work together. Learners must be taught about the importance of effective teamwork within the hospitality industry, including:

- consistency of approach
- maintenance of communication chains.

In relation to the importance of communication, learners need to know about the following:

- the range of appropriate communication methods
- the importance of providing complete and accurate information
- the importance of listening and reviewing information.

### Learning outcome 2

In order for learners to be able to differentiate between various roles within a hospitality team, learners must know about the responsibilities and characteristics of these roles:

- manager
- supervisor
- shift leader
- team leader
- team member.

Learners must be made aware of the following types of conflict that may occur in hospitality establishments:

- conflict within their own team
- conflict within the wider team, ie the organisation
- conflicts that arise as a result of ineffective teamwork
- customer conflicts.

### Learning outcome 3

Learners must be taught how teams set and monitor targets.

This should include how they assess and review their team's performance and progress against targets and describe how teams set, monitor, measure and evaluate them

Learners must be advised to take into account how:

- consistency of approach of the team was maintained
- change was managed
- the team and the wider team worked together
- individual differences were respected and responded to
- common aims and objectives were met
- how targets were measured
- targets were set agreed, monitored and evaluated.

## Learning outcome 4

Learners must be able to respond appropriately to instruction, guidance and direction:

- agree communication methods
- listen clarifying as appropriate
- act on instructions, guidance and direction
- seek feedback
- respond to feedback.

When carrying out a variety of roles to achieve specified tasks and working consistently to agreed standards within a structured team learners should be instructed to focus on:

- communicating effectively during both busy and quiet times
- responding appropriately to instruction guidance and direction
- adapting behaviour to suit different roles and situations.

Learners must be made aware of the importance of working consistently and effectively as part of team, and the implications for the organisation if there is unrest or conflict within the team.

- work to an agreed standard
- agree and allocate tasks
- agree responsibility
- draw up check lists as aide memoir

Learners must be aware of courses of action that are used to resolve issues and organisational procedures for dealing with conflict by reaching agreements and managing discussions to achieve results.

- team meetings
- team target setting
- training sessions

Learners must know the importance of responding appropriately to diversity in a team, including cultural, ethnic, gender and other differences, by showing fairness and consideration to others. Learners must also be made aware of methods of effective communication with different individuals that make up hospitality teams including differences in

- role
- seniority
- gender
- ethnicity
- religion.

## Assessment

This unit is assessed through a centre-set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

In an industry where effective teamwork is absolutely vital to the success of a hospitality establishment this assignment is intended to allow the learner to demonstrate their ability to perform these tasks while working in a realistic, pressurised environment that relates to the hospitality industry.

This unit will be assessed through the assignment for Level 2 Unit 8: Preparing and cooking meals for a range of customers and recorded in a log book where the learner will work in small teams of between 4 to 6 learners and identify individual roles and responsibilities. The team will develop a production work plan to show time and resource planning. On the day of the event, individual learners will take responsibility for their own contribution and co-operate with others towards the team's objectives in delivering the meal to customers and make records of their own actions.

The learner will demonstrate that they can respond to instruction, guidance and direction and show that they can work consistently and effectively as a team, responding to differences within the team in a considerate manner. They should review the event to evaluate the team performance against the agreed standards and make recommendations for improvements.

An analysis of a case study is also required that focuses on the need for effective communication between teams, the importance of teamwork and the responsibilities and characteristics of teams and ways in which they evaluate their performance. The learner will be asked to define the types of conflict that may occur within teams and will be asked to recommend ways in which it may be resolved.

### Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Demonstrate team working skills within a hospitality establishment	The following must be provided: <ul style="list-style-type: none"> <li>• production work plan</li> <li>• record of individual contribution</li> <li>• witness testimony</li> <li>• notes on a case study</li> </ul>	LO1 ,2, 3, 4

### Duration

The assessment is not time constrained. The following is a guide to appropriate times for the assessment activities:

Production plan: 2 hour

Practical activity: 4 hours

Preparation and presentation of records and report: 3 hours.

### Sector relevant purpose

The practical opportunities selected for providing teamwork must have a hospitality related purpose and context. This will ideally be in a real situation, but may be based wholly or in part on a given scenario with a realistic simulation.

## Demand

Learners will be required to work in small teams to plan a practical activity in a hospitality environment. They should take on specific roles throughout the activity responding to instruction, guidance and direction and demonstrate that they can work consistently and effectively as a team member, working towards team objectives.

They will produce a log book that records decisions taken, the team dynamics that affected the activity and a review of the event that evaluates team performance.

Learners will review a simple case study and will be asked to analyse the information given and draw conclusions, using examples, in a report on:

- effective communication in hospitality teams
- teamwork and team interaction in hospitality
- what makes an effective team
- the responsibilities and characteristics of different roles in the team
- how performance targets were set, agreed, monitored and evaluated.

The case study will include a situation where conflict has been identified and learners will be asked to define the types of conflict that may occur within teams and asked to recommend ways in which it may be resolved.

The report may be in any format (eg written report, oral report, fact sheets, etc).

## Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification.

Witness testimonies may be on a pre-prepared template provided for employers, supervisor, teacher or assessor to complete and sign.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know why teamwork is important in the hospitality industry and what makes an effective hospitality team	15	25%
2 Understand the impact of diversity and differences within a hospitality team	15	25%
3 Understand how targets are set and performance is measured in hospitality teams	18	30%
4 Be able to work consistently and effectively as a team member in a variety of roles in hospitality	12	20%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Know why teamwork is important in the hospitality industry and what makes an effective hospitality team	<p>Attempted to describe that teamwork is important in hospitality.</p> <p>Attempted to describe that communication is important in teams.</p>	<p>Described that teamwork and team interaction is important in hospitality with some examples.</p> <p>Described that effective communication is important in teams.</p>	<p>Described why teamwork and team interaction is important in hospitality with detailed examples.</p> <p>Described in detail why effective communication is important in teams.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand the impact of diversity and differences within a hospitality team	<p>Differentiated between the roles of the wider hospitality team members in relation to their own job role.</p> <p>Identified limited potential differences which may arise between team members.</p> <p>Identified limited types of conflict that may arise between team members.</p>	<p>Differentiated and shown a range of understanding between the roles of wider hospitality team in relation to their own job role.</p> <p>Identified potential differences which may arise between team members.</p> <p>Identified types of conflict that may arise between team members.</p>	<p>Differentiated and shown a comprehensive range of understanding between the roles of wider hospitality team in relation to their own job role.</p> <p>Identified a range of potential differences which may arise between team members.</p> <p>Identified a range types of conflict that may arise between team members.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
3 Understand how targets are set and performance is measured in hospitality teams	<p>Attempted to clarify how the team set targets, with consideration for their monitoring and evaluation.</p> <p>Limited explanation how performance is measured against set targets.</p>	<p>Identified how the team set and monitored targets, evaluating their effectiveness.</p> <p>Explained how performance is measured against set targets.</p>	<p>Explained in detail how the team set and monitored targets, evaluating their effectiveness with examples.</p> <p>Explained in detail how performance is measured against set targets.</p>

## Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to work consistently and effectively as a team member in a variety of roles in hospitality	<p>Sometimes responded appropriately to instruction, guidance or direction.</p> <p>Attempted to record some job roles prior to carrying out. Adapted behaviour to suit different situations.</p> <p>Defined limited reasons as to why teamwork and consistency of approach are important when working towards agreed standards.</p> <p>Shown limited understanding of the importance of responding to differences within a team by showing fairness and consideration.</p> <p>Attempted to take actions to reach agreements.</p>	<p>Usually responded appropriately to instruction, guidance or direction.</p> <p>Basic range of job roles researched prior to carrying out. Adapted behaviour to suit different situations.</p> <p>Defined a range of reasons as to why teamwork and consistency of approach are important when working towards agreed standards.</p> <p>Shown an understanding of the importance of responding to differences within a team by showing fairness and consideration.</p> <p>Took actions to reach agreements in order to attempt to resolve issues and achieve results.</p>	<p>Always responded appropriately to instruction, guidance or direction.</p> <p>Comprehensive range of job roles researched prior to carrying out. Adapted behaviour to suit different situations.</p> <p>Defined and shown a comprehensive understanding as to why teamwork and consistency of approach are important when working towards agreed standards.</p> <p>Shown a clear and comprehensive understanding of the importance of responding to differences within a team by showing fairness and consideration.</p> <p>Confidently taken actions to reach agreements in order to resolve issues and achieve results.</p>

## Guidance for delivery

This is an active unit which allows ample opportunity for learners to practise and develop their teamwork and communication skills when dealing with colleagues and customers. Throughout time these skills should be developed and enriched so that the learner may understand that the whole industry relies on teams to work together as well as an individual working in one of those teams.

They should be aware of, understand and respect the diversity within a team eg differences in gender or ethnicity, cultural or religious background and special needs, whilst striving to maintain legislation, quality systems, customer care policies and service level agreements.

Employers are very specific about the types of skills learners should demonstrate when working in a hospitality environment – being able to ‘meet and greet’ effectively, presenting themselves appropriately, having good eye contact and confident body language are all important.

The learners may work in small teams in order to identify each team member’s individual role and responsibility, taking into account team dynamics and a written explanation of why they put a certain person into this job role. This unit should be delivered in conjunction with Level 2 Unit 6: Hospitality service and current trends within the industry, and Level 2 Unit 7: Techniques for food preparation and servicing. There are further opportunities to assess the communication skills in this unit within Units 7 and 8, and this evidence of the learners’ work should be supported by witness statements from colleagues, supervisors, and/or teachers.

This unit has links with Level 2 Unit 2: Customer service skills for the hospitality industry, Level 2 Unit 6: Hospitality service and current trends within the industry and Level 2 Unit 7: Techniques for food preparation and serving. Prior learning within Level 1 Unit 3: Skills for success in the hospitality industry may also be used as a foundation for learning within this unit. Co-teaching and using the data from this unit as the basis for further work may be used as a progression to Level 3 Unit 3: Building and developing effective hospitality teams.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained by this unit through:

- opportunities in the learner’s centre to demonstrate competence by working individually and as part of a team
- work experience where teamwork is an inescapable part of the hospitality industry
- realistic hospitality services , themed events and fund-raising events where the learner can plan, carry out and reflect on their learning practices both as an individual and as part of a team
- team working will also apply and may be cross-referenced to other topics both within the principal and specialist learning.

## Suggested prior learning

Learners should be familiar with developing skills necessary to work in the hospitality industry. They will have gained valuable experience of working in teams from their general life experience at school, in extracurricular activities, socially, and at home.

Learners progressing from the Level 1 Diploma in Hospitality will benefit from knowledge, understanding and skills gained from Level 1 Unit 3: Skills for success in the hospitality industry.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- exploring issues, events or problems from different perspectives when planning a service or event
- considering the influence on customers and colleagues of circumstances, beliefs and feelings relating to decisions on events during planning
- supporting conclusions, using reasoned arguments and evidence during team meetings

### Creative thinkers

- asking questions to extend their thinking whilst planning an event and carrying out research on a hospitality organisation
- connecting own and others' ideas and experiences in inventive ways by trying out suggested new ideas within team meetings
- questioning own and others' assumptions

### Reflective learners

- assessing themselves and others, identifying opportunities and achievements when reviewing and evaluating their own and the team's performance
- inviting feedback on performance from team members at all levels, and dealing positively with praise, setbacks and criticism
- applying feedback and evaluation to inform future learning

### Team workers

- working with others towards common goals in a hospitality context
- reaching agreements, managing discussions to achieve results during team meetings and day-to-day operations
- adapting behaviour to suit different roles and situations when communicating with a range of customers and colleagues
- showing fairness and consideration to others when communicating
- taking responsibility, showing confidence in themselves and their contribution when dealing with customers and acting as team leader
- providing constructive support and feedback to others when evaluating performance and on a day-to-day basis

### **Self-managers**

- working towards goals within a hospitality team, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions when acting as team leader and striving for common team goal
- deal with competing pressures, including personal and work related demands, by ensuring targets are met

### **Effective participators**

- discussing issues of concern during team meetings and on a day-to-day basis working within a hospitality establishment, seeking resolution when needed
- proposing practical ways forward, breaking these down into manageable steps eg when planning a service or event
- identifying improvements that would benefit others as well as themselves following evaluation of service or event
- trying to influence others, negotiating and balancing diverse views to reach workable solutions.

## **Opportunities for Functional Skills development**

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

Team working is a very practical subject but there will be opportunities throughout this unit to develop learners' writing skills for a number of purposes such as setting and monitoring of common aims and objectives, providing information to other team members in the form of messages or instructions and maintaining logs. Clearly there will also be numerous and diverse opportunities to develop learners' verbal communication skills whilst working as part of a team.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

### Books

Boella, M.; Goss-Turner, S. (2005). *Human Resource Management in the Hospitality Industry*.  
Published: Butterworth-Heinemann. ISBN: 978-0750666367.

van der Wagen, L.; Davies, C. (2000). *Supervision and Leadership in Tourism and Hospitality*.  
Published: Thomson Learning. ISBN: 978-0304706860.

### Websites

- Caterer and Hotelkeeper [www.caterer.com](http://www.caterer.com)
- Human Relief Foundation [www.hrf.org.uk](http://www.hrf.org.uk)
- formerly the Hospitality Training Foundation [www.people1st.co.uk](http://www.people1st.co.uk)

## Level 2 Unit 5: Basic business and financial principles for the hospitality industry

### What is this unit about?

The purpose of this unit is to enable learners to understand the use of business and financial principles in order to generate profits and operate a successful hospitality business.

Learners will understand the relationship between income, costs and profit and develop skills to support them in both their personal and working life, through managing resources to the best advantage.

Learners will be introduced to basic financial documents such as the profit and loss account and basic budgets and cost control, including understanding the categorisation of fixed and variable costs. They will learn to apply theoretical learning to practical situations, which can be used across many of the Principal Learning units drawing on the financial skills needed to successfully run a hospitality business.

This unit will assist learners in understanding and applying basic financial concepts that affect any 'for profit' industry, and will encourage them to examine ways in which they could transfer the same skills to other situations. The skill of managing finance to its best advantage is one that will serve learners well throughout their lives. Developing this skill will involve building Personal, Learning and Thinking Skills, and applying them to the strategies common in the hospitality industry for the increase of profit levels.

Links with employers from relevant establishments will explain, with practical examples, essential financial management in any business and learners will begin to understand the use of basic business and financial practice and terminology through exposure to the hospitality industry.

The theme for the unit is 'Business and Finance'. This unit delivers this theme by introducing learners to the basic terminology in general use and the importance of business and financial principles to operating a successful business. The unit will focus on the importance of business and finance to the hospitality industry, but learners will also be made aware of the transferability of this skill into all other industries.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- reflective learners.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 9 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are shown in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the basic financial principles relevant to the hospitality industry	a identify types and properties of costs, using appropriate terminology	
	b describe the basic financial principles used in the hospitality industry	
2 Understand the factors that affect profitability	a explain how costs are controlled in the hospitality industry	
	b explain the importance and use of budgets	
	c describe break-even analysis	
3 Understand how financial information is used to inform business decisions	a explain the relationship between income, costs and volume and the effect on profits and break-even for hospitality establishments	
	b interpret the basic financial documents used in the hospitality industry	
4 Be able to construct basic financial documents	a construct basic financial documents using financial calculations, including break-even analysis	
	b communicate basic business and financial information using appropriate terminology in relevant ways for different audiences	RL6
	c support conclusions, using reasoned arguments and evidence	IE6

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

Learners must be taught from the beginning of the unit that financial principles form an essential part of the Diploma, and they should be encouraged to apply the skills and practice them at every opportunity and within other units of the Diploma. They should be assisted to review their work and when appropriate re-do aspects of it until they and the teacher are satisfied that learning has taken place.

It is important that, through the Level 2 Hospitality Principal Learning, that learners receive a broad experience of the whole industry as possible. Teachers are urged to refer to, and use examples from, each of the seven sub-industries within the industry profile where appropriate and relevant.

- hotels
- restaurant
- pubs, bars and nightclubs
- contract food service providers
- hospitality services
- membership clubs
- events.

### Learning outcome 1

Learners will need to have basic information on the following business principles and terminology.

Learners must be taught about the properties of different types of costs as defined by the hospitality industry ie costs that may be out of immediate and direct control such as premises, rising food costs

- fixed costs
- variable costs
- semi variable or marginal costs.

They must have an understanding of the following business financial principles, as a minimum:

- gross profit, net profit, cash sales, credit and cash flow
- income and expenditure components, ie food costs, room revenue, food and beverage and miscellaneous revenue against fixed, variable and marginal costs.

### Learning outcome 2

Learners must be taught about ways in which costs are controlled in the hospitality industry.

- portion control
- stock control
- internal audit

Learners must be able to describe the importance of a budget to a hospitality establishment and how they are used to maximise profit

- budgeted or forecast in comparison to actual
- cash flow
- profit and loss
- staffing budget.

Learners must be taught how break even points are calculated and analysis used to inform financial decisions in hospitality establishments.

### Learning outcome 3

Learners must be taught about the relationship between costs, income and volume and how changes in costs or income affect profits in hospitality establishments:

- rising food costs
- rising labour costs
- reduction in level of sales
- political, economical, social and technological changes.

Learners must be taught how a method of cost control may affect the break even point and be able to show how they can adapt ideas when circumstances change:

- portion control
- yield management.

In order to interpret basic financial documents, learners must be taught to identify issues or questions and to analyse information.

Learners must also be taught how circumstances may change which will affect profitability and break-even, so they must be able to review and adapt their recommended solutions to issues over time. This may be as a result of the changes in any of the following factors:

- political
- economic
- social and
- technological.

### Learning outcome 4

Learners must be taught to calculate income, costs, profit and break even points, and to use financial information to construct financial documents commonly used in the hospitality industry, including:

- simple budgets
- cash flow
- volume eg sales mix
- balance sheets
- simple profit and loss accounts
- simple analysis of ratios that are of value to businesses
- costs and simple budgets in hospitality establishments
- basic break-even analysis for a hospitality product or service.

In order to achieve this Learning outcome and succeed in the unit, learners will need to be able to communicate financial information and their conclusions to different audiences, using appropriate terminology.

Learners must be taught basic business and financial terminology, including:

- assets and liabilities
- budgets
- gross profit
- net profit
- cash sales
- credit and cash flow
- fixed and variable costs
- break even
- financial forecasts
- learners need to be provided opportunities to develop their skills of analysis and of providing reasoned arguments to support their conclusions.

## Assessment

This unit is assessed through a centre-set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

The learner will complete an assignment that will focus on the importance of finance to the success or failure of a hospitality business, bringing together all aspects of costs and income control in hospitality and should deal with the relationship between income, costs and profits and through the use of a practical exercise, such as the planning of an event or situation.

Controls should be applied, where appropriate, in accordance with the guidance on pages 107–111 of the specification, and evidence should be kept for moderation purposes. 6 hours should be spent on preparation for the assessment, a maximum of 3 hours for any work done under controlled conditions.

### Task setting

Internal assessments must aim to be holistic in nature. Learners must be provided with the basic business and financial data related to a hospitality business situation or event.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Produce a financial plan for a hospitality event/business including: a use of basic budget b cost classification and analysis c income and volume forecasts d break-even point e forecast profit and loss accounts	The following must be provided: <ul style="list-style-type: none"><li>report or presentation or transcript of communication</li></ul>	LO1, 2, 3, 4
Review the plan and reasoning in Task 1 and make recommendations	The following must be provided: <ul style="list-style-type: none"><li>report or presentation or transcript of communication</li></ul>	LO4

### Duration

The assignment, which will be completed over a series of lessons under classroom conditions and will take approximately 9 of the 60 guided learning hours available for this unit. A presentation should be no longer than five minutes.

### Sector relevant purpose

The development of a financial plan will relate to many of the other Principal Learning units and the hospitality sector in general. When planning an event of this nature one of the key drivers is financial success. The plan must be for a hospitality business.

### Demand

The written report of the financial plan should be no longer than one page for each business financial category.

Communication could be in the form of a letter or email and no more than one page long.

A presentation should be no longer than five minutes and could be delivered in the form of a display, use of OHP or electronically.

## Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification.

Learners must also be provided with a clear specification of the overall business purpose and the target audience for whom they will produce their report and recommendations.

This would enable assessment for this unit to be linked to Level 2 Unit 6: Hospitality service and current trends within the industry. By linking the two units and following similar assessment patterns learners will have the opportunity to practice, to reflect on and repeat their practice in order to improve performance and apply learning to new situations.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the basic financial principles relevant to the hospitality industry	9	15%
2 Understand the factors that affect profitability	12	20%
3 Understand how financial information is used to inform business decisions	21	35%
4 Be able to construct basic financial documents	18	30%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the basic financial principles relevant to the hospitality industry	<p>Identified some basic types of costs and used some terminology.</p> <p>Described some basic business financial principles that relate to gross and net profit.</p>	<p>Identified types of costs and some properties of costs using some terminology.</p> <p>Described basic business financial principles in order to determine gross and net profit.</p>	<p>Accurately identified a range of costs and properties of costs use appropriate terminology.</p> <p>Accurately described the application of basic business financial principles in order to determine gross and net profit.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand the factors that affect profitability	<p>Explained the importance of some costs and stated a limited number of methods of control.</p> <p>Explained a basic budget.</p> <p>Attempted to describe the basic components of break-even points.</p>	<p>Explained the importance of costs in hospitality establishments and described a number of methods of control.</p> <p>Explained the importance and use of budgets in the hospitality industry.</p> <p>Described the basic purpose and basic components of break-even points.</p>	<p>Accurately explained the importance costs in hospitality establishments giving examples where they might be found and explained in detail methods of control.</p> <p>Explained in detail the importance of working within a budget and the use of budgets in the hospitality industry.</p> <p>Accurately described the purpose and basic components of break-even points.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
3 Understand how financial information is used to inform business decisions	<p>Explained the links between income and costs.</p> <p>Listed the main points of break-even and attempted break-even chart.</p> <p>Identified some costs that may affect break-even and attempted to adapt ideas to changes.</p> <p>Reviewed costs from the break-even chart in relation to determining selling price.</p>	<p>Explained some aspects of the relationship between income, costs and volume.</p> <p>Given basic components of break-even and completed break-even chart.</p> <p>Explained changes to costs that affect break-even point and attempted to adapt ideas to changes.</p> <p>Reviewed costs and drew some conclusions from the break-even chart to determine the selling price.</p>	<p>Explained the relationship between income, costs and volume and their effects on profit.</p> <p>Described the purpose and the main components of break-even, accurately completed break-even chart.</p> <p>Accurately explained changes to costs that affect break-even point and adapted ideas to changes.</p> <p>Reviewed all costs and drew conclusions using the break-even chart to determine and evaluate selling price.</p>

## Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 12 marks	13 to 18 marks
4 Be able to construct basic financial documents	<p>Constructed basic financial documents and used limited calculations.</p> <p>Communicated simple information to a variety of audiences using some relevant terminology to support conclusions.</p> <p>Attempted to support conclusions using evidence.</p>	<p>Constructed basic financial documents including break-even analysis and used some financial calculations.</p> <p>Communicated basic business financial information to a variety of audiences using relevant terminology to support conclusions.</p> <p>Supported conclusions using appropriate evidence.</p>	<p>Constructed all basic financial documents including break-even analysis and accurately used financial calculations.</p> <p>Clearly communicated basic business financial information to a variety of audiences accurately using relevant terminology to support conclusions.</p> <p>Supported detailed conclusions, using reasoned arguments and evidence.</p>

## Guidance for delivery

This unit deals with a subject that many learners find difficult to grasp, and will benefit from a very practical approach. Many learners will have experienced budgets, costs and income at a personal level rather than in a work-based scenario and the former should be used for benefit. For example, saving to make a purchase may be over a period of time when pocket money, odd jobs and presents may present opportunities for calculations of income and expenditure. It will be useful to encourage learners to summarise their own weekly budget and income and expenditure.

Links to local hospitality establishments must be made early in the course in order that learners can relate theoretical aspects of the work to practical examples given by employers. Although there may be issues of confidentiality regarding actual financial performance, it should be possible for learners to gain experience of the practical costing and results of individual events at the basic level required for this unit.

Many of the other Principal Learning units will draw on the financial skills needed to be successful. For example, in Level 2 Unit 8: Preparing and cooking meals for a range of customers, learners will need to cost menus and commodities to see if the organisation is making a profit. In Level 2 Unit 2: Customer service skills for the hospitality industry the customer service, learners will discover how important the relationship is between good service and financial success. Consequently teachers must take every opportunity to integrate the unit with other topics in the Diploma in order that learners see the relevance of the subject and gain an understanding of why it is important.

The teaching of simple budgets could be related to the management of personal money, as well as situations that occur within the Diploma. For example, some units may call for the planning of a practical activity, and the teaching of costs and income could be integrated into this work. Calculations relating to costs and volume should also form part of Level 2 Unit 8: Preparing and cooking meals for a range of customers, and it would be helpful for both learners and teachers if these two units could be integrated in order to show how important the control of costs is to any establishment. The teaching of topics such as break even could be linked into the front office area, where fixed and variable costs can be calculated and used to demonstrate to learners how factors such as increasing or decreasing prices, or the sale of more rooms, can be a deciding factor in reaching break-even.

Ideally a discussion should be facilitated to allow the learners to debate a range of options that are open to them when seeking to make profits. Learners could then be encouraged to develop their skills as independent enquirers identifying questions that need to be asked and ways in which information can be evaluated and analysed in order to present a reasoned conclusion to investigations and arguments.

In a typical assignment, the learners will plan the event (or will be provided with planning details of an exemplar service); calculate the initial costs ie forecast; review the opportunities to increase profit; and communicate the financial planning to suppliers or customers. They will then run or simulate the event, re-do the profit and loss account, and review the relative financial success of the plan. There should be opportunities for individual reviews after each task when learners can be given feedback and the chance to redefine their work.

On completion of this unit, learners will understand and be able to apply basic financial concepts.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit by:

- participating in group discussion where they can extend their knowledge and share experiences
- work experience where they can experience a variety of different control methods in place and familiarise themselves with hospitality terminology
- visits to hospitality establishments where they will benefit by speaking with employers to gain valuable background information that they can draw on for their assignments

- visiting lecturers from industry will provide the learners with up-to-date and inside information on the importance of budgeting and control processes to the success of a business
- practical situations within school/college such as themed events, fund raising events – this type of activity will provide learners with ideal opportunities to demonstrate their knowledge of the importance of budgeting, the relevance of calculating and controlling costs as part of their forecast against actual profit
- part-time employment where they may be actively involved in the recording and calculation of costs, selling price and the effects of changes to income and the control measures that are in place to ensure that establishments are within budget
- voluntary work where they may be exposed to collection or recording of income and expenditure
- work shadowing where they will gain valuable insights into the way in which business functions
- case studies and role plays all using up-to-date information from the hospitality industry.

## Suggested prior learning

It would be helpful for learners to have reached an appropriate level of basic numeracy, although this could be addressed through Functional Skills. Learners will have experienced some form of budgetary and financial planning even if only on a small and personal level. Some learners may have had additional income or expenditure experience from:

- part-time employment
- family chores
- holiday spending money etc
- leisure activities eg Guides, Scouts etc
- voluntary or charity work.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- identifying questions to ask and problems to solve when interpreting basic financial documents
- using reasoned arguments to support conclusions in relation to strategies to increase profits

### Creative thinkers

- making use of questions to examine assumptions relating to changes in break-even

### Reflective learners

- communicating in relevant ways to different audiences using appropriate hospitality terminology
- evaluating experiences and learning to inform progress, particularly when examining break-even and changes in profit

### Team workers

- reaching agreements, managing discussions to achieve results when discussing business opportunities and changes to profits

### Self-managers

- organising time and resources, prioritising actions while working on assignments

### Effective participators

- discussing areas of concern, and seeking resolution where needed when examining problems.

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

This unit will introduce learners to terms and concepts which will require understanding and skills in both areas of language and mathematics. Once terms such as profit, loss and break-even are understood the necessary mathematical skills will need to be developed so as to effectively plan an event. As well as new vocabulary the ability to communicate with the event stakeholders will also require the development of writing skills in order to suit different purposes and audiences.

## Suggested learning resources

### Books

Lightowlers, P. M.; Wood, F. (1983). *Accounting in the Hotel & Catering Industry*. Published: Longman. ISBN: 978-0582413405.

### Journals and magazines

- Hospitality
- Caterer and Hotelkeeper

### Websites

- |   |  |
|---|--|
| • Teachernet  | <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>                   |
| • British Association of Hospitality Accountants          | <a href="http://www.baha-uk.org">www.baha-uk.org</a>                               |
| • Institute of Hospitality                                | <a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a> |
| • British Hospitality Association                         | <a href="http://www.bha-online.org.uk">www.bha-online.org.uk</a>                   |
| • People 1st formerly the Hospitality Training Foundation | <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>                       |

## Level 2 Unit 6: Hospitality service and current trends within the industry

### What is this unit about?

The purpose of this unit is to introduce learners to how food and beverages are served to customers in the wide range of food and beverage service offered across the hospitality industry. As the industry is varied and includes establishments as diverse as fine dining, staff and welfare catering, fast food outlets and ethnic catering, so the is the food and beverage service offered. This unit also gives learners an opportunity to develop a range of food service skills that can lead to part-time employment opportunities or transferable skills such as customer service that can also be used to gain employment in other industries such as retail.

The hospitality industry is fast moving and exciting and needs to be at the forefront of new trends and developments in providing food and beverages. Learners will have the opportunity to investigate the changes that impact on the hospitality industry and the trends driven by the industry itself. The issues of sensible drinking and retailing are set to influence the hospitality industry as a whole, and learners will look at the implication of these issues for the industry.

Learners will develop practical skills including those relating to the important aspects of working safely, which they can develop and apply through the work experience component of the Diploma.

This unit introduces learners to the importance of providing a food service operation to customers in a safe and efficient way. It also focuses on the importance of meeting and fulfilling customer needs, delivering customer satisfaction and the implications of poor service to the establishment.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- effective participators
- creative thinkers
- team workers
- reflective learners.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 12 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the range of food and beverages and different methods of service available in UK hospitality establishments	a describe the range of food and beverages available in the UK hospitality industry including those from other cultures	
	b describe the different methods of service available in the UK hospitality industry	
2 Understand the impact of changes and trends in the hospitality industry related to the serving of food and beverages	a summarise the impact of changes and trends with the hospitality industry from different perspectives	IE3
	b explain the impact of changes in external factors on the hospitality industry	
	c explain the meaning and definition of sensible drinking and retailing and their effect on the hospitality industry	
3 Be able to serve a range of food and beverages to a range of customers	a demonstrate food and beverage service skills to an appropriate standard and to a range of customers to suit roles and situations	TW3
	b meet and greet customers effectively	
	c take customers orders accurately and efficiently	
	d serve a range of food and beverages prioritising actions and organising time effectively	SM3
4 Be able to evaluate their own and others' contribution to the maintenance of a safe working environment, when providing food and beverage services	a demonstrate the ways in which they ensure a safe working environment for themselves and customers	
	b describe the consequences of unsafe behaviour	
	c report legal and regulatory issues to a responsible person	
	d evaluate their own and their colleagues' contributions towards maintaining a safe working environment	RL1

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

### Learning outcome 1

Learners must know the range of food and beverages available in the different establishments that comprise the UK hospitality industry.

Range of food and beverages would include:

- full meals
- snacks
- fast food
- ethnic food
- vegetarian.

Cultures that influence the range of food available in the UK that learners must be taught about should include:

- Asian; Indian, Thai, Chinese, Japanese
- Mediterranean
- Caribbean
- Mexican.

Range of establishments would include:

- hotels
- restaurants
- pubs, bars and nightclubs
- contract food service providers
- hospitality services
- membership clubs
- events.

Learners must be familiar with the different methods of service available in the hospitality industry, including:

- family
- plate
- buffet
- counter
- vending.

### Learning outcome 2

Learners must be encouraged to explore issues and events from different perspectives when looking at the impact of changes and trends on the hospitality industry. Teachers may pose the following questions to learners:

- How has the hospitality industry coped with change such as the no smoking ban and other legislation?
- How has the hospitality industry changed to ensure they keep up with present trends in food?
- How has the hospitality industry changed to ensure they keep up with present trends in beverages?
- How has the hospitality industry changed to ensure they keep up with present trends in food and beverage service?

Learners will need to understand the meaning and definitions of sensible drinking and retailing, and the related issues including:

- happy hours
- binge drinking
- cheap alcohol
- alcopops
- underage drinking.

### **Learning outcome 3**

Learners must be able to demonstrate food and beverage service to a range of customers and adapt behaviour to suit roles and situations:

- different styles of service – silver service/buffet/counter/plate/family
- different venues
- different client groups – mature/young/families/parties.

Different customers will require different standards and learners must adapt their behaviour accordingly. Equally the learner will perform a variety of roles and this should be reflected in change to behaviour;

- waiter/waitress
- wine waiter/waitress
- server
- head waiter/waitress.

Learners must be able to demonstrate effective customer service by:

- checking customer requirements
- meeting and greeting
- arranging seating if necessary
- providing menu
- offering drinks.

They must be able to take orders from customers accurately and efficiently;

- explain menu
- offer specials or dish of the day
- record order (manually or POS)
- pass order to kitchen
- advise client of delay if appropriate.

Learners must be able to show that they can organise their time effectively and prioritise their actions while serving a range of food and beverages:

- take orders accurately and efficiently
- liaise with kitchen/bar
- keep customers informed
- keep tables cleared
- relay place settings for service
- replenish drinks.

## Learning outcome 4

Learners must be able to demonstrate ways in which they create a safe working environment for themselves and others by showing an awareness of:

- food safety
- chemicals
- lifting techniques
- storage
- cleaning routines linked with hazards
- fire safety
- cleanliness of the working environment.

They must be aware of, and able to describe the consequences of unsafe behaviour

- accidents to employees or customers
- legislation arising from above
- food safety regulations
- publicity/possible closure from failing to adhere to above.

They must understand the importance of reporting legal and regulatory issues to a responsible person

- review of current health and safety procedure
- risk assessments
- potential legislation
- analysis of training needs.

Learners should be able to evaluate their own and their colleagues' contributions towards maintaining a safe working environment. This could be in the form of

- use of risk assessment to self evaluate
- use of risk assessment evaluate others
- safety checklist
- summary of main points to feedback
- recording of re-action
- suggestions for improvement.

## Assessment

This unit is assessed through a centre-set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

The learner will complete a practical assignment that will enable them to demonstrate their understanding of a range of food and beverage establishments by delivering food service in different situations and to different client groups. They will be able to demonstrate that they have appropriate customer care skills and that they can work safely and effectively in teams. They will investigate the impact of change and different trends upon the hospitality industry. They will use basic research methods to draw conclusions on the impact of some of the changes and trends which they will use to produce displays of their main findings.

The practical assignment will include a planning phase, implementation, review and proposed changes for future sessions and the learner will be assessed through worksheets and observation checklists after each practical session.

Research into the provision of food and beverage and the methods of service and changing trends and the results of the investigations will be undertaken under controlled conditions. This unit could be taught in conjunction with Level 2 Unit 2: Customer service skills for the hospitality industry and Level 2 Unit 4: Effective teamwork for the hospitality industry as this will assist learners to see the interrelationship of units and topics.

### Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Serve food and beverages	The following must be provided: <ul style="list-style-type: none"> <li>• plan of service</li> <li>• record of customer service methods and procedures</li> </ul>	LO1, 3
Evaluate hospitality responsibility	The following must be provided: <ul style="list-style-type: none"> <li>• a safety evaluation</li> <li>• fact sheets, a series of posters, etc</li> </ul>	LO2, 4

### Duration

The assessment is not time constrained. The following is a guide to appropriate times for the assessment activities:

Service plan: 1 hour

Practical activity: 4 hours

Preparation and presentation of records: 3 hours

Preparation and presentation of report and safety evaluation: 4 hours

Preparation and presentation will be completed over a series of lessons under classroom conditions.

### Sector relevant purpose

Learners are to serve food and beverages for a hospitality establishment. This will ideally be in a real situation, but may be based wholly or in part on a given scenario with a realistic simulation. The evaluation of the responsibility for health and safety and to adapt to changes and trends must also be related to the hospitality industry.

## Demand

Learners will prepare an area for two different types of service and then serve food and beverages for different customers.

Learners will have to plan the service and identify suitable food and beverages to serve in the practical situation from the range of food and beverages and the different types of service available in the UK.

Evidence of providing service can be in the form of menus, completed orders, witness testimony, etc

During the practical assessment, learners must reflect on the importance of working in a safe environment and health and safety for individuals, colleagues and customers by evaluating their own and others performance of health and safety procedures.

They will also have to investigate the hospitality industry's responsibility to respond to changes and trends, such as the focus on sensible drinking, and these will be reflected in documentation eg fact sheets or a series of posters that will be distributed or displayed in the school or college food service area.

As part of this assignment is taking place as group work, the learner must present their own evidence and be able to identify the exact work which they have carried out. This identification should be submitted as part of the evidence.

The presentation of evidence can be in any format (written report, oral report, fact sheets, a series of posters, etc).

## Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification.

Witness testimonies may be on a pre-prepared template provided for employers, supervisor, teacher or assessor to complete and sign.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the range of food and beverages and different methods of service available in UK hospitality establishments	9	15%
2 Understand the impact of changes and trends in the hospitality industry related to the serving of food and beverages	12	20%
3 Be able to serve a range of food and beverages to a range of customers	27	45%
4 Be able to evaluate their own and others' contribution to the maintenance of a safe working environment, when providing food and beverage services	12	20%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the range of food and beverages and different methods of service available in UK hospitality establishments	<p>Attempted to describe the range of food and beverages available in the UK hospitality industry including those from other cultures.</p> <p>Limited description, mostly accurate of the range of food and beverages and methods of service.</p>	<p>Described the range of food and beverages available in the UK hospitality industry including those from other cultures.</p> <p>Adequate and accurate description of the range of food and beverages and methods of service.</p>	<p>Described in detail the range of food and beverages available in the UK hospitality industry including those from other cultures.</p> <p>Extensive and accurate descriptions of the range of food and beverages and methods of service.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand the impact of changes and trends in the hospitality industry related to the serving of food and beverages	<p>Attempted to summarise some of the changes and trends on the hospitality industry from different perspectives.</p> <p>Limited explanation the impact of changes in external factors on the hospitality industry.</p> <p>Limited explanation of how a retailer can influence customers drinking habits providing limited information and images.</p>	<p>Summarised the impact of changes and trends on the hospitality industry from different perspectives.</p> <p>Explained the impact of changes in external factors on the hospitality industry.</p> <p>Explained how a retailer can influence customers drinking habits demonstrating an understanding of the issues using information and images.</p>	<p>Clearly summarised the impact and reasons for the changes and trends on the hospitality industry from different perspectives.</p> <p>Explained in detail the impact of changes in external factors on the hospitality industry.</p> <p>Explained in detail how a retailer can influence customers drinking habits demonstrating a clear and concise understanding of the issues using detailed information and images.</p>

## Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 9 marks	10 to 18 marks	19 to 27 marks
3 Be able to serve a range of food and beverages to a range of customers	<p>Made some attempt to adapt behaviour when demonstrating food service skills to suit roles and situations.</p> <p>Greeted the customer but with little or no particular interaction.</p> <p>Taken customer order, which required clarification. Gave customer no help or guidance with the menu.</p> <p>Served the customers to an acceptable level but with little organisation prioritising actions and organising time effectively.</p>	<p>Generally adapted behaviour when demonstrating food service skills to suit roles and situations.</p> <p>Greeted the customer with a smile and a suitable greeting.</p> <p>Taken customer order giving some help with the content of the menu, and wrote the check to a satisfactory standard.</p> <p>Served the customers observing correct procedures and in an organised manner, prioritising actions and organising time effectively. Ensured the customer was happy throughout the meal experience.</p>	<p>Consistently adapted behaviour when demonstrating food service skills to suit roles and situations.</p> <p>Greeted the customer warmly with appropriate body language, a smile and a welcoming greeting.</p> <p>Taken customer order providing guidance to the guest on the different dishes on the menu. Wrote the check clearly and accurately.</p> <p>Served the customers observing correct procedures and working in a well-organised manner. Anticipated customer's requirements and served with speed and efficiency prioritising actions and organising time effectively.</p> <p>Ensured the customer was happy throughout the meal experience.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to evaluate their own and others' contribution to the maintenance of a safe working environment, when providing food and beverage services	<p>Attempted to demonstrate the ways in which they ensure a safe working environment for themselves and customers.</p> <p>Attempted to describe the consequences of unsafe behaviour.</p> <p>Attempted to record health and safety regulatory issues to responsible persons.</p> <p>Limited description of own and colleagues' practice and attempted to provide a safe working environment for customers.</p>	<p>Basic demonstration of the ways in which they ensure a safe working environment for themselves and customers.</p> <p>Described the consequences of unsafe behaviour.</p> <p>Recorded example of health and safety regulatory issues and reported it to responsible persons.</p> <p>Described and attempted to evaluate the contribution towards safe working practices of self and colleagues and attempted to provide a safe working environment for customers.</p>	<p>Comprehensive demonstration of the ways in which they ensure a safe working environment for themselves and customers.</p> <p>Provided clear and concise summary of the consequences of unsafe behaviour.</p> <p>Recorded in detail health and safety regulatory issues and reported them to responsible persons.</p> <p>Reviewed and evaluated the contribution towards safe working practices of themselves and colleagues and demonstrated how they have ensured a safe working environment for customers.</p>

## Guidance for delivery

For this practical unit teachers should use a broad range of techniques and information gathered in other topic areas. These should include practical food service sessions, lectures, discussions, site visits and guest speakers. Learners should be encouraged to record information gained from these events for future reference and they could devise a questionnaire or sample questions to complete during an external visit or a guest speaker presentation.

Teachers should encourage the learners to research using the internet and/or local library resources and to seek opportunities for practical work in the hospitality industry within different styles or environments.

The learners should be given opportunities to work on their own and as part of a team. Teachers should complete observation checklists for the practical assessments relating to two different styles of food service. If learners complete practical work experience within a food service environment they should collect evidence relating to methods of service, range of food and beverages offered, and health and safety issues.

Learners will also evaluate their own and others' safe working practices which will require them to apply their knowledge of health and safety, food safety and legislation. This unit therefore links well with the following units at Level 2:

Level 2 Unit 2: Customer service skills for the hospitality industry

Level 2 Unit 3: Legislation and regulations for the hospitality industry

Level 2 Unit 4: Effective teamwork for the hospitality industry

Level 2 Unit 7: Techniques for food preparation and serving

Although there are no Assessment criteria for clearing a food service area, it is an integral part of serving food and beverages and will be relevant to reporting health and safety issues. This could be taught as part of a holistic approach to understanding the topic area.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit through:

- practical activities within realistic hospitality services, themed events and fund-raising events where the learner can plan, carry out and reflect on their learning practices both as an individual and as part of a team
- work experience and part-time employment can provide learners with the opportunity to experience a range of different types of hospitality services, customers and venues. Class discussions could be used to enable learners to share these experiences
- visits and visiting speakers are important as these will ensure that learners are provided with information relating to up-to-date examples of industry practices.

## Suggested prior learning

Most learners will have had experience of some aspects of food and beverage service in the form of coffee houses, fast food outlets and holiday experiences, as well as possibly having a part-time job.

Teachers could encourage learners to undertake relevant research via the internet into hospitality outlets, the range of food and beverages and methods of service. They could also visit hospitality outlets and observe the methods and styles of service.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Independent enquirers

- issues events and problems could be explored from different perspectives as learners investigate and discuss the issues related to sensible drinking and retailing

### Creative thinkers

- learners will be encouraged to generate ideas and explore possibilities as they produce work to support the investigations into changing trends

### Reflective learners

- setting personal and group goals prior to their practical activity

### Team workers

- working and co-operating with others as they serve a range a customer in a practical situation
- taking responsibility and showing confidence as they assume a role as a team leader in a practical situation

### Self-managers

- organising their time and resources and prioritising their actions in the practical service of food and beverages to ensure maximum customer satisfaction

### Effective participators

- ensuring they always discuss areas of concern in order to seek a resolution if needed and when appropriate.

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

A unit that affords opportunities for learners to conduct research into the hospitality industry and thus requiring the reading and understanding of a wide range of texts with different purposes and formats. The subsequent work produced to evidence the new knowledge provide opportunities for writing skills development, particularly around the topics of sensible drinking habits and own/others' performance within health and safety procedures. These two topics can also be used to work on learners' basic number skills such as calculating weekly unit intake of alcohol.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

### Books

Lillicrap, D.; Cousins, J. (2006). *Food and Beverage Service*. Published: Hodder Arnold. ISBN: 978-0340905241

Hayes, J.; Dredge, F. (1998). *Managing Customer Service*. Published by Gower Publishing. ISBN: 978-0566080050.

Fitzsimmons, A. J.; Fitzsimmons, M. J. (1999). *New Service Developments: Creating Memorable Experiences*. Published: Sage Publications Inc. ISBN: 978-0761917427.

Gross, T. S. (2004). *Positively outrageous Service*. Published: Kaplan Business. ISBN: 978-0793188239.

Heskett, J. L.; Sasser, W. E.; Hart, C. W. L. (1990). *Service Breakthroughs: Changing the rules of the game*. Published: Free Press. ISBN: 978-0029146750.

Rust, R.; Oliver, R. L. (1993). *Service Quality: New Directions in Theory and Practice*. Published: Sage. ISBN: 978-0803949201.

### Journals and magazines

- Caterer and Hotelkeeper
- Restaurant Magazine
- Voice of the BHA

### Websites

- |  |  |
|--|--|
| • BBC Food                                       | <a href="http://www.bbc.co.uk/food">www.bbc.co.uk/food</a>   |
| • British Hospitality Association                | <a href="http://www.bha.org.uk">www.bha.org.uk</a>           |
| • People 1st                                     | <a href="http://www.people1st.co.uk">www.people1st.co.uk</a> |
| • Academy of Food and Wine Service               | <a href="http://www.afws.co.uk">www.afws.co.uk</a>           |
| • International Hotel and Restaurant Association | <a href="http://www.ih-racom">www.ih-racom</a>               |
| • Restaurant Association of Great Britain        | <a href="http://www.ragb.co.uk">www.ragb.co.uk</a>           |
| • Restaurants and Institutions                   | <a href="http://www.rimag.com">www.rimag.com</a>             |

## Level 2 Unit 7: Techniques for food preparation and cooking

### What is this unit about?

The purpose of this unit is to provide learners with an introduction to a number of key areas that comprise a well-managed kitchen in a hospitality establishment. Learners will understand that a chef is much more than someone who can prepare and cook good food; they are usually responsible for ensuring a kitchen is suitably designed, equipped, staffed and operated, with a menu that can be designed, sourced and delivered by the kitchen.

From an employer's perspective, a chef should be a good manager of a team, someone who can motivate their staff by harnessing their enthusiasm for cooking and providing quality food. An employer will also want a chef who can work within a given budget to ensure that the business is successful.

This unit will start to develop the necessary skills and knowledge that chefs require by introducing learners to food as a commodity and the various methods that are used to cook foods as well as the composition of dishes. It is important that the learner has a strong foundation of knowledge of these elements as the range of commodities available to the chef grows and is influenced from all corners of the world. Learners will also understand the range of equipment that is used in hospitality establishments and how commercial kitchens are organised, staffed and equipped.

Learners will be familiar with the maintenance of food safety when storing, preparing and cooking foods, and how foods are held and served safely for consumption. Chefs have a responsibility to ensure that the food offered to customers is prepared and cooked in a safe and hygienic manner and learners will see how operational systems and procedures in professional kitchens achieve this.

The unit will also explore the sources of food, with an emphasis on utilising local produce and the potential benefits and constraints of using local produce when creating menus. As customers demand to know where their food comes from and how far it has had to travel to arrive on the plate ('food miles'), learners will understand the move toward using fresh, local produce that is in season and therefore at its best in terms of its life-cycle and how it tastes, and most likely to be economical to purchase.

It also provides opportunities for learners to develop and apply the relevant Functional Skills and Personal, Learning and Thinking Skills, particularly as 'team workers' and 'self-managers'.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- creative thinkers.

### Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 6 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the basic food types, cooking methods and equipment used in food preparation and cooking	a define food, food ingredients and dishes, using basic terminology	
	b define cooking methods, using basic terminology	
	c identify the range of equipment used in hospitality establishments	
2 Know how commercial kitchens are organised and equipped	a identify how different kitchens are staffed and equipped	
	b describe how kitchen equipment is used and maintained in hospitality establishments	
	c illustrate how commercial kitchens are designed and organised for effective work-flow	
3 Understand how to apply food safety practices	a describe how food safety is maintained when storing, preparing, cooking and serving food	
4 Be able to evaluate the impact for a hospitality establishment of using more locally produced food	a identify different sources of supply for a range of different food types	
	b identify local sources and generate new ideas for using more local produce	CT1
	c evaluate the business impact of using more local produce	IE4

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

### Learning outcome 1

In order to achieve this learning outcome and succeed in the unit, learners will need to understand and be able to use terminology used to define 'food', 'food ingredients', 'dishes', and 'cooking methods'. Their grasp of this terminology should be developed throughout the delivery of the unit.

Learners should understand that the term 'food' describes items that are edible and safe for human consumption. They must know the main food groups and what they are comprised of and be able to use the correct terminology. Food groups must include:

- meat
- fish
- vegetables
- fruit
- dairy produce
- dry goods.

Learners must be taught to recognise that 'food ingredients' are individual food items that make up a dish or recipe, eg flour, eggs, onions, bacon.

Learners should be taught that 'dishes' are ingredients, or combinations of ingredients, that are fully prepared and safe to be consumed in either a raw (eg coleslaw) or cooked state (eg chicken biryani)

Learners should be taught the following terminology to define 'cooking methods':

- boiling
- steaming
- poaching
- shallow frying
- deep frying
- baking
- roasting
- grilling
- stewing.

Learners must also be familiar with the following equipment used in hospitality establishments:

- large equipment, eg combination ovens, bain-marie, walk-in refrigerators
- small equipment, eg electric mixing machines, blenders, scales
- utensils, eg saucepans, whisks, spoons, baking trays.

Learners will need to know about the use and maintenance of equipment and they should be made aware of key issues such as:

- age restrictions relating to equipment
- use of guards on equipment
- cleaning procedures and schedules
- maintenance schedules and contracts.

### Learning outcome 2

Learners will need to develop the skills to research and compare how different kitchens are staffed and equipped. It is important that they recognise the need to plan research and that they appreciate the consequences of decisions made relating to research;

- traditional brigade system
- modern staffing structure
- influence of size/standard on staffing.

Learners must be able to describe how kitchen equipment is used and maintained in hospitality establishments:

- large equipment – hire/lease/purchase
- planned maintenance
- deep cleaning
- restrictions on use (age)
- training in use of equipment, maintenance and stock control.

Learners must be taught how commercial kitchens are designed and organised for effective work-flow in terms of:

- layout (kitchen design/space – to scale)
- type of equipment used
- positioning of equipment (location)
- division of work sections (if applicable)
- staffing – number of staff and their area of work (coverage)
- work-flow patterns
- service operations
- food storage and waste management.

### Learning outcome 3

Teachers must ensure that learners know how food safety is maintained throughout the storage, preparation and cooking processes:

Storage

- deliveries
- storage of perishables, dry goods, chilled, frozen
- stock issues

Preparation and cooking

- separation of raw and cooked products
- use of correct utensils for raw and cooked products
- working hygienically
- work flow
- cooking food to correct temperatures.

Learners must also be taught about the importance of holding and serving food at the correct temperatures to ensure that it is safe to eat:

- holding temperatures; hot and cold food
- service temperatures; hot and cold food.

### Learning outcome 4

Learners must be made aware of different sources of supply for fish, meat, fruit and vegetables, dry goods, and dairy produce. They will also need to know the various sources of supply for each of the listed items.

With so much emphasis on the use of seasonal and local food in the hospitality industry, it is important that learners are encouraged to learn about seasonal and local produce. Learners should be encouraged to generate ideas and explore possibilities by researching and locating sources of local produce. They should investigate.

- how suppliers are chosen
- how to check products for quality and traceability
- the importance of using local suppliers/produce
- use of seasonal produce.

Learners must be able to evaluate the business impact of using more local produce;

- reduced carbon footprint
- reduced air miles
- impact on menu of seasonal supply
- costs of local produce v international
- contribution to fair trade.

## Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by AQA-City & Guilds.

The assignment will take the form of a written assessment of kitchen design and organisation based on a case study or scenario, and research and development of a sample menu using locally-sourced ingredients and produce. It is encouraged that the case study be an active commercial kitchen, which the learner can visit and directly research.

### Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Review the design and organisation of a commercial kitchen	The following must be provided: <ul style="list-style-type: none"><li>record of observations and finding</li><li>witness testimony</li></ul>	LO1, 2, 3
Review food sources from a menu	The following must be provided: <ul style="list-style-type: none"><li>menu</li><li>review of menu</li></ul>	LO4

3

### Duration

The assessment is not time constrained. The following is a guide to appropriate times for the assessment activities:

Practical activity: 4 hours

Preparation and presentation of records and review: 2 hours.

### Sector relevant purpose

The review of the menu and commercial kitchen must have a hospitality-related purpose and context. This will ideally be done by reviewing an active kitchen and their corresponding menu but may be based wholly or in part using a realistic simulation.

### Demand

Records of observations and findings, from the design and organisation of a kitchen, can be presented in any suitable format, and must include food safety requirements for storing, preparing, cooking, holding and serving, the ease of work-flow, equipment used and staffing.

Research into a sample menu must include the location of local suppliers, the use of seasonal products, an emphasis on one dish using locally-sourced ingredients, benefits and constraints of using local and seasonal produce and cooking methods and equipment required to produce the dish.

Throughout the written assessments learners should demonstrate the correct use of terminology.

### Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification.

Witness testimonies may be on a pre-prepared template provided for employers, supervisor, tutor or assessor to complete and sign.

## Assignment structure

The following assignment structure will allow learners to meet the evidence requirements and may include the following steps:

You have been asked to participate in the design and implementation requirements when opening a new 40-cover restaurant. You must also provide a sample menu based on dishes utilising fresh, seasonal and locally-sourced food.

To start this process, you need to undertake research which examines how similar restaurant kitchens are designed and resourced in terms of the space required, the type of food being produced, the number of staff employed and the equipment required.

Your employers have requested that you provide the following information based on your research.

- 1 A report containing the following information in relation to the kitchen design and implementation, including
  - an illustration or diagram to show the layout and work-flow of the kitchen linking stores and food preparation areas. This should highlight the importance of correct storage/preparation procedures including descriptions of correct cooking/holding and storing temperatures or food. Ideally, this should be drawn to scale
  - a description of kitchen staffing requirements
  - an overview of the equipment required/recommended in the establishment. This could link to the illustration or diagram with key equipment labelled
  - examples of the kitchens you have studied in your research.
- 2 A sample menu, including
  - a catalogue of suggested suppliers to supply the range of products identified on your menu
  - an illustration of one dish on the menu that utilises local, seasonal produce and the sources of supply recommended
  - an overview of the cooking methods and the equipment required to produce the dishes
  - relevant information from your research on the potential benefits and constraints of using local, seasonal produce.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the basic food types, cooking methods and equipment used in food preparation and cooking	15	25%
2 Know how commercial kitchens are organised and equipped	15	25%
3 Understand how to apply food safety practices	15	25%
4 Be able to evaluate the impact for a hospitality establishment of using more locally-produced food	15	25%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Know the basic food types, cooking methods and equipment used in food preparation and cooking	<p>Provided a generic description of food throughout the report and sample menu with minor errors made in some of their classifications. Listed dishes without any description or ingredients used.</p> <p>Attempted to define cooking methods using basic terminology.</p> <p>Limited identification the range of equipment used in hospitality establishments.</p>	<p>Described food and food ingredients within their broad categories throughout the report and sample menu. Provided some broad/partial examples of dishes highlighting the main ingredients used.</p> <p>Defined cooking methods using basic terminology.</p> <p>Identified the some of the equipment used in hospitality establishments.</p>	<p>Accurately defined food and correctly identified foods within their categories throughout the report and sample menu. Accurately described a range of dishes including the ingredients used.</p> <p>Clear definition of cooking methods using basic terminology.</p> <p>Identified a complete range of equipment used in hospitality establishments.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Know how commercial kitchens are organised and equipped	<p>Identified the key staff employed and some of the key equipment used.</p> <p>Throughout the report and sample menu identified utensils and key pieces of small and large equipment used in commercial kitchens. Briefly described the use of the equipment identified.</p> <p>Planned and carried out research and briefly illustrated how a commercial kitchen is set up with a brief overview of the equipment in place with some reference to work flow.</p>	<p>Provided an overview of the staffing structures in place and some of the key equipment used.</p> <p>Throughout the report and sample menu identified a range of utensils and small and large equipment used in a commercial kitchen. Described the use of the equipment and the safety features associated with its use.</p> <p>Planned and carried out research and illustrated how commercial kitchens are organised, including an overview of equipment being utilised within each type of operation with reference to work flow.</p>	<p>Described staffing structures in detail and identified a range of key equipment used.</p> <p>Throughout the report and sample menu accurately identified a wide range of equipment utilised in a commercial kitchen. Illustrated how various pieces of equipment have been designed for use and described the safety features associated with its use.</p> <p>Planned and carried out research and illustrated, to scale, and compared how a range of commercial kitchens are organised and equipped with clear and concise reference to work flow.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand how to apply food safety practices	<p>Provided a brief description of food safety systems.</p>	<p>Described the food safety systems in place within the stages of storage, preparation and cooking.</p>	<p>Clearly described how food safety is managed and maintained within storage, preparation and cooking.</p>

## Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Be able to evaluate the impact for a hospitality establishment of using more locally-produced food	<p>Identified one item of local produce and a source of supply.</p> <p>Identified a source of supply by exploring new ideas and possibilities for each of the major categories of food.</p> <p>Attempted to evaluate the business impact of using more local produce.</p>	<p>Identified several examples of local produce and their sources of supply.</p> <p>Identified alternative sources of supply by exploring new ideas and possibilities across the main categories of food.</p> <p>Evaluated the business impact of using more local produce.</p>	<p>Researched local produce in detail and locate various sources of supply.</p> <p>Identified a wide range of supply by exploring new ideas and possibilities for the various categories of food, across the various types of supplier.</p> <p>Detailed evaluation of the business impact of using more local produce.</p>

## Guidance for delivery

This unit has links with Level 2 Unit 4: Effective teamwork for the hospitality industry; Level 2 Unit 6: hospitality service and current trends within the industry; and Level 2 Unit 8: Preparing and cooking meals for a range of customers. Benefits can be obtained by using the knowledge gained from this unit to support the skills development in Unit 8. The organisational skills and knowledge support the understanding of a chef as a manager and this has clear links to Unit 4 as well as aspects of Unit 5. It is essential that learners clearly see the links between the units and how they impact on one another.

It is recommended that learners have the opportunity to visit various commercial kitchens and experience the working atmosphere/conditions where this is possible. Guest speakers, such as chefs, from various outlets would also provide the opportunity for learners to gain an understanding of how hospitality outlets differ in their kitchen organisation. Following food items from source to plate would also demonstrate the procedures in place to ensure that food is prepared safely and hygienically for consumption.

To gain an appreciation of suppliers and sources of local produce, it is recommended that learners are provided with the opportunity to visit suppliers. It is suggested that a range of suppliers are represented so that students gain an appreciation of the various sources of supply (fresh, dry, frozen, seasonal) and the size and scope of their operations.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit through:

- practical activities within Level 2 Unit 8 will link closely to the learning within this unit
- work experience and part-time employment can provide learners with the opportunity to experience a range of different types of hospitality environments. Class discussions could be used to enable learners to share these experiences
- visits and visiting speakers are important as these will ensure that learners are provided with information from chefs and suppliers relating to up-to-date examples of industry practices.

## Suggested prior learning

Learners who have taken the Level 1 Diploma in Hospitality will benefit in this unit from the knowledge, understanding and skills gained from Level 1 Unit 4: Principles of preparing and serving food and beverages; and Level 1 Unit 5: Preparing and serving food and beverages.

Most learners will have been familiar with aspects of commercial and/or professional cookery covered by this unit, as customers or users of catering and hospitality services. Dining in restaurants, hotels, fast-food outlets as well as eating in school cafeterias and consuming food and drink offered when travelling will have provided learners with useful prior experience.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### **Creative thinkers**

- generating ideas and exploring possibilities when planning menus to ensure that they reflect healthy eating principles

### **Reflective learners**

- setting goals to work towards and reviewing their progress, acting on the outcomes of the review

### **Self-managers**

- learners will be encouraged to organise their time and resources when studying for the assessment

### **Effective participators**

- issues of concern should be discussed particularly when debating issues of health and safety.

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

The research aspect of this unit will provide opportunities for learners to develop their reading skills. The ability to process this new information to produce their own ideas for a restaurant will enable the development of writing skills. The context of a restaurant menu and work environment will also facilitate the development of number skills in describing the appropriate storage conditions for fresh and frozen food and the design of the space and layout of the business.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

### Books

Rippington, N. (2007). *Professional Chef Level 1*. Published: Gengage Learning EMEA. ISBN: 978-1844805303.

Hunter, G.; Tinton, T.; Carey, P.; Walpole, S. (2007). *Professional Chef Level 2*. Published: Gengage Learning EMEA. ISBN: 978-1844807062.

Cesarani, V.; Kinton, R. (2007). *Cesarani and Kinton's Theory of Catering*. Published: Hodder Arnold. ISBN: 978-0340939260.

Cousins, J. (2001). *European Gastronomy into the 21st Century*. Published: Butterworth-Heinemann. ISBN: 978-0750652674.

### Journals and magazines

- Caterer and Hotelkeeper
- Restaurant Magazine
- Voice of the BHA

### Websites

- BBC Food [www.bbc.co.uk/food](http://www.bbc.co.uk/food)
- British Hospitality Association [www.bha.org.uk](http://www.bha.org.uk)
- People 1st [www.people1st.co.uk](http://www.people1st.co.uk)

## Level 2 Unit 8: Preparing and cooking meals for a range of customers

### What is this unit about?

The purpose of this unit is to introduce learners to how to prepare and cook food safely for customers to eat. The unit provides learners with the opportunity to develop practical skills in food preparation and cooking, which they can develop and apply during the work experience component of the Diploma in Hospitality.

The unit will involve learners in the production of a three-course meal, providing variety and choice for a range of customers with differing needs and preferences. They will know about the importance of healthy eating and the requirements of some special diets and how to prepare healthy dishes. Throughout the unit, learners will develop an awareness of where food comes from and the rich variety of food prepared and cooked across different cultures.

To achieve this aim, learners will work in teams to produce a balanced menu and to safely prepare, cook and serve a variety of dishes to a group of diners. This unit will also provide the learner with the opportunity to demonstrate the ability to conduct themselves in a way that is safe and healthy to themselves, their work colleagues and customers.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- self-managers
- team workers.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are in the Assessment section of this unit. Overall information on controls is on pages 107–111 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the implications of healthy eating, special diets and how different types of food are prepared across a range of cultures	a explain the implications of healthy eating	
	b describe the requirements of special diets	
	c describe how different types of food are prepared across a range of different cultures	
2 Be able to prepare, cook and present composite and healthy dishes for a range of customers, including those with differing needs and preferences	a prepare composite and healthy dishes for a range of customers with differing needs and preferences	
	b cook composite and healthy dishes for a range of customers with differing needs and preferences	
	c present a variety of meals for a range of customers	
3 Be able to maintain safe working practices while working in a hospitality environment	a safely use equipment and machinery	
	b use correct manual handling procedures	
	c maintain personal safety and take responsibility for the safety of colleagues and customers	TW5
	d maintain food safety during preparation, cooking and service	
4 Be able to work within a team to prepare, cook and serve customers	a agree a work-plan in a team to deliver a menu	
	b organise the kitchen, including time and resource management	SM3
	c ensure own contribution meets objectives in a team activity	
	d co-operate with others to ensure team objectives are met	TW1
	e co-ordinate service of dishes to ensure that parties/groups of customers are served in good time	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

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## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that learners have fully covered the Learning outcomes. This includes examples relating to breadth and depth where applicable. It is important that, through the Level 2 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

### Learning outcome 1

Learners will need to be taught what constitutes healthy eating, including:

- a balanced diet eg fresh produce rather than ready prepared food, adequate fruit and vegetables
- adapting recipes eg reduce fat content using half fat rather than full fat cream.

Learners must be taught about the requirements of special diets relating to the consumption and/or avoidance of certain foods for dietary or religious reasons including:

- allergies
- vegetarian
- religious
- diabetic.

Learners must be able to describe different types of food that are prepared across different cultures including:

- Asian: Indian, Chinese, Japanese, Thai
- Mediterranean
- Caribbean
- Mexican.

### Learning outcome 2

In order for learners to meet this learning outcome, teachers will need to develop learners' skills in preparing composite and healthy dishes for a range of customers with differing needs and preferences. This should involve learners in:

- promoting healthy eating
- using food preparation skills and techniques
- preparing dishes for specialist diets eg allergies, vegetarian, religious, diabetic.

When cooking composite and healthy dishes for a range of customers with differing needs and preferences, learners will need to be able to:

- plan the cooking cycle
- apply cookery skills
- monitor and adjust cooking processes as required
- make final adjustments to dishes eg seasoning, consistency of sauces
- hold food appropriately for service.

In order that learners can present a variety of meals for a range of customers, they will need to be taught to:

- present meals in the appropriate condition (eg hot, cold, frozen)
- use a variety of service styles
- utilise presentation skills to enhance the appeal of dishes
- apply suitable garnishes to dishes.

### **Learning outcome 3**

Learners must ensure that they maintain safe working practices at all times and take responsibility in a confident manner and contribute to the overall safety practices of the kitchen.

- safety when using equipment and machinery eg knife handling
- manual handling
- personal safety and safety towards colleagues and customers: protective clothing/footwear/equipment, No running or inappropriate behaviour
- food safety: Hazard Analysis Critical Control Points (HACCP)

### **Learning outcome 4**

Learners will need to be taught the importance of organising their time and resources which is a vital aspect of kitchen organisation.

- agree a work plan; identifying roles/tasks, allocating responsibility
- organise the kitchen; time and resource management.

Learners will need to ensure that their own contribution meets objectives in a team activity by obtaining feedback from colleagues and teachers:

- effectiveness of working methods
- adherence to health and safety
- adherence to agreed team standards
- quality of work produced.

Learners will need to be able to co-operate with others working towards common goals when preparing and producing food.

- work as part of a team; agreeing team objectives work, review
- working as part of a team; co-operate with others
- co-ordinate service.

## Assessment

This unit is assessed through a centre-set and marked assessment. Internal assessments are subject to moderation by AQA-City & Guilds.

The learner will complete a practical assignment, which will enable them to demonstrate their skills and knowledge in preparing and cooking for customers as a team in a kitchen environment, going through the stages of planning, preparation, cooking and service.

The learner should ensure they demonstrate food handling and preparation skills, presentation skills, safe working practices and attention to food safety requirements.

### Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Prepare composite and healthy dishes	The following must be provided: <ul style="list-style-type: none"><li>• work plan</li><li>• grading/marking sheet</li><li>• witness testimony</li><li>• records of safety and teamwork</li></ul>	LO1, 2, 3, 4
Present composite and healthy dishes	The following must be provided: <ul style="list-style-type: none"><li>• menus</li><li>• grading/marking sheet</li><li>• witness testimony</li><li>• records of safety and teamwork</li></ul>	LO2, 3, 4

### Duration

The assessment is not time constrained. The following is a guide to appropriate times for the assessment activities:

Practical activity: 5 hours

Preparation and presentation of evidence: 3 hours.

### Sector relevant purpose

The practical opportunities selected for providing composite and healthy dishes must have a hospitality related purpose and context. This will ideally be in a real situation, but may be based wholly or in part on a given scenario with a realistic simulation.

### Demand

Learners will plan and produce **two** menus, a three-course menu of composite and healthy dishes one of which must be a vegetarian option and an alternative menu which describes a range of special diets and foods from different cultures (Learners are not required to prepare and cook items from this menu). The menus will be written in a format and style that suits the purpose and audience.

Learners will work in small teams of between 4 to 6 learners and identify individual roles and responsibilities, to be recorded in a production/work plan.

On the day of the event, individual learners will take responsibility for their own contribution and co-operate with others to ensure the team's objectives are met in delivering the meal to customers. Learners should demonstrate an awareness of health and safety in terms of their own behaviour and their relationship with colleagues and customers. They should also monitor the standards of food safety throughout the exercise to ensure that they are following food safety practices when preparing, cooking and serving food to customers.

### Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 107–109 of the specification.

It is envisaged that the assessment will be monitored by a chef on the day of the event, recorded on a pre-prepared grading/marking sheet and a witness testimony which should include reference to practical skills, team working and health and safety and could include some photographic evidence.

## Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the implications of healthy eating, special diets and how different types of food are prepared across a range of cultures	27	45%
2 Be able to prepare, cook and present composite and healthy dishes for a range of customers, including those with differing needs and preferences	9	15%
3 Be able to maintain safe working practices while working in a hospitality environment	15	25%
4 Be able to work within a team to prepare, cook and serve customers	9	15%
<b>Total</b>	<b>60</b>	<b>100%</b>

## Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 9 marks	10 to 18 marks	19 to 27 marks
1 Know the implications of healthy eating, special diets and how different types of food are prepared across a range of cultures	Limited explanation of the implications of healthy eating.  Limited description of the requirements of special diets.  Attempted to describe how different types of food are prepared across a range of different cultures.	Explained the implications of healthy eating.  Described the requirements of special diets.  Described how different types of food are prepared across a range of different cultures.	Explained in detail the implications of healthy eating.  Described in detail the requirements of special diets.  Described in detail how different types of food are prepared across a range of different cultures.
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Be able to prepare, cook and present composite and healthy dishes for a range of customers, including those with differing needs and preferences	Attempted to prepare a menu that described some dishes reflecting healthy eating, special diets or food from different cultures.  Attempted to cook composite and healthy dishes.  Attempted to present a variety of meals.	Prepared a menu designed to describe dishes reflecting healthy eating, special diets and food from different cultures.  Attempted to cook composite and healthy dishes for a range of customers with differing needs and preferences.  Attempted to present a variety of meals for a range of customers.	Prepared a menu providing detailed information on dishes reflecting healthy eating, special diets and a range of food from different cultures.  Cooked composite and healthy dishes for a range of customers with differing needs and preferences.  Presented a variety of meals for a range of customers.
	0 to 5 marks	6 to 9 marks	10 to 15 marks
3 Be able to maintain safe working practices while working in a hospitality environment	Attempted to safely use equipment and machinery.  Attempted to use correct manual handling procedures.  Showed basic awareness of safe working practices by taking responsibility for themselves, colleagues and customers.  Attempted to maintain food safety during preparation.	Safely uses equipment and machinery.  Used correct manual handling procedures.  Observed safe working practices making contributions by taking responsibility for themselves, colleagues and customers.  Maintained food safety during preparation, cooking and service.	Confidently and safely use equipment and machinery.  Confidently used correct manual handling procedures.  Demonstrated and maintained safe working practices at all times showing confidence when taking responsibility for themselves, colleagues and customers.  Confidently maintained food safety during preparation, cooking and service.

## Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
4 Be able to work within a team to prepare, cook and serve customers	<p>Attempted to agree a work-plan in a team to deliver a menu.</p> <p>Attempted to organise the kitchen.</p> <p>Attempted to ensure own contribution meets objectives in a team activity.</p> <p>Attempted to co-operate with others to ensure team objectives are met.</p> <p>Attempted to co-ordinate service of dishes to ensure that parties/groups of customers are served in good time.</p>	<p>Agreed a clear work-plan in a team to deliver a menu.</p> <p>Organised the kitchen and attempted to plan time and resource management.</p> <p>Ensured own contribution meets objectives in a team activity.</p> <p>Co-operated with others to ensure team objectives are met.</p> <p>Co-ordinated service of dishes to ensure that parties/groups of customers are served in good time.</p>	<p>Agreed clear and structured a work-plan in a team to deliver a menu.</p> <p>Comprehensively organised the kitchen, including time and resource management.</p> <p>Confidently ensured own contribution meets objectives in a team activity.</p> <p>Confidently co-operate with others to ensure team objectives are met successfully.</p> <p>Successfully co-ordinated service of dishes to ensure that parties/groups of customers are served in good time.</p>

## Guidance for delivery

This unit has links with Level 1 Units 4 and 5, Level 2 Units 4, 6 and 7. Benefits can be obtained by using the acquisition of knowledge gained in Level 2 Unit 7 to support skills development in this unit. The organisational skills and knowledge will help in the development of a chef as a practitioner and this has clear links to Level 2 Unit 4: Effective teamwork for the hospitality industry. It is essential that learners clearly see the links between the units and how they impact on one another.

It is recommended that learners have the opportunity to visit various commercial kitchens and experience the working atmosphere/conditions. Guest speakers, such as chefs, from various outlets would also provide the opportunity for learners to gain an understanding of how hospitality outlets differ in their kitchen organisation and in their style of food on offer. Following food items from source to plate would enable demonstration of the procedures in place to ensure that food is prepared safely and hygienically for consumption.

## Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained by this unit by:

- covering theory in Level 2 Unit 7 will link closely to the skills development within this unit and learners will be able to take opportunities of working on themed events and activities
- work experience and part-time employment can provide learners with the opportunity to experience a range of different types of hospitality environments. Class discussions could be used to enable learners to share these experiences
- visits and visiting speakers are important as these will ensure that learners are provided with information from chefs and suppliers relating to up-to-date examples of industry practices and external chefs could be encouraged to work with learners to provide support with their practical activities.

## Suggested prior learning

It is anticipated that learners will have previously studied at Level 1 or have experienced aspects of commercial/professional cookery. Most learners will have experienced aspects of the unit as customers/users of catering and hospitality services which would include dining in restaurants, hotels, fast-food outlets as well as services offered in school cafeterias, and food and drink offered when travelling.

As this unit is predominantly concerned with the development of practical and technical skills, it will be beneficial that the learners commence the unit with basic skills in knife handling as well as basic food preparation and cooking skills.

## Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

### Team workers

- co-operate with others towards common goals to ensure team objectives are met
- take responsibility showing confidence in their contribution to own personal safety and safely towards colleagues and customers

### Self-managers

- organise time and resources in the kitchen, including time and resource management.

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## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways. The following list is not exhaustive but is an indication of the range of Functional Skills within the unit content.

Essentially a very practical unit there are a range of opportunities for learners to develop their reading and writing skills in order to devise healthy, attractive and appropriate menus for a range of customers. Implicit in the production of a menu are calculations requiring mathematical skills and knowledge in order to produce the required quantities of food in a timely and cost-effective manner.

If work for this unit is generated electronically, the learner will have the opportunity to develop skills and/or evidence for the Functional Skills in ICT.

## Suggested learning resources

### Books

Ripington, N. (2007). *Professional Chef Level 1*. Published: Thomson. ISBN: 978-1844805303.

Hunter, G.; Tinton, T.; Carey, P.; Walpole, S. (2007). *Professional Chef Level 2*. Published: Thomson. ISBN: 978-1844807062.

Cesarani, V.; Kinton, R. (2007). *Cesarani and Kinton's Theory of Catering*. Published: Hodder Arnold. ISBN: 978-0340939260.

Cousins, J. (2001). *European Gastronomy into the 21st Century*. Published: Butterworth-Heinemann. ISBN: 978-0750652674.

### Journals and magazines

- Caterer and Hotelkeeper
- Restaurant Magazine
- Voice of the BHA

### Websites

- BBC Food [www.bbc.co.uk/food](http://www.bbc.co.uk/food)
- British Hospitality Association [www.bha.org.uk](http://www.bha.org.uk)
- People 1st [www.people1st.co.uk](http://www.people1st.co.uk)

## 4 Assessment guidance

The following guidance is applicable to all lines of learning and at all levels. The guidance will be available within the specifications and contained in other relevant publications that support Diploma qualifications made available to consortia/centres.

### 4.1 Task setting

#### Guidance

Each internally assessed unit has guidance related to task setting within the Assessment section.

Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. AQA-City & Guilds will give extra guidance on task setting through its moderators and they will review a selection of proposed tasks to check that these are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

The Assessment structure within each unit clearly states what must be covered in the assessment and must be used in order to set appropriate assignments. The units also give details of the demand expected in each assessment task and the overall sector purpose that must be adhered to.

The Weighting of Learning outcomes in relation to marking should also be used as guidance in task setting, so that teachers can allocate appropriate depth and breadth to different areas of the assignment.

#### Moderation

All centres will receive an early visit by their moderator, which will include guidance on assignment/task setting for internally set and marked units. This visit will also include guidance on marking.

Centres will also receive detailed feedback following moderation of any units, which includes appropriateness of the task set.

### 4.2 Task taking

#### Internal assessment

##### Control criteria for internally assessed assignments

The internal assignments must all be taken using controls where appropriate. The forms of evidence required in a unit will drive the controls needed. The following controls should be in place for certain forms of assessment. Where there is specific guidance required beyond that stated below, it will be found in the Assessment section of the unit concerned.

Form of evidence	Method of control									
	Attendance by moderator or Video/DVD recording	Photographs to confirm individual work or product	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Log or journal event/business with financial record if applicable	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2							
Research of relevant sources of material				1	2					
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission		2 with witness statement		
Artefact or Production	2	2	2			2			1*	1*
Practical assignment/experiment	2	2	2			2			1*	1 if possible
Set up and run an event or business			3				2	2	1*	
Portfolio of evidence										1*
Presentation of ideas			2			1				
Report					2 where applicable					1*
Career plan/personal development plan										1*
Witness statement										1*
Job application										1*

### Please note:

Control methods rated 1 must be used. Those rated 2 may be used if employing the favoured method is not practical and has been agreed with the centre's moderator. They may also be used as a way of providing additional evidence of the learner's having met the Assessment criteria. Those rated 3 are optional forms of control that may be employed.

\*Where the number 1 is followed by an asterisk, this indicates that any other control methods may accompany but not substitute the use of this method.

## Supervision of learners' work

Learners' work for assessment should be carried out under direct supervision when this is appropriate to the task. Some items of work must use direct supervision as per the controls table. Where direct supervision is not practical the table above shows the controls that would need to be in place and therefore allow the teacher to authenticate that the work is the learner's own.

All learners must sign that the work submitted is their own and teachers/assessors must confirm that the work assessed is solely that of the learner concerned and was conducted under the conditions required by the specification.

## Guidance by the teacher

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded.

## External assessment

### Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

## 4.3 Task marking

### Guidance on applying the unit Assessment grid

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the Assessment grid for each unit, mark ranges are specified for each Learning outcome. When assessing a learner's work, teachers/assessors should use their professional judgement to identify, for each Learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work. To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting the description in full, but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

## Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the Assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and the group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

## Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The centre is required to send to the moderator a signed Centre Declaration Sheet (confirming that the marking of work at the centre has been standardised). If only one teacher has undertaken the marking, that person must sign this form.

## Claiming and moderation of internal assessment

Claiming and moderation of internal assessment will only be available in the summer term at fixed dates that will be published at the start of the academic year.

## Unfair practice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to AQA-City & Guilds.

## Authentication of learners' work

Both the learner and the teacher are required to sign declarations confirming that the work submitted for assessment is the learner's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

Work other than that of the learner can be utilised in coursework for research and reference, but must be fully acknowledged.

## Malpractice

Learners must **not**:

- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website ([www.jcq.org.uk/](http://www.jcq.org.uk/)).

Malpractice in coursework/portfolios discovered prior to the learner signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

## Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator, through AQA-City & Guilds' processes check the setting, taking and marking of internal assessments.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for internal assessment.

The second stage of moderation is to check the taking and marking of assessments. This stage will take place at fixed times in the academic year, and may be through postal moderation or through a visit to a consortia/centre. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

## 5 Administration

### 5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2010. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

### 5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 2 Principal Learning in Hospitality. Further details of the approval process are available on the website at:

**[www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)**

### 5.3 Centre requirements

#### Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

#### Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

#### Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

#### Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

## 5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (HOS2U1)

Unit 2 (HOS2U2)

Unit 3 (HOS2U3)

Unit 4 (HOS2U4)

Unit 5 (HOS2U5)

Unit 6 (HOS2U6)

Unit 7 (HOS2U7)

Unit 8 (HOS2U8)

## 5.5 Quality assurance

### Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- the setting of appropriate tasks (see Section 4.1)
- the application of appropriate control of tasks (see Section 4.2)
- training in the use of the Assessment grid (see Section 4.3)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.3)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.3).

## External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.3. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- facilitate any inspection of the Centre which is undertaken on behalf of AQA-City & Guilds
- make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

## 5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

**[www.jcq.org.uk](http://www.jcq.org.uk)**

## 5.7 Awarding grades and reporting results

The Higher Diploma in Hospitality will be reported on a four-grade scale: A\*, A, B and C. Learners who fail to reach the minimum standard for grade C will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 2 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 2 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

## 5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

## 5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Hospitality Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCA in order to certificate whole Diploma qualifications for the Diploma in Hospitality at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

## 5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the JCC *Post-Results Services* booklet.

## 5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

## 5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

**[www.jcq.org.uk/access\\_arrangements/](http://www.jcq.org.uk/access_arrangements/)**

or you can follow the link from our website:

**[www.aqa.org.uk/admin/p\\_special\\_3.html](http://www.aqa.org.uk/admin/p_special_3.html)**

### Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

### Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

## 5.13 Language of examinations

We will provide units for this specification in English only.

## 5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 2 Principal Learning in Hospitality.

# Appendix A

## Connections to other qualifications

The Higher Diploma in Hospitality incorporates the following qualifications:

### **Functional Skills qualifications in English, mathematics and ICT**

For details of the AQA Functional Skills specifications please go to:

**[www.aqa.org.uk/qual/gcse/functional\\_skills.php](http://www.aqa.org.uk/qual/gcse/functional_skills.php)**

For details of the City & Guilds Functional Skills specifications please go to:

**[www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)**

### **The Level 2 Project qualification**

For details of the AQA-City & Guilds Level 2 Project specification go to:

**[www.diplomainfo.org.uk/aboutdiplomas/projects.html](http://www.diplomainfo.org.uk/aboutdiplomas/projects.html)**

## Appendix B

### Additional and Specialist Learning for the Higher Diploma in Hospitality

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Higher Diploma in Hospitality is published on the National Database of Accredited Qualifications. Visit:

**[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Hospitality are also published on:

**[www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)**

# Appendix C

## Other issues

### **European Dimension**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### **Environmental Education**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

### **Avoidance of Bias**

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.





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**Level 2 – Principal Learning**

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