

HOSPITALITY



Hospitality

Level 3 Principal Learning

Specification (7383)
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)
- 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)

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)

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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
- 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
- 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

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

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

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/

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

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**

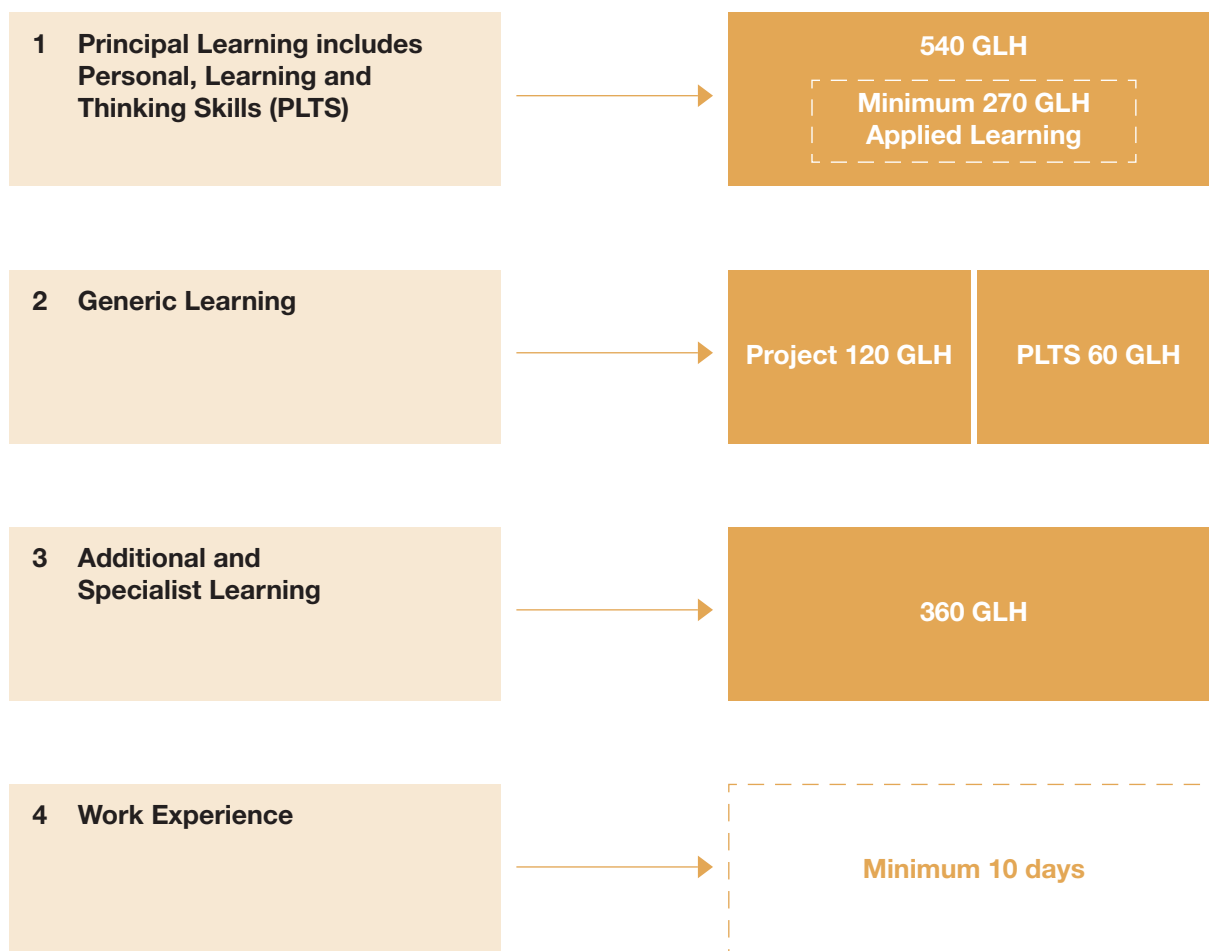
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Advanced Diploma at a glance – 1080 GLH (guided learning hours)

- comparable to 3.5 GCE A Levels
- 2 years full-time study
- all components are compulsory
- Progression Qualification available – consists of Principal Learning and Generic Learning only – ie no additional or specialist learning



2.2 Level 3 Principal Learning in Hospitality at a glance

- all 9 units are compulsory

Unit 1 60 GLH

Investigating the social and economic trends in the hospitality industry
Externally assessed

Unit 2 60 GLH

Importance of customer service in hospitality
Internally assessed

Unit 3 60 GLH

Building and developing effective hospitality teams
Internally assessed

Unit 4 30 GLH

Effective people management skills for the hospitality industry
Internally assessed

Unit 5 30 GLH

Finance and budgetary control for the hospitality industry
Internally assessed

Unit 6 90 GLH

Running a hospitality business
Internally assessed

Unit 7 60 GLH

Sales and marketing of hospitality products and services
Externally assessed

Unit 8 90 GLH

Managing a food operation in hospitality
Internally assessed

Unit 9 60 GLH

Hospitality services
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 nine units of the Level 3 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 Advanced Diploma in Hospitality.

Level 3 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	★	★	★			★
Unit 9	★		★	★		★

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 Investigating the social and economic trends in the hospitality industry	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 	<ul style="list-style-type: none"> Representing situations using mathematics Level 2 Analysing and processing using mathematics Level 2 Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> Use ICT systems Level 2 Find and select information Level 2 Develop, present and communicate information Level 2*
Unit 2 Importance of customer service in hospitality	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 	<ul style="list-style-type: none"> Representing situations using mathematics Level 2 Analysing and processing using mathematics Level 2 Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> Use ICT systems Level 2* Find and select information Level 2* Develop, present and communicate information Level 2*
Unit 3 Building and developing effective hospitality teams	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 		<ul style="list-style-type: none"> Use ICT systems Level 2* Find and select information Level 2* Develop, present and communicate information Level 2*
Unit 4 Effective people management skills for the hospitality industry	<ul style="list-style-type: none"> Speaking and listening Level 2 Reading Level 2 Writing Level 2 		<ul style="list-style-type: none"> Use ICT systems Level 2* Find and select information Level 2* Develop, present and communicate information Level 2*

Principal Learning		Functional Skills		
Unit	English	Mathematics	Information and communication technology	
Unit 5 Finance and budgetary control for the hospitality industry	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2 	
Unit 6 Running a hospitality business	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2* 	
Unit 7 Sales and marketing of hospitality products and services	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2 	
Unit 8 Managing a food operation in hospitality	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2* • Find and select information Level 2* • Develop, present and communicate information Level 2* 	
Unit 9 Hospitality services	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2 	

3.3 Level 3 Units

Level 3 Unit 1: Investigating the social and economic trends in the hospitality industry

What is this unit about?

The purpose of this unit is to build upon learners' existing knowledge of the hospitality industry and extend their research and practical skills. This will equip them with some of the skills that they will need before starting work in the industry. Learners will complete research into the hospitality industry and appreciate the range, variety and importance of the industry in terms of size, relevance to the UK economy, the pervasive nature of the industry and opportunities that arise from working within it.

Learners will realise that the industry is large, diverse and dynamic, providing food, drink and accommodation to large numbers of people and that the work involved attracts out-going and motivated people, with opportunities for young people to gain promotion quickly in their chosen area of work. Many young people have become first level supervisors upon completion of units of study at this level.

Learners will appreciate the difference between the commercial and service industries and the commercial industrial classification systems. From the organisations within these industries, learners will understand the scale of the industry, encompassing small- or medium-sized operations and national and multi-national corporations, some of which may be international.

Learners should be able to identify which outlets fall into each industry and learners will understand the changing trends in both the UK and worldwide economy and their impact on the hospitality industry. There will be opportunity for learners to investigate and identify potential career routes within the hospitality industry, including developing an understanding of the necessary skills and qualifications.

Learners will be encouraged to investigate the relationship between hospitality and tourism and to define and describe the current key aspects of legislation and environmental issues which may affect the hospitality industry.

The theme for the unit is 'the Hospitality Industry'. This unit contributes to this theme by introducing learners to all industries within the hospitality industry, including the practical elements of the industry and raising learner awareness of employment and progression opportunities. Learners will also become aware of the personal skills essential to work in the industry and their transferability either within both hospitality and 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, which includes any preparation for the assessment as part of the learning program. Learners will sit an external examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the size, range and importance of the hospitality industry	a analyse the size of the UK hospitality industry, through the evaluation of relevant information	IE4
	b describe the range, variety and characteristics of hospitality sub-industries in the hospitality industry	
	c explain the importance of the hospitality industry to the UK economy using reasoned arguments	IE6
2 Understand the key legal and environmental responsibilities of the hospitality industry	a summarise the legal responsibilities of the hospitality industry	
	b evaluate the environmental responsibilities of the hospitality industry, supporting conclusions using reasoned arguments	IE6
3 Understand the effects of relevant economic and social trends on the hospitality industry	a describe economic and social trends in the UK and worldwide that affect the hospitality industry	IE2
	b analyse how external factors and trends affect the hospitality industry	
4 Understand the relationship between the tourism and hospitality industries	a explain the connection between the hospitality and tourism industries	
	b analyse how changes in tourism affect the success of a range of hospitality establishments	IE4
5 Understand the career and management opportunities in the hospitality industry	a analyse the potential career and management opportunities in the hospitality industry, including the skills and qualifications required for each	
	b assess the relevant career and management opportunities in the hospitality industry that are suitable for self and others	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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

Learning outcome 1

As part of this unit, learners must be given every opportunity to ensure that their research activities include, planning, doing, reviewing and doing again. In particular this would be applicable to Learning outcome 1 where their research skills will need to be developed in order to explain factors relating to the size, range, variety and importance of the hospitality industry. They will need to plan and carry out research into the UK hospitality industry, and analyse and evaluate information, judging its relevance and value, including:

- number of outlets
- number of people employed
- the relative importance of revenue and employment contribution to the UK economy.

Learners must be able to identify and précis the range, variety and characteristics of hospitality outlets including:

- commercial industry – hotels, restaurants, fast-food outlets, pubs, clubs and casinos
- services industry – educational, institutional, schools, universities, hospitals
- contract catering.

In their explanation of the importance of the hospitality industry, learners must be encouraged to use a variety of information sources and methods and planned research to cover:

- revenue
- employment
- society.

Learning outcome 2

Learners must be made aware of legal responsibilities of the hospitality industry with regard to:

- health and safety
- food safety
- fire regulations
- licensing
- equal opportunities and discrimination.

They also need to know about environmental responsibilities of the hospitality industry with regard to:

- use of energy
- recycling
- use of water
- carbon footprint.

Learning outcome 3

Learners must be taught to use planned research in order for them to analyse the effects of economic and social trends on the hospitality industry, appreciating the consequences of decisions they make based on their research. Learners must be able to discuss the following on a UK and worldwide basis:

- political trends – impact of changes in legislation from government
- economic trends – exchange rates, disposable income, interest rates
- social trends – media influences, healthy eating
- technological trends – Chip and PIN, self checkouts.

Learning outcome 4

Learners must be taught the relationship between hospitality and tourism in order that they can assess the importance of this relationship on the hospitality industry and how it affects the success of hospitality establishments. They will need to be able to analyse and evaluate information and judge its relevance and value and this will include:

- travel
- growth of tourism
- international issues and trends – terrorism and economic buoyancy
- domestic issues – foot and mouth
- technological change – availability of hotel/flight bookings direct to consumers.

Learning outcome 5

It is important that learners are given an overview of the career opportunities within the hospitality industry and the necessary skills and qualifications for entry into these careers. Learners must know about careers in:

- human resources
- front of house, restaurant and bars
- back of house, catering, security, business services
- facilities and events management
- accommodation services
- marketing and sales.

Learners must then be asked to reflect on their own skills, achievements and qualifications in order to assess and identify their own career opportunities within the hospitality industry. They should do this with fellow learners to discuss and evaluate their skills more effectively.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds. The learner will complete a 2 hour written examination using an extended answer format.

Examination specification

Duration: 2 hours

Assessment type: Written test

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Know the size, range and importance of the hospitality industry	a analyse the size of the UK hospitality industry, through the analysis and evaluation of relevant information	27	30%
	b describe the range, variety and characteristics of hospitality sub-industries in the hospitality industry		
	c explain the importance of the hospitality industry to the UK economy using reasoned arguments		
2 Understand the key legal and environmental responsibilities of the hospitality industry	a summarise the legal responsibilities of the hospitality industry	15	16.7%
	b evaluate the environmental responsibilities of the hospitality industry supporting conclusions using reasoned arguments		
3 Understand the effects of relevant economic and social trends on the hospitality industry	a describe economic and social trends in the UK and worldwide that affect the hospitality industry	12	13.3%
	b analyse how external factors and trends affect the hospitality industry		
4 Understand the relationship between the tourism and hospitality industries	a explain the connection between the hospitality and tourism industries	18	20%
	b analyse how changes in tourism affect the success of a range of hospitality establishments		
5 Understand the career and management opportunities in the hospitality industry	a analyse the potential career and management opportunities in the hospitality industry, including the skills and qualifications required for each	18	20%
	b assess the relevant career and management opportunities in the hospitality industry that are suitable for self and others		
Total		90	100%

Guidance for delivery

This unit may be the learner's first experience of the hospitality industry and provides an opportunity for research into different features of the hospitality industry, both nationally and worldwide. It would be beneficial if this unit was the first to be delivered on the programme and so the early stages of delivery may require extended guidance and support. It would be advisable to deliver this unit as an on-going piece of learning with the opportunity to expand as the learner's skills and knowledge grow.

Initially learners must develop research skills, including a variety of methods and use of information sources including libraries, the internet and industry periodicals. The use of government or industry-published statistics highlighting the importance of the industry and the career opportunities available both in the UK and worldwide would add currency to this unit. The media, including television, industry-related magazines and newspaper articles will support learners' research.

When doing this, learners can work individually and within teams, thereby enhancing their Personal, Learning and Thinking Skills. 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. They should then use these skills to investigate the industries of the industry and prepare for the external assessment.

Good links with industry are vital to ensure the successful delivery of the unit. Visits to hospitality outlets and/or guest speakers will add realism and vocational significance. Guest speakers should be involved in providing information that will contribute to the knowledge requirements of Learning outcomes. It is recommended that learners have the opportunity to visit various hospitality outlets and experience the working atmosphere/conditions where this is possible. These visits will enable learners to experience at first hand the range of different products and services provided by the wide range of outlets available.

Learners will be able to investigate the difference between the sub-industries of the hospitality industry. From the organisations within these sub-industries learners must realise the scale of the industry, encompassing small- or medium-sized operations and national and multi-national corporations, some of which may be international. Learners should demonstrate understanding of the changing trends within the UK economy and the effects that worldwide events have on the hospitality industry. While 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.

Learning outcome 5 will provide learners with the opportunity to research the variety of jobs available in the hospitality industry both in the UK and worldwide. A detailed summary and identification of career opportunities available will allow the learner to make decisions about hospitality as a chosen career path, as they identify for themselves the opportunities in the industry on a UK and worldwide basis. They should also be encouraged to assess their own and others' achievements, in order that they are better placed to identify opportunities as they occur.

As part of this unit, learners should be given every opportunity to ensure that their research activities include, planning, doing, reviewing and doing again. In particular this would be applicable to Learning outcome 2 where their skills in using and selecting appropriate material may need to be developed. This provides an opportunity for learners to process and evaluate materials and sources encouraging them to take informed and well-reasoned decisions relating to the selection of relevant information.

This unit covers all of the hospitality industry. Examples should be drawn from all sub-industries including:

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

This unit has links with Level 3 Unit 2: Importance of customer service in hospitality; Level 3 Unit 9: Hospitality services. Benefits can be obtained by developing the theme of customer service (Unit 2) throughout. Unit 7 could be useful to emphasise the practical aspects of the industry, and joint assignments could 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 at Level 3.

Opportunities for applied learning

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

- work experience where they can experience a variety of establishments and the relationship between the tourism and hospitality industries from a practical viewpoint. They may be to undertake a variety of roles and responsibilities for themselves, and collect information on those to share with others
- part-time employment where they may become more aware of the key legal and environmental issues facing the hospitality industry, and experience practical ways in which they are implemented
- visits to hospitality establishments provide learners with up-to-date information and background material that can be used to supplement existing knowledge
- the provision of realistic hospitality services, themed events and fundraising events
- Young Enterprise scheme.

Suggested prior learning

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

- school meals
- holidays (both UK and international) – hotels, bed & breakfasts, campsites
- restaurant meals
- fast food outlets
- takeaway outlets
- attendance at events eg music festivals.

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 investigate the hospitality industry which will involve reading and analysing textual and numerical information presented in a variety of formats. In some instances the information will be presented in the form of graphs or tables requiring interpretation and some calculations. 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.

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

- 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 in relation to the environmental issues that are facing the hospitality industry
- questioning their own and others' assumptions when discussing economic and social trends

Reflective learners

- assessing themselves and others, identifying opportunities and achievements when discussing the career opportunities open to themselves and their colleagues
- setting goals with success criteria for their development and their work

Team workers

- co-operating with others to work towards common goals during group discussions on career opportunities, skills and qualifications

Self-managers

- organising time and resources prioritising actions when planning and undertaking research

Effective participators

- identifying improvements that would benefit others as well as themselves when discussing the impact of environmental issues in the tourism and hospitality industry, and the impact it may have globally in the future.

Suggested learning resources

Books

Powers, T.; Barrows, C. W. (2008). *Introduction to the Hospitality Industry*. Published: John Wiley & Sons. ISBN: 978-0471782773.

Jones, P. (2002). *Introduction to Hospitality*. Published: Cengage Learning EMEA. ISBN: 978-0826460776.

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

CDs, CD-ROMs and DVDs

BBC Learning Zone — Hospitality Programmes

Journals and magazines

- The Caterer
- Restaurant
- En Passant
- Hospitality

Websites

- | | |
|--|--|
| • Institute of Hospitality | www.instituteofhospitality.org |
| • British Hospitality Association | www.bha-online.org.uk |
| • Caterersearch | www.caterersearch.com |
| • People 1st | www.people1st.co.uk |
| • Restaurant Report | www.restaurantreport.com |
| • Restaurants and Institutions Magazine | www.rimag.com |
| • Hospitality Net | www.hospitalitynet.org |
| • Hospitality Industry | www.hospitality-industry.com |
| • Hotel Resource for Hospitality Professionals | www.hotelresource.com |
| • National Restaurant Association | www.restaurant.org |

Level 3 Unit 2: Importance of customer service in hospitality

What is this unit about?

The purpose of this unit is to extend the learners' understanding and skills in the provision of effective customer service, both front- and back-of-house, and its effect upon the business through use of customer service standards and policies, customer feedback monitoring and evaluation.

Learners will investigate the range of customer services provided in the hospitality industry and the impact of customer service standards and delivery on a range of hospitality establishments. Learners will use practical activities to collect and evaluate this evidence in order to gain a useful insight into the pressures and reasons for obtaining positive customer responses. This will include understanding how to measure the success of customer service provision through monitoring customer feedback, evaluating results and how to set targets and implement policies for improvement.

As a result, learners will acquire knowledge of how a consistently high standard of customer service will have a positive effect upon the commercial benefits enjoyed by hospitality establishments. Learners will understand that poor customer service will have a detrimental effect upon customers and the business, resulting in a poor reputation in a relatively short space of time with financial loss and failure of the business.

There will be the opportunity within this unit for the learner to demonstrate customer service and to offer explanations of the components of good and poor service as well as the consequences of each.

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.

The theme for the unit is 'the hospitality industry'. This unit contributes to this theme by focusing on customer service skills which are central to the hospitality industry.

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

- self-managers
- 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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of customer service to hospitality establishments	a describe the range of customer service in hospitality establishments	
	b explain the impact of positive and negative customer service on the financial and commercial success of a hospitality business	
2 Know how customer care standards and policies are used in hospitality establishments	a explain customer care standards	
	b describe the components of customer care policies	
	c describe how customer care standards and policies differ from one hospitality establishment to another	
3 Understand how customer feedback is used to improve customer service	a identify methods used to collect customer feedback	
	b explain how customer feedback is used to improve customer service	
	c describe how levels of customer service are measured	
4 Be able to provide customer service to meet customer care standards and policies	a demonstrate effective use of customer service	SM5
	b collect customer feedback using an appropriate survey method	
5 Be able to evaluate customer service and recommendations for improvements	a measure and evaluate the effectiveness of customer service	
	b evaluate experiences of customer service and set goals to make recommendations for improvement	RL2

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.

3

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 3 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, learners will need to be aware of the range of customer services that exist within the hospitality industry:

- front of house: front office, housekeeping, food and beverage service, room service, bar service, events catering service
- back of house: kitchen, purchasing/stores.

Learners will need to understand the impact of positive and negative customer service on the financial and commercial success of a hospitality business and this should cover:

- the benefits of positive customer service: repeat business, word of mouth recommendations
- the negative impact of poor customer service: every dissatisfied customer will inform 10-20 other people, loss of confidence in the business, loss of reputation.

Learning outcome 2

Learners must be able to define customer care standards and compare different standards across a range of hospitality establishments. They should extend their existing concept of customer care by asking questions prior to making comparisons:

Definition: Customer care standards are organisational guidelines or policy statements on customer care and may cover some or all of the following:

- how the organisation will meet customers' needs
- knowing how to deal effectively with customers
- managing communication, expectation and perception
- provision of staff training.

Learners must be given an understanding of the components of a customer care policy which must include:

- equal opportunities for access to service
- reference to standards
- commitment to on-going training
- provision of information.
- targets relating to service delivery
- customer views and associated response mechanisms.

Learners must be aware of customer care standards within different hospitality organisations. They should relate to the following:

- personal presentation
- attitude to customers, colleagues and supervisors
- knowledge of service, facilities, special offers and events,
- positive body language
- supporting colleagues
- promoting teamwork
- knowing when to converse and when to withdraw
- how and when to up-sell.

Learning outcome 3

Learners must be able to summarise the methods used by the hospitality industry to gain customer feedback. Methods must cover:

- questionnaires
- agency surveys
- telephone surveys
- verbal feedback
- mystery guest
- web-based
- Personal Digital Assistant (PDA)
- customer records.

Learners must be able to explain how customer feedback is used and its effects and value on hospitality establishments. Effects should include the following:

- improved staff training
- review of customer care policies
- rewards and incentives for staff eg employee of the month, department of the month and productivity bonus
- review of health and safety, maintenance issues.

Learners must be able to describe how levels of customer service are measured and will be familiar with:

- questionnaires
- agency surveys
- telephone surveys
- verbal feedback
- focus groups.

Learning outcome 4

Learners must be able to demonstrate effective customer service skills and it is important that they realise the importance of adapting their behaviour within a range of hospitality situations when providing customer service in hospitality contexts.

Learners will be able to produce and use a customer survey tool to improve service; they will be able to identify improvements that would benefit others as well as themselves by producing a customer survey tool to:

- set benchmarks/performance targets
- use within a customer service situation
- analyse data collected
- produce and evaluate results
- provide statistics to assess effectiveness of service
- make recommendations for improvement.

Learning outcome 5

Learners must generate their own ideas and explore possibilities in relation to their understanding of the development, implementation and evaluation of customer care policies in order to improve customer service. They must cover examples such as:

- standard operating procedures
- company policy
- staff development
- loyalty schemes
- quality of service and product.

Learners must use this information to evaluate experiences of customer service and to make suitable recommendations for service 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 an assignment which will focus on understanding the importance of the effective provision of customer service on hospitality businesses. It will require the learner to demonstrate their understanding of the theory of customer service and customer care standards and how to measure feedback effectively. It will also include developing a customer survey tool to support the application of a customer care policy.

The practical component will afford the learner the chance to investigate customer feedback and the setting of performance standards, which can be monitored and measured. Upon evaluation of the results the learner will make recommendations for improvement to service provision.

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

Level 3 Unit 1: Investigating the social and economic trends in the hospitality industry

Level 3 Unit 3: Building and developing effective hospitality teams

Level 3 Unit 4: Effective people management skills for the hospitality 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
Design customer survey	The following must be provided: <ul style="list-style-type: none">• notes of any research• survey	LO1, 2
Demonstration of customer service techniques	The following must be provided: <ul style="list-style-type: none">• witness statement• self evaluation statement	LO3
Evaluation of customer service feedback	The following must be provided: <ul style="list-style-type: none">• data from survey• short report or presentation	LO4

Duration

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

Survey: 3 hours

Practical activity: 4 hours

Preparation and presentation of evidence: 2 hours.

Sector relevant purpose

The practical opportunities selected for providing customer service 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 work in a customer service role demonstrating efficient and effective customer service skills across a range of hospitality situations. Whilst doing so they must summarise the main components of a customer care policy and design and use a customer survey tool. They should gather evidence and give an evaluative presentation (written or oral) providing the results of the feedback with proposals for improvements.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance of customer service to hospitality establishments	18	20%
2 Know how customer care standards and policies are used in hospitality establishments	12	13.3%
3 Understand how customer feedback is used to improve customer service	12	13.3%
4 Be able to provide customer service to meet customer care standards and policies	24	26.7%
5 Be able to evaluate customer service and recommendations for improvements	24	26.7%
Total	90	100%

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 18 marks
1 Understand the importance of customer service to hospitality establishments	Listed some existing customer services in hospitality establishments. Explained the impact of positive and negative customer service.	Described existing customer services in hospitality establishments. Explained the impact of some examples of positive and negative customer service on a hospitality business.	Described a wide range of existing customer services in hospitality establishments. Explained in depth the impact of positive and negative customer service on the financial and commercial aspects of a hospitality business.
	0 to 3 marks	4 to 6 marks	7 to 12 marks
2 Know how customer care standards and policies are used in hospitality establishments	Limited explanation of customer care standards. Attempted to describe some of the components of a customer care policy. Attempted to describe how customer care standards and policies differ from one hospitality establishment to another.	Explained customer care standards. Described most of the components of a customer care policy. Described how customer care standards and policies differ from one hospitality establishment to another.	Explained in detailed customer care standards. Described in depth all the components of a customer care policy. Described in detail how customer care standards and policies differ from one hospitality establishment to another.
	0 to 3 marks	4 to 6 marks	7 to 12 marks
3 Understand how customer feedback is used to improve customer service	Attempted to identify methods of collecting customer feedback. Limited explanation of how organisations use customer feedback to improve customer service. Limited description of how levels of customer services are measured.	Identified some methods of collecting customer feedback. Explained how organisations use customer feedback and whether it was effective. Described how levels of customer services are measured.	Identified a range of methods for collecting customer feedback. Explained in detail how organisations use customer feedback. Described its effects on and value to hospitality establishments. Described in detail how levels of customer services are measured.
	0 to 10 marks	11 to 20 marks	21 to 24 marks
4 Be able to provide customer service to meet customer care standards and policies	Demonstrated limited customer service in some hospitality situations. Attempted to collect customer feedback using appropriate survey method.	Demonstrated effective customer service using some customer care standards in a range of hospitality situations. Collected customer feedback using appropriate survey method.	Demonstrated considered, effective customer service using customer care standards in a range of hospitality situations. Collected a range of customer feedback using appropriate survey method.

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 10 marks	11 to 20 marks	21 to 24 marks
5 Be able to evaluate customer service and recommendations for improvements	<p>Attempted to measure the effectiveness of customer service.</p> <p>Attempted to evaluate experiences of customer service.</p>	<p>Measured and evaluated the effectiveness of customer service.</p> <p>Evaluated experiences of customer service and attempted set goals to make recommendations for improvement.</p>	<p>Accurately measured and evaluated the effectiveness of customer service.</p> <p>Accurately evaluated experiences of customer service and set goals to make recommendations for improvement.</p>

Guidance for delivery

This unit will prove invaluable for developing the learners' awareness of the importance of customer care generally. It will help prepare learners to accept responsibility for supervisory aspects of customer care provision. Employers are very specific about the type of skills learners should demonstrate when working in a hospitality environment: being able to supervise others, 'meeting and greeting' effectively, presenting themselves appropriately, supporting colleagues and demonstrating confident body language are all important. Teachers should try to demonstrate the way in which learners acquire these skills by holding a series of events to which employers are invited and in which employers could participate in a range of activities while learners can meet and greet and act as hosts. Employers could be asked as part of these events to complete feedback forms which would provide an evaluation of learners' customer service skills and general behaviour.

It is recommended that learners have the opportunity to visit various hospitality outlets and experience the working atmosphere/conditions where this is possible. Observations made during visits and experiences gained from employment within hospitality establishments, will assist the learner to develop a real understanding of the importance of providing good customer service. Guest speakers who can impart information on the real life experiences of staff from within the industry should be involved in providing information that will contribute to the knowledge requirements of Learning outcomes and will also add realism to theoretical aspects of this subject. The involvement of employers, front-of-house personnel and those delivering services to customers from a range of outlets is important as this would provide opportunities for learners to gain an understanding of how hospitality outlets differ in the range of services offered.

During 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.

The acquisition of customer survey tools will help learners to appreciate the information and feedback that can be gained from users of the service and their use in the improvement of customer service.

Wherever possible, learners should be given opportunities to develop their skills in work-related activities, preferably through part-time employment, work experience, work placement or role play that involves dealing with colleagues and customers. 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 working together to deliver excellent customer service.

This unit has links with:

Level 3 Unit 3: Building and developing effective hospitality teams

Level 3 Unit 4: Effective people management skills for the hospitality industry.

This will allow the learners to demonstrate customer service skills within a hospitality-related setting.

As part of this unit, learners should be given every opportunity to ensure that their research activities include, planning, doing, reviewing and doing again. In particular this would be applicable to Learning outcome 2 where their skills in using and selecting appropriate material will be important. This provides an opportunity for learners to process and evaluate materials and sources encouraging them to take informed and well-reasoned decisions relating to the selection of relevant information. Learning outcome 3 also provides an opportunity for learners to develop a policy that they should then test through implementation and evaluation in order to ascertain its effectiveness.

Opportunities for applied learning

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

- work experience where they will act as members of a team dealing with internal/external customers and have an opportunity to demonstrate and develop their skills
- role play scenarios could be created to demonstrate a range of customer service situations and different ways of handling them – learners at Level 3 should be encouraged to take a supervisory role when handling situations
- practical customer service situations eg restaurant, front of house
- themed events, fund-raising events where the learner can plan, carry out and reflect on their practical customer service skills
- employer events, guest speakers, visits to local hospitality outlets, visits to colleges will give learners opportunities to demonstrate their skills when interacting with a range of different people.

Suggested prior learning

Learners should be familiar with developing skills necessary to work in the hospitality industry. They will have encountered a number of situations where customer service skills form the foundation of a successful business. Earlier learning should demonstrate the inclusive nature of this subject, and by Level 3 learners should be appreciative of the importance of building and developing this skill in order to build a successful business.

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
- analyse and evaluate information making judgements about its relevance and value when evaluating customer feedback

Team workers

- adapt behaviour to suit different roles and situations when demonstrating effective customer service within a range of hospitality situations
- learners will achieve fairness and consideration to others when demonstrating a fair and non-discriminatory approach to customers and colleagues

Creative thinkers

- generate ideas and explore possibilities will be evidenced through the design implementation and evaluation of a customer care policy

Effective participators

- identify improvements that would benefit others as well as themselves, learners will achieve this through the production and use of a customer survey tool.

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 range of mathematical, reading, writing and communication skills can be developed during the course of the activities around the subject of customer service. Learners should be exposed to the different formats in which customer feedback is collected as well as policy documents relating to relevant legislation such as Equal Opportunities. The ability to provide good customer service can be developed through the use of role plays or work placement situations thus enhancing speaking and listening skills.

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

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

Williams, A. (2002). *Understanding the Hospitality Consumer*. Published: Butterworth-Heinemann. ISBN: 978-0750652490.

Goodman, G. S. (2000). *Monitoring Measuring and Managing Customer Service*. Published: Jossey Bass. ISBN: 978-0787951399.

CDs, CD-ROMs and DVDs

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

BBC for Business. Who Cares Wins – Customer Care.

Confederation of British Industry (CBI). Serving Your Best Interests.

Other

The Institute of Customer Service offers a number of products that support the delivery of this unit including:

- Coaching — Knock Your Socks Off Service
- Customer Service for Dummies
- Telephone Tactics
- The Big Book of Customer Service Training Games
- The Customer Service Handbook

Websites

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|-----------------------------------|--|
| • British Hospitality Association | www.bha-online.org.uk |
| • Caterer website | www.caterersearch.com |
| • Institute of Hospitality | www.instituteofhospitality.org.uk |
| • Institute of Customer Service | www.instituteofcustomerservice.com |
| • People 1st | www.people1st.co.uk |
| • Hospitality Industry | www.hospitality-industry.com |

Level 3 Unit 3: Building and developing effective hospitality teams

What is this unit about?

The hospitality industry offers a wide range of exciting, challenging and varied career paths with opportunities for fast promotion. It is a global and diverse industry which demands skilled and enthusiastic teams of employees to drive the success of the business. But teams are only effective if they have highly-motivated, helpful, and customer-focused team leaders who can develop others.

A successful hospitality operation requires employees who can communicate effectively with both customers and other team members. This unit emphasises the importance of supporting team members. It explores the consequences of poor teamwork and how good teamwork can resolve external and internal conflict. Learners will have the opportunity to develop team working skills whilst promoting and carrying out a hospitality event.

The involvement of employers from a range of outlets would provide opportunities for learners to gain an understanding of how hospitality outlets differ, yet how they are all dependant upon good teamwork to sustain successful employee and customer relations. Employers should be asked to explain to learners the different types of teams in operation within their establishments, and give examples of ways in which new teams are formed and built.

Learners will benefit from work-related experiential learning in this unit. They will learn the theory of team building and development and have the opportunity to put theory into practice.

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):

- independent enquirers
- creative thinkers
- effective participators
- 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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the characteristics, roles and responsibilities of a range of hospitality teams and how they work effectively together	a describe the essential characteristics of different hospitality teams	
	b identify roles and responsibilities of a range of hospitality teams and team members	
	c describe how hospitality teams work towards common goals cooperating with others to provide effective customer service	TW1
	d explain the consequences of ineffective teamwork	
2 Understand the principles behind the resolution of conflict	a identify issues, events, problems and different perspectives where conflict can arise within hospitality teams	IE3
	b explain how conflict within hospitality teams can be resolved	EP1
	c explain the need to understand their own and others' assumptions and views	CT4
3 Be able to carry out duties as an effective team member	a demonstrate the ability to work with others towards objectives and to deal with issues of concern, showing consideration for the views and beliefs of others	TW1 EP6
	b assess own and others' roles and responsibilities within a team	
4 Be able to lead and support hospitality teams	a lead teams by taking responsibility and showing confidence whilst leading a hospitality team	TW5
	b provided constructive support to colleagues within a team	TW6
	c evaluate the effects of coaching and mentoring on a team's performance	

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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible. When working as part of team some learners may need additional time to reflect upon their contribution to the team effort and team leadership. They should be encouraged to discuss their performance, and look at ways in which they can make improvements.

Learning outcome 1

Learners will need to understand the essential characteristics of different hospitality teams including:

- team building
- team dynamics
- team formation
- voluntary teams
- temporary teams
- permanent teams
- specialist teams.

In order for learners to identify and explain the different roles and responsibilities undertaken by a range of teams in hospitality, learners must be given an understanding of the following operational functions:

- front of house/front office
- back of house
- accommodation services
- catering and restaurant
- marketing/sales
- licensed services
- facilities
- events management
- transport catering
- security
- business services.

Learners should be aware of the typical roles within a team including:

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

Learners will need to know how teams work together by co-operating with others in order to achieve common goals. They will need to know how teamwork provides effective customer service by presenting a professional image of the organisation to ensure that customers' needs are met and that they enjoy a positive experience. This will include the following actions by team members:

- listening and responding
- passing on customer information
- taking personal responsibility for own role
- communicating effectively with colleagues/customers/supervisors

Learners need to be able to explain the impact of ineffective teamwork and be aware of ways in which teamwork can be a key component in conflict resolution. They should learn to explore issues, events or problems from different perspectives and be made aware of the likely implications that of poor teamwork:

- reduction in sales
- poor reputation
- lack of repeat business
- increase in complaints
- decrease in referrals.

Learning outcome 2

They must be encouraged to consider some common conflict situations, and the effectiveness of coaching and mentoring in helping teams to resolve internal and external conflict:

- increase in motivation
- greater productivity
- fewer complaints
- reduced staff turnover.

Learning outcome 3

Learners must be encouraged to recognise the importance of team objectives and that they form a vital part of the process of working effectively as a team. They must be able to demonstrate that they can work with others towards objectives, discussing issues of concern and seeking resolutions where needed. The following issues are important aspects of team working and good communication within the hospitality industry:

- clarification of objectives
- addressing issues of concern
- handling conflict by balancing views
- maintaining communication
- providing complete and accurate information
- listening to others and reviewing information.

Learners must be able to assess their own, and others' roles and responsibilities within the team and they must be able to:

- assess the roles of other team members
- outline the key responsibilities of team members
- define own role in team
- assess how own role relates to other team members.

Learning outcome 4

When taking a lead role whilst working in a hospitality team, learners must be encouraged to take responsibility for their actions and show confidence in themselves and their contribution. In order for learners to assess their own and their team's performances successfully, they must be able to consider whether stated objectives have been met. Learners should make recommendations as to what action could be taken to make improvements should a similar event be carried out in future. Learners should be able to undertake the following:

- set specific objectives
- support colleagues to achieve objectives
- assess own performance against objectives
- assess team performance against objectives
- make recommendations.

They must be able to show that they can provide constructive support to their colleagues within the team by:

- providing constructive feedback
- reviewing the agreed standards if appropriate
- discussing the positive aspects of performance
- reviewing the effectiveness of communication skills
- reviewing ways to collectively improve standards.

Learners must be able to evaluate the effects of coaching and mentoring on a team's performance;

- improved motivation
- sharing of issues
- broadening understanding
- providing guidance
- teaching
- counselling.

Assessment

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

This assignment is designed to give the learner the opportunity of experiencing teamwork in the hospitality industry, both as a member of a team, and as a team leader.

As customer service is an essential part of any hospitality establishment learners must record the tasks undertaken to provide this service, as well as team and customer feedback from the practical activity.

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
Work as part of a hospitality team	The following must be provided: <ul style="list-style-type: none">witness statementwritten record of task undertakencustomer feedback	LO1, 2, 3
Lead a hospitality team	The following must be provided: <ul style="list-style-type: none">witness statementcustomer feedbackdetails of taskteam feedback	LO1, 2, 4

3

Duration

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

Practical activity: 6 hours

Preparation and presentation of evidence: 2 hours.

Sector relevant purpose

Learners are to experience working as a member of, and leading, a team within 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.

Demand

Learners are to collect evidence of practical activities from two separate occasions acting as a team member and a team leader. Evidence should include a summary assessing roles and responsibilities of the team, establishing objectives for the team and self, a summary of any issues or concerns raised and methods employed to resolve them, support provided to colleagues while leading a team, an evaluation of both own and team's performance, with recommendations for future improvements.

Copies of the assignment set and evidence of its completion should be kept for moderation purposes, for example, witness testimonies, products of work, photographic evidence. Signed statements of verification to confirm the authenticity of the learner's own work must be included.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the characteristics, roles and responsibilities of a range of hospitality teams and how they work effectively together	30	33.3%
2 Understand the principles behind the resolution of conflict	24	26.7%
3 Be able to carry out duties as an effective team member	18	20%
4 Be able to lead and support hospitality teams	18	20%
Total	90	100%

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 8 marks	9 to 16 marks	17 to 30 marks
1 Know the characteristics, roles and responsibilities of a range of hospitality teams and how they work effectively together	<p>Attempted to describe some essential characteristics of different hospitality teams.</p> <p>Attempted to describe limited roles and responsibilities of hospitality teams.</p> <p>Attempted to describe how teams work together to provide effective customer service.</p> <p>Attempted to describe some of the consequences of ineffective teamwork.</p>	<p>Described some essential characteristics of different hospitality teams.</p> <p>Described the main roles and responsibilities of hospitality teams.</p> <p>Described how teams work together to provide effective customer service co-operating with others and working towards common goals.</p> <p>Described a range of the consequences of ineffective teamwork.</p>	<p>Described all of the essential characteristics of different hospitality teams.</p> <p>Described all of roles and responsibilities of hospitality teams.</p> <p>Given a detailed description of ways in which teams work together to provide effective customer service, co-operating with others and working towards common goals.</p> <p>Described a comprehensive understanding of the consequences of ineffective teamwork.</p>
	0 to 4 marks	5 to 8 marks	9 to 24 marks
2 Understand the principles behind the resolution of conflict	<p>Attempted to identify issues, events, problems within hospitality teams.</p> <p>Outlined ways in which teamwork is used to resolve conflict by exploring events from different perspectives.</p> <p>Limited explanation of the need to understand their own and others assumptions and views.</p>	<p>Identified some issues, events, problems and different perspectives where conflict can arise within hospitality teams.</p> <p>Described ways in which teamwork is used to resolve conflict by exploring events from different perspectives.</p> <p>Explained the need to understand their own and others' assumptions and views.</p>	<p>Identified a range of issues, events, problems and different perspectives where conflict can arise within hospitality teams.</p> <p>Described in detail ways in which teamwork is used to resolve conflict by exploring events from different perspectives.</p> <p>Explained in detail the need to understand their own and others' assumptions and views.</p>
	0 to 4 marks	5 to 8 marks	9 to 18 marks
3 Be able to carry out duties as an effective team member	<p>Produced basic objectives discussed issues of concern seeking resolution where needed.</p> <p>Shown limited assessment of own and others' roles.</p>	<p>Produced basic objectives discussed issues of concern seeking resolution where needed.</p> <p>Shown assessment of own and others' roles and responsibilities.</p>	<p>Produced a comprehensive range of objectives, discussed issues of concern seeking resolution where needed.</p> <p>Shown comprehensive assessment of own and others' roles and responsibilities.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 18 marks
4 Be able to lead and support hospitality teams	<p>Attempted to take a lead role within the hospitality team. Taken responsibility, showing confidence in themselves and their contribution.</p> <p>Attempted to provide constructive support to colleagues within a team.</p> <p>Attempted some limited evaluation of the use of coaching and mentoring in hospitality teams.</p>	<p>Taken a lead role within the hospitality team. Taken responsibility, showing confidence in themselves and their contribution.</p> <p>Provided constructive support to colleagues within a team.</p> <p>Given an evaluation of the use of coaching and mentoring in hospitality teams.</p>	<p>Taken an effective lead role within the hospitality team. Taken responsibility, showing confidence in themselves and their contribution.</p> <p>Provided comprehensive constructive support to colleagues within a team.</p> <p>Given a thorough evaluation of the use of coaching and mentoring in hospitality teams.</p>

Guidance for delivery

This is a topic which can be best demonstrated in a practical environment, although not necessarily during a work placement. Carrying out assignments in school or college will require effective team working.

At Level three, one expects the learner to take a lead role in the work of hospitality teams including evaluating performance to achieve specified objectives. The more able may actually build and develop the team as well learning the theory and being able to evaluate team performance. Tests could also be used to assess the theory of team working, different roles and responsibilities, how conflict is resolved, different types of teams, how hospitality teams work together and rely on each other to meet customer needs.

The learners should have an awareness and understanding of team forming, norming and storming, reflective learning, and team hierarchy. Handling conflict should be covered. Hospitality is an industry where service is crucial and in a pressurised environment ineffective teamwork quickly leads to poor customer service. Learners should respect the diversity within a team, such as differences in gender, ethnicity, cultural or religious background, and special needs, whilst meeting the requirements of legislation, quality systems, customer care policies and service level agreements.

Role play and case studies may be used to develop learners' understanding of different perspectives within and between teams.

This unit could be linked to the assignment for Level 3 Unit 2: Importance of customer service in hospitality and Level 3 Unit 8: Managing a food operation in hospitality. 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.

Opportunities for applied learning

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

- work experience – where learners can experience a variety of roles and responsibilities for themselves, and collect information on those of others and will also be part of a team
- part-time employment – as in work experience, and in addition they may be actively involved experiencing changing team structures
- realistic hospitality services, themed events, fund-raising events – this type of activity will provide learners with ideal opportunities to demonstrate their knowledge of the importance team work
- visits to hospitality establishments provide learners with all the 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 teamwork to the success of the business
- voluntary work – learners doing voluntary work will learn the value of working as a team in a changing and diverse work force.

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 2 Diploma in Hospitality will benefit from knowledge, understanding and skills gained from Level 2 Unit 4: Working in a hospitality team.

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.

Alternative approaches could be used.

The learner could develop PLTS by:

Independent enquirers

- exploring issues, events or problems from different perspectives when planning a service or event
- analyse and evaluate information, judging its relevance and value when planning and carrying out research on the effectiveness of teams

Creative thinkers

- connect own and others' ideas and experiences in inventive ways by trying out suggested new ideas

Reflective learners

- invite feedback and deal positively with praise, setbacks and criticism by getting feedback on performance from team members at all levels
- apply feedback and evaluation to inform future learning
- communicate their learning in relevant ways for different audiences when showing a member of staff what to do

Team workers

- reaching agreements, managing discussions to achieve results during team meetings and day-to-day operations
- take responsibility, showing confidence in themselves and their contribution when dealing with customers and acting as team leader
- provide constructive support and feedback to others when evaluating performance and on a day-to-day basis

Self-managers

- working towards goals, showing initiative, commitment and perseverance whilst working within a hospitality team
- organising time and resources, prioritising actions when acting as team leader and striving for common team goal

Effective participators

- discussing issues of concern, seeking resolution when needed during team meetings and on a day-to-day basis working towards achievement of the assignment.

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 is a very practical unit with a strong emphasis on teamwork and communication. As a result there will be numerous opportunities for the development of speaking and listening skills. However, this practical work will need to be underpinned by subject knowledge and understanding and so tasks about the theories which support effective teamwork provide opportunities for writing skills development.

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

Cousins, J.; Fosket, D.; Gillespie, C. (2002). *Food and Beverage Management*. Published: Longman. ISBN: 978-0582452718.

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: Cengage Learning EMEA. ISBN: 978-0304706860.

Websites

- Caterer.com www.caterer.com
- Human Relief Foundation www.hrf.org.uk
- People 1st www.people1st.co.uk

Level 3 Unit 4: Effective people management skills for the hospitality industry

What is this unit about?

The purpose of this unit is to introduce learners to the important skills required to be a supervisor or team leader in the 'people industry' that is hospitality. It will help learners develop skills and understanding in how to manage the workforce in the industry, with the objective of maximising individual and team performance for the good of the organisation. The workforce in hospitality is culturally diverse and attracts creative and interesting people, many of whom are young people in their first position, or working part-time either while they study or as a temporary staff member whilst travelling the world. This makes the job of supervising the staff very challenging, but interesting, exciting and rewarding.

This unit should stimulate learners to promote an interest in discovering what the industry offers to its employees, since a key factor of managing people is the ability to attract and retain staff. Employer engagement and related case studies will enable learners to quickly appreciate the practical nature of the industry and the type of people that are attracted to it. Employer engagement in delivery of the unit makes a valuable contribution to discussion on ways in which employees can be directed and guided and the impact that different management styles can have on different teams.

Learners will develop an understanding of how different management styles impact upon individual workers, departments and ultimately on the service that the customers receive. The skills acquired in this unit are transferable and will contribute to job satisfaction for both the employee and the manager. The unit includes the opportunity to demonstrate the application of practical management skills where learners can communicate, guide, coach and mentor individuals and teams to help them to achieve their goals. Information on recruitment, appraisal and training for staff, with an outline of the legal responsibilities that hospitality establishments have towards their employees is also included in this important unit, which can make a significant contribution to learners' skills, knowledge to support a future career.

The theme for the unit is 'people in the hospitality industry'. This unit contributes to this theme by introducing learners to the importance of positive interaction between individuals and teams and managers and employees and the effect that these relationships can have upon a successful hospitality business. Learners will be made aware of the breadth of personal skills that are contained in the topic, including the importance of communication skills and their transferability into other industries.

This unit, alongside the others within the Level 2 Principal Learning in Hospitality, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS.

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

- effective participators
- reflective learners
- team workers
- independent enquirers
- self-managers.

Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 5 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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the roles and responsibilities of managers in the hospitality industry	a plan and carry out research into range of roles and the responsibilities of managers in the hospitality industry	IE2
	b identify further questions to answer and problems for managers to resolve	IE1
2 Understand how managers develop, organise, motivate and direct teams and individuals	a explain how managers develop, organise and motivate teams	
	b explain how managers direct and guide individuals and teams to work towards common goals	TW1
	c explain how managers support and develop individual team members in relevant ways	
3 Know how hospitality organisations recruit staff and the related legal responsibilities	a explain the different methods of recruitment used	
	b summarise the main legal responsibilities relating to recruitment and management of staff	
4 Be able to evaluate individual and team performance and ways in which different management styles impact on staff in hospitality establishments	a perform as an active team member making contributions to discussions to influence others and reach workable solutions	EP5
	b lead a team in a hospitality environment communicating direction and guidance to team members, taking responsibility and showing flexibility when priorities change	SM1
	c evaluate the performance of individuals and teams in hospitality establishments, reviewing progress and achievement	RL3
	d evaluate different management styles and their effects on staff, providing constructive feedback to others	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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

Learning outcome 1

The learner will need to be given an understanding of the way in which they should plan and carry out research, appreciating the consequences of their decisions and how to select and record appropriate information. As part of this unit, the learner should be given every opportunity to ensure that their research activities include, planning, where their skills in using and selecting appropriate material may need to be developed.

This provides an opportunity for learners to process and evaluate materials and sources encouraging them to take informed and well-reasoned decisions relating to the selection of relevant information. They will need to be given an understanding of the roles and responsibilities of the following types of managers in the hospitality industry:

- manager
- assistant/duty manager
- supervisor
- team leader
- shift leader.

Learning outcome 2

Learners must be made aware of ways in which managers identify improvements that will benefit individuals and others. This must be linked to the ways in which teams and individuals are organised, developed and motivated including:

- induction
- training
- team building
- succession planning.

Learners must be taught how managers communicate direction and guidance to individuals and teams in a hospitality environment through co-operation with others in order to achieve common organisational goals, including the following methods:

- 1-2-1
- mentoring
- buddy system
- team meetings
- coaching
- departmental meetings.

Learners must be aware of opportunities for personal development and should be able to communicate their knowledge in relevant ways to different audiences and be able to make contributions to discussions and presentations both as team leaders and team members, including:

- updating CVs
- performance management
- appraisal
- training and development planning.

Learning outcome 3

Learners must be made aware of the following methods of recruitment and be able explain how they are used in the hospitality industry:

- specialist recruitment agencies
- trade press and newspapers
- employment websites
- colleges and schools
- Jobcentre Plus.

Learners will need to be able to summarise the main legal responsibilities relating to the recruitment and management of individuals within the hospitality industry:

- equal opportunities
- minimum wage
- race equality
- CRB (Criminal Records Bureau) checks.

Learning outcome 4

Learners must be shown how to evaluate the performance of individuals and teams in order to identify opportunities and achievements, which will enable them to provide feedback and guidance on personal development. Learners should be aware of, and know how to use the following methods:

- appraisal
- performance management
- self-assessment
- 360-degree assessment
- incentives.

Teachers will need to develop learners' evaluative skills for them to assess and analyse the performance of individuals and teams and to make contributions through discussions and presentations both as team members and team leaders.

Learners will need to be familiar with different management styles and to participate in role plays, demonstrating managements styles themselves and analysing management styles, providing constructive support and feedback to others in managerial roles. These managerial styles should be evaluated:

- democratic
- autocratic
- laissez-faire
- consultative
- change leader.

Assessment

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

This assignment has been designed to apply the learner's knowledge and understanding of leadership and management of a Hospitality establishment, from the recruitment stage to team development. The assignment will ensure the learners apply their learning in a variety of ways in order to demonstrate breadth and depth of understanding of the unit.

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
Recruitment guide for hospitality business	The following must be provided: <ul style="list-style-type: none">• leaflet or booklet or poster	LO1, 3
Personal development advice to staff	The following must be provided: <ul style="list-style-type: none">• record of meeting or transcripts or notes• any agreed plans	LO2
Evaluation of role as team leader	The following must be provided: <ul style="list-style-type: none">• self evaluation• witness statements	LO4

3

Duration

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

Practical activity: 3 hours

Preparation and presentation of evidence: 2 hours.

Sector relevant purpose

The practical opportunities selected for demonstrating leadership and management skills 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

The learner will produce a short guide on recruitment for a small hospitality business, which is to include the range of roles of managers in hospitality, the methods of recruiting staff and the main legal responsibilities that this entails.

The learner will participate in a practical event, or undertake a role play situation, where they will demonstrate skills in managing people while leading a team. Each member of the group will act as the team leader for one session and as team members on other occasions during the practical activity. As the team leader the learner will plan, motivate, develop and organise the team.

The practical activity will be examined from a number of different perspectives including how the learner communicates advice on personal development in relevant ways to colleagues or different audiences in order to progress within the hospitality industry. The learner will also evaluate the effectiveness of their own performance as a team leader, commenting on other styles of leadership and how they compare.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Copies of presentations should be recorded electronically and guidance and advice given following practical observations should be evaluated and recorded.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the roles and responsibilities of managers in the hospitality industry	15	16.7%
2 Understand how managers develop, organise, motivate and direct teams and individuals	18	20%
3 Know how hospitality organisations recruit staff and the related legal responsibilities	27	30%
4 Be able to evaluate individual and team performance and ways in which different management styles impact on staff in hospitality establishments	30	33.3%
Total	90	100%

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 15 marks
1 Understand the roles and responsibilities of managers in the hospitality industry	<p>Attempted to produce information that showed evidence of research and limited knowledge of roles and areas of responsibility.</p> <p>Attempted to identify further questions to answer and problems for managers to resolve.</p>	<p>Produced information that showed generally clear evidence of research to explain roles and areas of responsibility.</p> <p>Identified further questions to answer and problems for managers to resolve.</p>	<p>Produced detailed information that showed evidence of extensive research and clearly explained roles and areas of responsibility.</p> <p>Identify a range of further questions to answer and problems for managers to resolve.</p>
	0 to 4 marks	5 to 8 marks	9 to 18 marks
2 Understand how managers develop, organise, motivate and direct teams and individuals	<p>Limited explanation how managers develop, organise and motivate teams.</p> <p>Limited explanation of how managers direct and guide individuals and teams to work towards common goals.</p> <p>Limited explanation of how managers support and develop individual team members in relevant ways.</p>	<p>Explained how managers develop, organise and motivate teams.</p> <p>Explained how managers direct and guide individuals and teams to work towards common goals.</p> <p>Explained how managers support and develop individual team members in relevant ways.</p>	<p>Explained in detail how managers develop, organise and motivate teams.</p> <p>Explained in detail how managers direct and guide individuals and teams to work towards common goals.</p> <p>Explained in detail how managers support and develop individual team members in relevant ways.</p>
	0 to 6 marks	7 to 12 marks	13 to 27 marks
3 Know how hospitality organisations recruit staff and the related legal responsibilities	<p>Limited explanation of the different methods of recruitment used.</p> <p>Attempted to summarise the main legal responsibilities relating to recruitment and management of staff.</p>	<p>Explained the different methods of recruitment used.</p> <p>Summarised the main legal responsibilities relating to recruitment and management of staff.</p>	<p>Explained in detail the different methods of recruitment used.</p> <p>Summarised in detail the main legal responsibilities relating to recruitment and management of staff.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 7 marks	8 to 14 marks	15 to 30 marks
4 Be able to evaluate individual and team performance and ways in which different management styles impact on staff in hospitality establishments	<p>Attempted to perform as an active team member making contributions to discussions to influence others and reach workable solutions.</p> <p>Attempted to lead a team in a hospitality environment communicating direction and guidance to team members.</p> <p>Attempted to evaluate the performance of individuals and teams in hospitality establishments.</p> <p>Attempted to evaluate different management styles and their effects on staff.</p>	<p>Performed as an active team member making contributions to discussions to influence others and reach workable solutions.</p> <p>Led a team in a hospitality environment communicating direction and guidance to team members.</p> <p>Attempted to evaluate the performance of individuals and teams in hospitality establishments, reviewing progress and achievement.</p> <p>Attempted to evaluate different management styles and their effects on staff, providing constructive feedback to others.</p>	<p>Confidently performed as an active team member making contributions to discussions to influence others and reach workable solutions.</p> <p>Confidently led a team in a hospitality environment, communicating direction and guidance to team members, taking responsibility and showing flexibility when priorities change.</p> <p>Evaluated the performance of individuals and teams in hospitality establishments, reviewing progress and achievement.</p> <p>Evaluated different management styles and their effects on staff, providing constructive feedback to others.</p>

Guidance for delivery

This unit covers a key topic in the successful running of a business. It is theoretical in its basis but provides a range of opportunities to involve learners in practical tasks and related aids and studies. It will be helpful to review given films and/or videos and identify the impact of different management styles on the performance of teams and individuals through discussions and presentations which should be appropriately recorded.

The use of case studies, visits and guest speakers to provide realism and practical exposure to real life situations will be invaluable, as it will reinforce the importance of positive interaction between colleagues and customers. In particular, employers talking to learners about ways in which different teams respond to motivation and ways in which they can be developed. Learners should have the opportunity to work in a practical situation where they set appropriate goals and manage teams, including the opportunity to review and reflect upon their achievements. When doing this they can work individually and within teams, effectively participating and developing transferable personal learning and thinking skills that they can apply to their learning or new situations. The allocation of a role as a team leader does not have to be confined to practical situations, as learners could also be divided into teams on visits, with one individual assuming a role as team leader.

In addition to team working and effective participation skills learners should be encouraged to develop their skills as reflective learners and creative thinkers. Opportunities to extend these skills can be drawn out through discussions and presentations, as well as through the practical activities in which they will be involved.

This assignment could be linked to the assignment for Level 3 Unit 8: Managing a food operation in hospitality. 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.

Team teaching or co-teaching to develop participation skills while working in teams would also be a useful activity and joint assignments could be a useful method in bringing the topics together in one single purposeful activity.

Opportunities for applied learning

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

- work experience – where learners can experience a variety of roles and responsibilities for themselves, and collect information on those of others. In addition they will be able to observe the principles of managing people in the hospitality industry
- part-time employment – as in work experience, and in addition they may be actively involved in the effects of different management styles on staff
- realistic hospitality services, themed events, fund-raising events – this type of activity will provide learners with ideal opportunities to demonstrate their knowledge of the importance of managing a team in order to achieve the best results. This would be a good chance for learners to present their research on career planning and personal development to an audience
- visits to hospitality establishments provide learners with all the 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 skills associate with managing people in a range of different establishments
- voluntary work – learners doing voluntary work will be able to apply their knowledge when dealing with people.

Suggested prior learning

Learners will have had some experience of being managed, either in a part time job or as part of an activity at school or college. They should be encouraged to discuss this experience as a group and to draw out the positive and negative experiences. It would be useful to engage in a group discussion about ways in which experiences could have been improved. Some learners may have had experiences as supervisors or managers in part time employment, or as a group leader in a leisure activity. These experiences should also be reviewed and evaluated.

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

- planning and carrying out research into the recruitment methods and the main legal requirements and making decisions regarding the most appropriate for the situation

Creative thinkers

- generating ideas and exploring possibilities during discussions
- identifying the questions they should ask when researching the range of different roles and responsibilities of managers in the hospitality industry

Reflective learners

- evaluating their experiences in a practical situation as a team leader and using the learning gained to inform and improve future progress

Team workers

- co-operating with other team members while working towards common goals

Self-managers

- working towards the goals agreed for the practical situation showing initiative, commitment and perseverance

Effective participators

- using feedback sessions following the practical activity to identify 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 order to successfully complete this unit, learners will need to be able research the 'people' aspect of the hospitality industry alongside the tools and techniques to successfully manage a team. Therefore they will need to be able to read and understand a range of texts, identifying key points and using the information to present their own ideas both in writing and verbally via a formal presentation.

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

Davis, B.; Lockwood, A.; Stone, S. (1998). *Food & Beverage Management*.
Published: Butterworth-Heinemann. ISBN: 978-0750632867.

Mullins, L. J. (2001). *Hospitality Management & Organisational Behaviour*. Published: Longman.
ISBN: 978-0582432253.

Steingold, F. S. (2007). *The Employer's Legal Handbook*. Published: NOLO. ISBN: 978-1413310238.

Journals and magazines

- Caterer and Hotelkeeper
- Hospitality

Websites

- | | |
|--|--|
| • Hotel Resource for Hospitality Professionals | www.hotelresource.com |
| • Institute of Hospitality | www.instituteofhospitality.org |
| • Caterer.com | www.caterer.com |
| • People 1st | www.people1st.co.uk |

Level 3 Unit 5: Finance and budgetary control for the hospitality industry

What is this unit about?

The purpose of this unit is to develop learners' financial skills and to illustrate the importance of these skills to the hospitality industry. Learners will understand and be able to apply processes and procedures to decision-making techniques based on financial and budgetary conclusions and interpretation.

Learners will understand the financial drivers that are paramount to the commercial success of hospitality establishments. The knowledge, understanding and skills gained through this unit will be essential for learners wishing to progress within the hospitality industry or in any type of business. An appreciation of budgeting is an asset to employees at all levels, and will also help learners to manage their personal finances.

Learners will be introduced to the process of stock taking, and fixing prices in relation to the market trends. They will begin to appreciate the wide range of external factors that can affect the finances of a business. Equally important are the legislative requirements that an owner-manager must comply with such as the requirements of VAT and corporation tax, and these will be outlined to learners.

The unit will assist learners to understand and apply decision making concepts that affect any 'for profit' industry. Through this unit, learners will develop a number of Personal, Learning and Thinking Skills, and apply them to the strategies common in the Hospitality industry for decision making. Many of the Principal Learning units will draw on the financial skills needed to be successful.

The theme(s) for the unit is Theme C – Business and Finance in the Hospitality Industry. This unit contributes to this theme by illustrating the key role of finance skills in any operational outlet, but particularly in the ownership and management of units in hospitality and other industries. Level 3 Unit 6: Running a hospitality business will provide the opportunity to apply the financial knowledge gained in this unit to a practical hospitality situation and will further develop the financial aspects of operating and running a business. These two units are very closely linked.

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

- independent enquirers.

Guided learning hours

This unit has 30 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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of budgets and budgetary control to the success of hospitality establishments	a explain the importance of budgetary planning and control	
	b assess the value of planning and control to the success of hospitality establishments	
2 Be able to perform basic tax calculations	a know the basic principles of tax calculations for hospitality establishments	
	b perform basic tax calculations for hospitality establishments	
3 Know how to control budgets in hospitality establishments	a explain different methods of budgetary planning and control in hospitality related situations	
	b use the appropriate terminology relating to financial and management information	
4 Be able to use financial information to inform business decisions	a produce recommendations for business decisions 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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

It is important that, through the Level 3 Hospitality Principal Learning, learners receive as broad an experience of the whole industry as possible. Teachers are urged to refer to, and use examples from, each of the seven industries where appropriate and relevant. Of the establishments within the hospitality industries, this unit covers:

- providers of accommodation
- restaurants, bistros and café bars
- fast food outlets, pubs, bars and nightclubs
- conference centres and convention suites
- banqueting suites and leisure centres
- event catering and corporate hospitality events
- sports, gyms and social clubs
- schools, colleges and universities
- hospitals and other institutions eg prisons and care homes.

In order to achieve all the Learning outcomes for this unit, learners will need to have a grasp of relevant general and hospitality-related financial terminology. Teachers should integrate terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use the terminology. Learners will need to be familiar with the following terms:

- | | |
|----------------------|--------------------------|
| • profit margins | • yield management |
| • average room rates | • ratios |
| • price/volume rates | • corporate terminology. |
| • portion control | |

Learning outcome 1

Teachers must assist learners in understanding budgetary planning and control relevant to the hospitality industry. It is important that learners relate budgetary planning and control to hospitality establishments. They should be able to relate the value of the planning and control mechanisms to the success of the establishment.

It should be noted that some examples of planning are also methods of control.

Budgetary planning must include:

- budgeted as a comparison to actual
- profit and loss
- staffing budget eg staffing costs ie temporary v agency v full time
- capital budget eg repairs and refurbishment ie leasing or purchase
- revenue budget eg food costs, replacement stock items.

Budgetary control must include:

- management of costs; fixed, variable and marginal
- yield management
- tariff and rate fixing ie walk-in v rack rate
- stock control
- internal audit.

Learners must be able to explain different methods of budgetary planning and control. Teachers should ensure that the learners are given opportunities to visit hospitality establishments and in particular areas such as the stores, where control methods are paramount to the successful operation in order to familiarise them with the following industry practices:

- purchasing
- stock control
- requisitioning
- credit control.

Learning outcome 2

Teachers must make learners aware of the principles of and calculations of VAT as well as what corporation tax is and how it could affect hospitality businesses.

Learners must be able to calculate VAT:

- adding VAT as appropriate to find a sales price
- extracting VAT from a sales price.

They will need to be familiar with the principles of VAT to the extent that they can calculate VAT as it applies to:

- businesses under the VAT threshold
- rate of VAT
- VAT-exempt items
- VAT-exempt businesses.

Learning outcome 3

Learners will need to develop skills in assessing different methods of budgetary planning and control. They must include the following budgetary controls:

- internal audit
- staffing budget
- capital budget
- revenue budget.

Learners will need sufficient understanding of financial and management documents used in the hospitality industry to be able to use them effectively and know how they are used in the control of budgets. Teachers should show learners examples of documents from the hospitality industry and explain their use:

- | | |
|-------------------------|----------------------------|
| • purchase orders | • statements – bank |
| • delivery notes | • bank reconciliation |
| • invoices | • internal requisition |
| • credit notes | • balance sheet |
| • statements – supplier | • profit and loss account. |

Relevant management documents used within the hospitality industry include:

- stock records
- labour costs
- sources of income eg by department
- capital investment decision making
- pricing policies
- budgeted accounts eg by £, by staff hours, by product, by budget line (comparison of budgeted to actual costs)
- balance sheet
- profit and loss account

Learning outcome 4

Teachers will need to make learners aware of the variety of financial information that can be used to inform business decisions within hospitality establishments.

- cash flow
- balance sheet
- sales figures
- prices
- staff costs
- yield management.

Learners need to be given opportunities to develop their skills of analysis and evaluation, and of providing reasoned arguments to support their conclusions.

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 an assignment that will enable them to demonstrate their understanding of the importance of budgetary planning and control to an organisation and to synthesise the knowledge, understanding and skills gained through this unit. The assignment is based on a hospitality establishment.

The learner will be able to show appropriate use of hospitality terminology where relevant throughout the assignment and will summarise the implications of basic tax calculations on the business.

The learner will be required to interpret documents and information used in hospitality establishments and to make recommendations for business decisions.

The learner will then use different methods of budgetary planning and control, to review the impact and value of control measures on the success of a hospitality business.

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.

Task	Form(s) of evidence	LO mapping
A financial review of hospitality business	The following must be provided: <ul style="list-style-type: none">written report including analysis of data	LO1, 2, 3, 4

Duration

The assignment, which will be completed over a series of lessons under classroom conditions and will take approximately 8 of the 30 guided learning hours available for this unit.

Sector relevant purpose

Budgets and financial controls affect the financial success of a hospitality business. Finance and budgetary controls should be applied to all sectors of the hospitality industry.

Demand

The written report of the financial plan should include an analysis of financial data.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance of budgets and budgetary control to the success of hospitality establishments	24	26.6%
2 Be able to perform basic tax calculations	15	16.8%
3 Know how to control budgets in hospitality establishments	24	26.6%
4 Be able to use financial information to inform business decisions	27	30%
Total	90	100%

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 8 marks	9 to 16 marks	17 to 24 marks
1 Understand the importance of budgets and budgetary control to the success of hospitality establishments	<p>Compared extracted against actual budget figures to demonstrate a basic grasp of budgetary planning and control.</p> <p>Attempted to assess the use of financial planning and control.</p>	<p>Accurately compared extracted against actual budget figures to demonstrate budgetary planning and control to a hospitality establishment.</p> <p>Assessed the use of financial planning and control in the hospitality industry.</p>	<p>Accurately compared extracted against actual budget figures to demonstrate the importance of budgetary planning and control to a hospitality establishment.</p> <p>Assessed the use and value of financial planning and control to the success of the hospitality industry.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Be able to perform basic tax calculations	<p>Described basic principles of tax calculations.</p> <p>Provided either a correct calculation or VAT-exempt examples.</p>	<p>Described some basic principles of tax calculations relating to hospitality.</p> <p>Performed basic tax calculations, the majority of which are accurate and correctly provided VAT-exempt examples.</p>	<p>Described all basic principles of tax calculations relating to hospitality.</p> <p>Performed basic tax calculations, which are accurate and correctly provided VAT-exempt examples.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Know how to control budgets in hospitality establishments	<p>Provided some methods of budgetary planning and control.</p> <p>Showed some use of financial terminology in their work.</p>	<p>Provided methods of budgetary planning and control in a hospitality situation.</p> <p>Show some use of financial terminology relating to financial and management documents.</p>	<p>Explained different methods of budgetary planning and control in hospitality related situations.</p> <p>Produced work which demonstrated an appropriate range of financial terminology relating to financial and management documents.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
4 Be able to use financial information to inform business decisions	Made some recommendations for business decisions review.	Made recommendations for business decisions review.	Made recommendations for business decisions review using reasoned arguments and evidence.

Guidance for delivery

This unit should be delivered in as practical a manner as possible, and it is important to stress the links with other units at Level 3 in particular Unit 6: Running a hospitality business. Most learners will have had some previous experience that can be related to this unit, and every opportunity should be taken to expand upon practical experiences that the learners may have had. For example, if they have completed a Level 2 Diploma in any line of learning, they will have had some work experience, and some of them may have seen examples of budgetary control at first hand. In its most simple form, learners will be used to the concept of control between kitchen and restaurant, where the service staff need to give a request into the kitchen before they are provided with the product. Learners with part-time jobs will be able to provide up-to-date examples from industry, and these can be discussed in the class and used for assignments and exercises.

At a very early stage in the learning programme, it is important that learners are exposed to real-life situations as they occur in the hospitality industry, and asking employers to speak to learners and to show them around establishments will reinforce the importance of the financial impact on the business.

This unit should include a number of visits, speakers from industry, and electronic research. Examples must all be industry-related and focused around hospitality establishments. Links to local hospitality establishments should be made so that learners gain a practical insight into this topic, and when visits are arranged, teachers should ensure that the learners are given opportunities to visit areas such as the stores, where control methods are paramount to the successful operation. Learners should be given opportunities to ask questions on visits, and should be given guidance on the type of questions to ask that will enhance their existing knowledge (eg what type of stock control system is used? How often do stock takes occur? Does the business employ external auditors or is it done in house?)

The unit will introduce learners to the important business and financial aspects of using financial and management documents to inform decision making and budgetary control, since this is the key to success or failure. Employers will be in a position to share financial decisions they have had to make, and when these decisions become a part of success or failure they become very much more meaningful to learners. Many businesses have failed due to a lack of budgetary planning and the knowledge of processes that follow a business through from the raw materials to the final product that is ready for sale.

In addition to examples from industry, learners should be given opportunities to make use of trade press and internet research.

When investigating financial aspects of hospitality establishments, learners must have access to evidence that can be used to support their conclusions relating to explanations of the importance of budgeting. These should be gained through a series of industry visits and guest speakers from industry or industry related organisations eg Springboard. Learners should be encouraged to share their experiences of applied learning within the hospitality industry.

Teachers may wish to facilitate a discussion that allows the learners to debate a range of options that are open to them when seeking to control costs and budget effectively. They may use these skills in a range of practical situations, including any practical activity that they have planned as a group where control of the budget is key to success. Learners could then be encouraged to identify 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.

The teaching of topics such as budgetary control could also be linked into the room division area where yield management can be used to illustrate how factors such as increasing or decreasing prices or the sale of more rooms can be a deciding factor in reaching breakeven. It also serves to illustrate to learners that budgetary control is not confined to the food and beverage areas in a successful business.

When learning about VAT, exercises that incorporate actual VAT returns from industry would be useful, as well as applying VAT to hotel bills as a practical practise exercise.

This unit has very strong links with Level 3 Unit 6: Running a hospitality business, for example, the analysis of capital, revenue and staffing budgets could be linked as could understanding the importance of a profit and loss account, cash flow and break even.

It is recommended that teachers take every opportunity to integrate the unit with others in the Level 3 Diploma in order that learners both see relevance and importance of the subject. Terminology and financial and management documents will feature in most units, and examples will be readily available from industry and other sources.

Opportunities for applied learning

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

- speaking with employers where visits to hospitality establishment provide learners with a wide variety of background information that they can draw on for their assignments
- visiting speakers from industry such as owner/proprietors, financial managers and departmental managers 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
- work experience where they will experience a variety of different financial control methods in place, and by participating in group discussion they can extend their knowledge and share experiences
- 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
- practical situations within their 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 and calculation of costs and different methods of controlling costs as part of their forecast against actual profit
- calculating their personal weekly budget and discussing ways in which it could be better controlled.

Suggested prior learning

It would be helpful if learners had achieved a Level 2 Diploma in Hospitality as the units at this level form a sound base for study at Level 3. Learners should ideally have reached the appropriate level of basic numeracy to make the financial calculations in this unit.

Learners will have experienced some form of budgetary and financial planning even if only on a personal level. Some learners may bring additional experience from part-time employment or leisure activities such as membership of a sports centre, where they will be able to identify a number of controls that are in place.

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
- analysing and evaluating information, judging its relevance and value when using financial documents to understand hospitality establishments

Creative thinkers

- asking questions of people working in the industry in order to extend their thinking about financial skills
- connecting their own and others' ideas and experiences about budgeting in inventive ways
- trying out alternative ways of budgeting and following ideas through

Reflective learners

- reviewing their progress throughout the unit and acting on the outcomes
- evaluating their experiences of using financial information and learning to inform future progress

Team workers

- co-operating with others in group discussions about effective budgeting

Self-managers

- organising resources and time

Effective participators

- proposing practical ways of budgeting, breaking these down into manageable steps.

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.

Unsurprisingly there is a range of opportunities for the development of mathematical skills within this unit which has as its main topic financial management. At a simple level learners will be able to use mathematical procedures to calculate profit and loss on products and services and any related tax implications (for example VAT). Wider skills development can take place when introducing equations to calculate average room occupation, length of stay or customer spend.

Suggested learning resources

Books

Harris, P.; Mongiello, P. (2006). *Accounting and Financial Management: Developments in the International Hospitality Industry*. Published: Butterworth-Heinemann. ISBN: 978-0750667296.

Wood F., Sangster, A. (2008). *Business Accounting*. Published: Financial Times/Prentice Hall. ISBN: 978-0273712121.

Owen, G. (1998). *Accounting for Hospitality, Tourism and Leisure*. Published: Financial Times/Prentice Hall. ISBN: 978-0582312951.

Journals and magazines

- Hospitality
- Caterer and Hotelkeeper

Websites

- | | |
|--|--|
| • British Association of Hospitality Accountants | www.baha-uk.org |
| • financial services authority | www.fsa.gov.uk |
| • People 1st | www.people1st.co.uk |

Level 3 Unit 6: Running a hospitality business

What is this unit about?

The purpose of this unit is to enable learners to develop entrepreneurial and enterprise skills, helping them to identify and assess business opportunities that may be available to them. The hospitality industry has a high number of small businesses, many of which are owned and self-managed and this unit refers to the variety of smaller units in hospitality, such as bed and breakfasts, family run hotels, or franchises of high street chains. Young people may have innovative and exciting ideas for a new business, but lack the initial start-up capital or know-how necessary to buy and run their own premises. The unit introduces learners to the important set-up, operational and financial aspects of managing or owning a business, since these are the key to success or failure.

Learners will research practical examples of entrepreneurs, both nationally and locally and use these individuals as the basis for further study and application of the theory of running a hospitality business successfully. Alternatively learners will see how entrepreneurs may have excellent ideas that would transfer to viable business opportunities, but lack the business and financial acumen to successfully monitor or manage the operation. Learners may also be familiar with new concepts and brands in the industry and this could form the basis of early discussions about running a hospitality business along with the influences of the internet and related technologies.

The unit seeks to equip learners with the basic knowledge of running a business, the roles and responsibilities within establishments and the transferable skills that would be a vital part of the process of managing or owning any business. The unit will include a number of visits, speakers from industry and electronic research and e-based a marketing. There will be an opportunity for learners to develop a range of PLTS, and for them to apply the depth and breadth of their knowledge in order to satisfy the future demands of a knowledge-based economy.

The theme for the unit is 'running a hospitality business'. This unit contributes to this theme by introducing learners to the concept of entrepreneurship and developing their skills as managers, but focusing at the same time on the importance of financial control in a successful business. Learners will be encouraged to apply the financial principles that they learn to starting a business and monitoring its financial progress as part of the unit and the assignment.

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

- self-managers
- reflective learners
- creative thinkers
- effective participators.

Guided learning hours

This unit has 90 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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know how to set up, finance and promote a hospitality business	a explain the concept of entrepreneurship in the context of setting up a hospitality business	
	b explain the potential business opportunities and risks involved in the setting up and running of a hospitality business	SM4
	c summarise the types and sources of finance available to hospitality business	
	d describe how hospitality establishments use the internet to promote business	
2 Understand the roles and responsibilities involved in running a successful hospitality business	a summarise the roles and responsibilities involved in a successful hospitality business	
	b explain the principles and pressures of running a hospitality business including personal and work-related demands	SM5
3 Know the relationships between income, costs, volume, cash flow and profit	a explain how costs are categorised using appropriate terminology	
	b illustrate the relationships between income, costs, volume, cash flow and profit in a hospitality context	
4 Be able to produce financial information for a hospitality business	a construct a profit and loss account, balance sheet and a cash flow statement	
	b illustrate how changing circumstances affect the levels of profit and loss using a break even chart and graph as decision making tools	CT6
	c develop a financial business plan and business ideas presenting a persuasive case to relevant audiences	EP2
	d evaluate experience and feedback of the business plan and presentation to inform future progress	RL5

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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

Learning outcome 1

Learners will need to have investigated the concept of entrepreneurship and the way in which ideas are generated and possibilities explored in the context of the hospitality industry so that they can define the concept of entrepreneurship, including:

- drive
- energy
- self-confidence
- ability to team build & motivate
- managing people
- realistic and achievable goals
- controlled risk taker
- competitive urge
- long-term vision of future for business.

Learners must be able to identify business opportunities and explore issues and problems from different perspectives to assess opportunities and risks covering:

- current trends eg coffee shops
- franchise opportunities eg Kentucky Fried Chicken, Domino's Pizza, Subway sandwiches and salads
- location
- financial markets
- impact of external events
- raising finance
- problems arising through competitive markets.

Learners will need to be taught about the different types and sources of finance available for hospitality establishments, including:

- savings
- bank loans
- mortgages
- partnerships
- shares
- franchise.

They must have the necessary skills to summarise the effects of internet use on the promotion of hospitality establishments, including:

- joint promotion
- special promotions
- online booking
- advertising
- direct sales
- mail outs.

Learning outcome 2

Learners must know the roles and responsibilities of the following people within hospitality organisations:

- owner
- managers
- supervisors
- team leaders
- employees.

Learners must be given an understanding of the following principles of running a hospitality business and deal with the associated pressures and demands on entrepreneurs/owner managers:

- running a business for profit
- importance of complying with legislation
- time management
- work/life balance
- competing pressures
- quality of workforce
- delegation.

Learning outcome 3

Learners will need to be able to explain how costs are categorised using appropriate terminology;

- fixed costs
- marginal costs
- variable costs.

Learners will also need the skills to demonstrate changes in income and profit by using the following calculations:

- income and costs
- volume
- calculation of profit
- cash flow.

Learning outcome 4

Learners will need to be aware of the different categories of costs in hospitality establishments and be able to construct the following, using the correct layout:

- break-even analysis
- cash flow statement
- profit and loss accounts
- balance sheets.

Learners must be able to show how a break-even chart and graph can be used to illustrate changes in levels of profit and loss and in the decision-making process. They must show that they can adapt ideas as circumstances change by using the information as a decision-making tool.

They must be able to communicate the information in the form of a business plan in relevant ways to different audiences. Learners must know about executive summaries and how they are used in relation to business plans.

The business plan will be a summary of:

- income and costs
- volume
- calculation of profit
- cash flow.

The business plan should also include reference to the most suitable methods of raising additional finance for growth of the business and have an executive summary.

Learners must be able to evaluate experience and feedback of the business plan and presentation to inform future progress.

- clarity of presentation of data
- ease of understanding
- use of executive summaries
- review of progress
- potential for future growth

Assessment

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

The learner is to adopt the role of an entrepreneur; anticipating the risks and responsibilities of setting up a new hospitality business, recording the financial and personal impact of the business, and evaluating the data to inform future progress.

It is envisaged that the learner gathers the information for this assessment when working on Level 3 Unit 3: Building and developing effective hospitality teams. The learner will perform a number of tasks to produce a financial business plan and a summary of the roles and responsibilities expected in a hospitality business. The learner will then record the information when contributing to a hospitality establishment in Unit 3, before evaluating the information for future progress.

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
Anticipate personal and financial risks and responsibilities	The following must be provided: <ul style="list-style-type: none">• report• summary of roles and responsibilities• financial business plan• predicted profit loss account	LO1, 2, 3, 4
Record personal and financial risks and responsibilities	The following must be provided: <ul style="list-style-type: none">• actual profit and loss account• balance sheet• record of work principles pressures encountered	LO2, 4
Evaluation	The following must be provided: <ul style="list-style-type: none">• evaluation• comparison between predicted and actual profit loss	LO1, 4

Duration

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

Plan for risks and responsibilities – 4 hours

Recording information – 3 hours

Presentation and evaluation of results – 5 hours

The assignment will be completed over a series of lessons under classroom conditions.

Sector relevant purpose

By researching the financial and personal risks and responsibilities of a hospitality business learners will gain an insight into skills needed for entrepreneurship in the hospitality industry.

Demand

Learners are to act as an entrepreneur by anticipating the personal and financial risks that will go into setting up and running a hospitality business. Learners are therefore required to provide the following in relation to a hospitality business:

- short description of the concept of entrepreneurship
- explanation of potential opportunities and risks involved, including the use of the internet for promoting the business
- explanation of the roles and responsibilities
- how costs are categorised
- summary of the types and sources of finance available
- illustration of the relationship between income, costs, volume, cash flow and profit
- a financial business plan, which includes a prediction for the profit and loss of the business.

The learner will then be required to record costs and revenues, profits and losses, and an explanation of the work principles and pressures encountered. The information is then to be evaluated to improve future progress.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know how to set up, finance and promote a hospitality business	24	26.7%
2 Understand the roles and responsibilities involved in running a successful hospitality business	18	20%
3 Know the relationships between income, costs, volume, cash flow and profit	18	20%
4 Be able to produce financial information for a hospitality business	30	33.3%
Total	90	100%

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 6 marks	7 to 12 marks	13 to 24 marks
1 Know how to set up, finance and promote a hospitality business	<p>Limited explanation of some factors of entrepreneurship and ways in which ideas are generated and possibilities explored.</p> <p>Limited explanation of issues from different perspectives to attempt to identify business opportunities.</p> <p>Attempted to summarise some ways available of financing a hospitality business.</p> <p>Limited description of some uses of internet for promotion of business.</p>	<p>Explained most of the points of entrepreneurship and ways in which ideas are generated and possibilities explored.</p> <p>Explained issues from different perspectives and undertaken research to identify business opportunities and risks.</p> <p>Summarised the main ways available of financing a hospitality business.</p> <p>Described a range of ways the internet could be used for promotion of business.</p>	<p>Explained and defined all the main components of entrepreneurship and ways in which ideas are generated and possibilities explored.</p> <p>Explained in detail issues from different perspectives compiling selected research of to identify business opportunities and risks.</p> <p>Summarised all sources of income for financing a hospitality business.</p> <p>Described and selected suitable ways in which the internet could be used for the promotion of business.</p>
	0 to 3 marks	4 to 6 marks	7 to 18 marks
2 Understand the roles and responsibilities involved in running a successful hospitality business	<p>Attempted to summarise the roles and responsibilities within the given organisation.</p> <p>Limited explanation of some of the principles and pressures both personal and work based of running a hospitality business.</p>	<p>Summarised some roles and responsibilities within the given organisation.</p> <p>Explained the main principles and pressures, both personal and work-based of running a hospitality business.</p>	<p>Summarised the main roles summarised their responsibilities within the given organisation.</p> <p>Comprehensive explanation of the principles and pressures both personal and work-based of running a hospitality business.</p>
	0 to 3 marks	4 to 6 marks	7 to 18 marks
3 Know the relationships between income, costs, volume, cash flow and profit	<p>Limited explanation of the categories of costs and performed basic calculations using terminology.</p> <p>Attempted to illustrate the relationships between income, costs, volume cash flow and profit in a hospitality context.</p>	<p>Explained and used categories of costs in calculations using terminology.</p> <p>Illustrated the relationships between income, costs, volume cash flow and profit in a hospitality context.</p>	<p>Explained in detail categories of costs correctly when performing calculations using terminology.</p> <p>Comprehensively illustrated the relationships between income, costs, volume cash flow and profit in a hospitality context.</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 30 marks
4 Be able to produce financial information for a hospitality business	<p>Presented profit and loss account and or balance sheet.</p> <p>Attempted to illustrate how changing circumstances affect the levels of profit and loss using a break even chart and graph as decision making tools.</p> <p>Attempted to develop a business plan that recorded the relationship between costs and profits and some sources of finance.</p> <p>Attempted to evaluate experience and feedback of the business plan and presentation to inform future progress.</p>	<p>Presented correct profit and loss account and balance sheet.</p> <p>Illustrated how changing circumstances affect the levels of profit and loss using a break even chart and graph as decision making tools.</p> <p>Completed a business plan that recorded accurately the relationship between costs and profits and identified the main ways of raising additional finance.</p> <p>Evaluated experience and feedback of the business plan and presentation to inform future progress.</p>	<p>Presented accurate and itemised profit and loss account and balance sheet.</p> <p>Comprehensively illustrated how changing circumstances affect the levels of profit and loss using a break even chart and graph as decision making tools.</p> <p>Produced a thorough business plan, with clear objectives and robust financial calculations to substantiate profit and analysed suitable sources of finance for business growth.</p> <p>Comprehensively evaluated experience and feedback of the business plan and presentation to inform future progress.</p>

Guidance for delivery

It is important for the delivery of this unit to actively involve hospitality entrepreneurs. This will involve research into well-known entrepreneurs such as Gordon Ramsey, Cyrus Todiwala (Café Spice Namaste) but learners will also be encouraged to investigate local businesses and entrepreneurs who are less well-known, or have just started on a new venture. Teachers could encourage active participation by local business owners to act as visiting lecturers or attend events where learners can ask questions to develop an understanding of the challenges and risks of setting up a hospitality business. Wherever possible learners should be encouraged to visit local hospitality establishments to gain a better understanding of the business operation.

Wherever possible, employers and entrepreneurs could be asked to act as guest speakers and participate in discussions in order to expose learners to the world of enterprise and hospitality business opportunities.

This unit has a theoretical base but using opportunities to incorporate other learning in to the teaching of the unit will be the key to successful delivery. Learners will need to explore the range of opportunities that are available to them for running a business and early research into ownership and management opportunities may be a good way of motivating learners in the delivery of this topic. Teachers should take every opportunity to bring in speakers who own or manage different establishments, or who work in sub-industries of the hospitality. This will not only make it more interesting for the learners, but they will benefit from the opportunity of asking questions for their assignments and for their own personal information. In particular, it will be beneficial to engage with owner/managers of the following types of establishment:

- bed and breakfast
- guest house
- public house
- wine bar
- takeaways
- coffee shops
- event catering.

Learners should be encouraged to visit these premises in addition to researching them. When assessing suitable types of finance, the type of premises will have a bearing on the suitability and learners should be made aware of:

- fit for purpose
- types of business
- size of business.

Learners will benefit from an overview of the different types of businesses, for example:

- sole trader
- partnership
- company
- franchise.

When identifying business opportunities and associated risks learners must be encouraged to research a number of different businesses and entrepreneurs. It would be useful for them to investigate a number of different prospects such as Young Entrepreneur of the Year and Women in Business. Case studies of successful winners from these events would be useful classroom material and groups may wish to participate in nationwide events, such as National Enterprise Week.

When looking at the use of the internet to promote businesses, learners should look at a wide range of opportunities, not only those that are well-known and established organisations. This could be linked into work in Level 3 Unit 7: Sales and marketing of hospitality products and services.

When investigating the roles and responsibilities in the hospitality industry, learners should be encouraged to utilise all their previous knowledge which may include work experience, part-time jobs and visits from speakers from industry. This could be supplemented by research into different organisations. Their understanding of the principles and pressures of running a business will need to be linked into their other knowledge of the industry, and this would be a useful topic for a visiting speaker to discuss with the learners. A case study that allowed the learners to solve a problem related to pressure of management would also be a realistic way of teaching this topic.

When teaching the skills related to the use and interpretation of financial documents it is essential that they are related to the hospitality industry and will only be meaningful if examples and exercises are directly related and drawn from hospitality establishments. This unit has a strong link with Level 3 Unit 5: Finance and budgetary control for the hospitality industry and it would be useful for learners to make this link for themselves through a series of exercises or hospitality-based activities, where they construct a simple profit-and-loss account and interpret a balance sheet to show their understanding of how the organisation is performing financially. They need to be able to present this information in a way that is meaningful to relevant audiences, and this could be to their colleagues, who would be 'employees' or someone needing slightly more detail, such as a bank manager approached for a loan or potential investors when contemplating business growth.

The use of practical exercises, case studies, visits and guest speakers to provide realism and practical exposure to real life entrepreneurs is invaluable, as it will reinforce the importance of developing the principles involved in running a hospitality business and for that reason this unit cannot be taught in isolation and could be viewed as a summary of all the other units since they all play a key part in the running of a successful hospitality business.

There are opportunities throughout this unit to engage with a number of PLTS and the research into entrepreneurs and their businesses will encourage learners to make independent enquiries and recognise real life management issues, examining how individuals cope with challenges and develop new opportunities. Learners will also have to think creatively when completing the assignments as they will be encouraged to consider a number of influences and implications when setting up a hospitality business.

Opportunities for applied learning

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

- work experience – where learners can experience a variety of roles and responsibilities for themselves, and collect information on those of others. In addition they will be able to observe the principles of running a hospitality business and the pressures associated with managing and owning a business
- part-time employment – as in work experience, and in addition they may be actively involved in the recording and calculation of costs, selling price and the effects of changes to income
- realistic hospitality services, 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 and calculation of costs and different methods of controlling costs as part of their forecast against actual profit. This would be a good chance for learners to present their results to an audience in the form of profit and loss, analysis of profit and cash flow statement
- visits to hospitality establishments provide learners with all the 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 pressures of running a business, the highlights and the opportunities for growth when a business is performing well
- voluntary work – learners doing voluntary work will be able to apply their knowledge when dealing with people and possibly when dealing with costs and income.

Suggested prior learning

It would be helpful if learners had reached the appropriate level of numeracy to support the development of financial skills essential for this unit and these will be supported by functional skills as part of the delivery of the course. Learners will have had some experience of work experience if they have completed Level 2 or they may have part-time jobs that can be used to illustrate the importance of defining what makes a business financially successful. They will be familiar with the more celebrated entrepreneurs, but they should be encouraged to look into the growth of some of the more recent trends in hospitality and research their background and development. They may also be familiar with new concepts and brands in the industry and this could form the basis of early discussions about running a hospitality business. They will all have some experience of being a customer and this can also be developed from different dimensions including the nature of the product or service, value for money and customer satisfaction.

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 the questions they should ask when researching the range of different roles and responsibilities of managers in the hospitality industry
- exploring issues and problems from a number of different perspectives when assessing the risks involved in setting up and running a business

Creative thinkers

- generating ideas and exploring possibilities during discussions

Reflective learners

- using presentation skills to communicate learning to different audiences when presenting business ideas and plans in the form of profit and loss and balance sheets

Team workers

- reaching agreement and managing discussions when debating the principles and pressures of running a hospitality business

Self-managers

- understanding how to deal with competing pressures including work-life balance when debating the principles and pressures of running a hospitality business

Effective participators

- acting as an advocate for differing beliefs and views when debating issues in class.

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 requires extensive research and analysis on the subject of entrepreneurial enterprise and therefore provides learners with opportunities to develop their reading skills and use the information to provide a written rationale and business plan of their own. The business plan will also require a range of number skills, for example when calculating potential profit (or loss) on an activity. The ability to present such financial information into graphs or charts can also be developed.

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

Davis, B.; Lockwood, A.; Stone, S. (1998). *Food & Beverage Management*.
Published: Butterworth-Heinemann. ISBN: 978-0750632867.

Mullins, L. J. (2001). *Hospitality Management & Organisational Behaviour*. Published: Longman.
ISBN: 978-0582432253.

Steingold, F. S. (2007). *The Employer's Legal Handbook*. Published: NOLO. ISBN: 978-1413310238.

Journals and magazines

- Caterer and Hotelkeeper
- Hospitality
- En Passant

Websites

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| • Hotel Resource for Hospitality Professionals | www.hotelresource.com |
| • Institute of Hospitality | www.instituteofhospitality.org |
| • Caterer.com | www.caterer.com |
| • People 1st | www.people1st.co.uk |
| • Start up awards | www.startupawards.com |

Level 3 Unit 7: Sales and marketing of hospitality products and services

What is this unit about?

For many young people sales and marketing is an exciting and dynamic challenge, and one that is often attractive to a young upwardly-mobile workforce. Learners will find that an understanding of marketing will add a new dimension to their work in an industry that is so people-focused. Learning that they can influence people's choices is inspiring and adds tremendously to the interest in the job.

Building on whatever knowledge learners have gained through exposure to the range of marketing activities in daily life, this unit will develop their understanding of basic marketing concepts and that the sales and marketing effort is the responsibility of every member of staff, not just the sales team.

The learners will develop their understanding of ways in which hospitality establishments identify customer needs, and ways in which they promote their products and services to meet these needs.

The unit will allow the learners to develop a range of PLTS that they will be able to apply in both theoretical and practical situations, and will learn to use a range of marketing terminology which can be applied to other businesses in other sectors.

Learners will benefit from the work-related experiential learning throughout this unit as the majority of material used will be drawn from industry or related to the hospitality industry in its broadest sense. The skills developed throughout this unit will assist the learner to relate the importance of the sales and marketing activity to all other operational areas and to understand the importance of sales and marketing to the success of any business.

The theme for the unit is Theme C – Business and finance in hospitality industry. This unit contributes to this theme by showing learners how the various topics of the diploma are interrelated and dependent on one another, for example the successful promotion of the business impacts upon everyone in the establishment, and upon the financial success as well. The best hospitality establishment can lack customers if it is not marketed sufficiently well and brought to the attention of the purchasing public, and this is the focus of this unit.

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

- independent enquirers
- creative thinkers
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, which includes any preparation for the assessment as part of the learning programme. Learners will sit an external examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of sales and marketing for hospitality establishments	a explain the importance of sales and marketing in hospitality	
2 Know how hospitality establishments market their products and services	a describe how hospitality establishments identify customer needs	
	b describe a range of marketing activities to promote and sell products and services in hospitality establishments	
	c describe the advantages and disadvantages of online/e-marketing in the hospitality industry	
	d use relevant marketing terminology relating to the hospitality industry	
3 Understand how external factors affect hospitality establishments	a analyse how external factors and events, including changes in tourism, affect hospitality establishments	
4 Be able to produce a marketing plan for a specific hospitality business purpose	a interpret market information to determine customer needs	
	b generate ideas and explore marketing options for specific business purposes	CT1
	c plan and organise time and resources to implement marketing plans	SM3
	d adapt marketing plans and ideas as circumstances change	CT6
	e use reasoned arguments to support conclusions and recommendations in marketing plans	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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

In order to achieve all the Learning outcomes for this unit, learners will need to have a grasp of relevant marketing terminology. Teachers should integrate terminology throughout the delivery of the unit in order to develop learners' understanding of and ability to use the terminology in the context of the hospitality industry.

Learners' skills in collating and interpreting routine and complex marketing information will need to be developed. As part of this unit, learners should be given every opportunity to ensure that their research activities include, planning, doing, reviewing and doing again. This provides an opportunity for learners to process and evaluate materials and sources encouraging them to take informed and well-reasoned decisions relating to the selection of relevant information. Learners must research, collate and interpret information in a concise and logical manner, including:

- market analysis
- target market
- customer satisfaction
- market research.

Learning outcome 1

Learners will need to be taught the importance of sales and marketing in any establishment, but particularly in hospitality where customers have so many options from which to choose. Learners must be able to explain;

- sales opportunities
- basic selling techniques
- staff roles
- consequences of poor selling.

Learners will need to understand how selling differs from marketing, and be aware of some of the most usual marketing strategies:

- advertising
- special offers
- promotions.

Learning outcome 2

Learners will need to be able to explain ways in which hospitality establishments identify customer needs through the identification and analysis of the target market and market research to determine customer needs:

- questionnaires
- focus groups
- demographic trends
- lifestyle segmentation
- customer relationships
- loyalty reward schemes.

Other way in which hospitality establishments ascertain customer needs are:

- assessment of customer relationships
- key drivers of customer values
- establishment of customer relationships
- customer loyalty
- customer satisfaction surveys
- environmental analysis
- competitor analysis
- demographic trends
- lifestyle segmentation.

Learners must be given an understanding of marketing activities used in hospitality establishments and information collected to support the marketing effort:

- analysis of the target market
- demographic characteristics
- who are the customers
- what they buy
- average spend
- competition analysis
- product value for money.

Learners must be aware of the range of methods used to promote and sell products and services in the hospitality industry;

- discounts
- offers
- displays
- coupons
- group rates
- early booker
- late offers.

Learners will need to analyse the changes in marketing technology that is relevant to the hospitality industry including online/e-marketing. Learners must be able to explain the advantages and disadvantages of online/e-marketing, taking into consideration:

- internet
- desktop marketing
- data collection
- research
- mobile technology.

Advantages

- comparatively inexpensive
- flexible
- can be regularly updated
- can be outsourced.

Disadvantages:

- possible lack of clarity of the message
- control of campaign
- may exclude some of the potential market.

Learners will need to be familiar with the following marketing terminology which they will demonstrate throughout the unit:

- advertising
- promotion
- brands
- discounts
- marketing mix
- joint marketing activity
- business-to-business
- business-to-consumer
- above-the-line
- below-the-line.

Learning outcome 3

Teachers should also make learners aware of external factors that affect the hospitality industry. Learners will need to consider the various effects of changes or events on promotion and sales in the hospitality industry:

- trends in travel and tourism eg budget airlines, holiday preferences, health hazards BSE/Foot & Mouth
- economic eg economic growth, exchange rates
- social eg Fair Trade, healthy eating, life-style, inclement or unseasonable weather
- political eg wider European union, areas of conflict, safety alerts – bombs/transport failure
- government legislation eg smoking bans, licensing laws, taxation

Learning outcome 4

Learners must be able to interpret marketing plans from hospitality establishments to generate ideas and explore possibilities.

- marketing mix strategy
- joint marketing activity
- environmental analysis
- contingency plans
- competitor analysis
- customer analysis

They will need to have a sufficient understanding of marketing plans to be able to generate their own ideas for a specific hospitality business purpose. These plans must include:

- clear and measurable targets
- marketing mix strategy
- joint marketing proposals
- contingency plans
- environmental analysis.

The learners must be taught to adapt their plans and ideas as various circumstances change:

- budget
- time
- demands
- resources (people).

Learners must be able to use reasoned arguments and evidence to evaluate the effectiveness of marketing plans to include:

- increased revenue
- new markets
- successful promotional campaigns
- data comparison across company/competitor
- increase in market share
- mention could be made of PEST/SWOT analysis.

Assessment

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

Learners will complete some preparatory work in the form of planning, research and evaluation which they will document in the appropriate manner. This will be followed by a 2-hour written examination where self-compiled notes on the research may be admitted into the examination room.

Examination specification

Duration: 2 hours

Assessment type: Written test

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the importance of sales and marketing for hospitality establishments	a explain the importance of sales and marketing in hospitality	5	5.5%
2 Know how hospitality establishments market their products and services	a describe how hospitality establishments identify customers needs	25	27.8%
	b describe a range of marketing activities to promote and sell products and services in hospitality establishments		
	c describe the advantages and disadvantages of online/e-marketing in the hospitality industry		
	d use relevant marketing terminology relating to the hospitality industry		
3 Understand how external factors affect hospitality establishments	a analyse how external factors and events, including changes in tourism, affect hospitality establishments	15	16.7%
4 Be able to produce a marketing plan for a specific hospitality business purpose	a interpret market information to determine customer needs	45	50%
	b generate ideas and explore marketing options for specific business purposes		
	c plan and organise time and resources to implement marketing plans		
	d adapt marketing plans and ideas as circumstances change		
	e use reasoned arguments to support conclusions and recommendations in marketing plans		
Total		90	100%

Guidance for delivery

It will be helpful for learners to use their existing knowledge to investigate and explore through research, discussion and a series of visits to hospitality establishments. In this unit the material in use should be drawn from the hospitality industry, and visits and external speakers are an essential part of the unit. When teaching this topic it is essential to refer to up-to-date issues, newspaper articles and relevant web sites and learners should be encouraged to research these on their own to compile their personal 'online reference library'

Experiential learning could be promoted through visits to various hospitality outlets to experience the working atmosphere/conditions. Guest speakers who are experts in sales and marketing should be involved in providing information that will contribute to the knowledge requirements of Learning outcomes. The involvement of employers from a range of outlets would provide opportunities for learners to gain an understanding of the different sales and marketing requirements of hospitality outlets.

Employers should be invited to speak to learners at an early stage of the course, as they will be able to reinforce the importance of the topic to the success of a business. In addition employers will be able to emphasise to learners that the sales and marketing effort is the responsibility of every member of staff, not just the sales team.

Teachers may wish to make use of practical activities when covering market research, they could assist learners to compile surveys that could include an analysis of:

- demographic characteristics
- who the customers are
- what they buy
- if we are competitive?
- what the average spend is
- if our product is good value in the market

Following this they may wish to undertake a customer satisfaction survey and could include the following:

- questionnaires
- satisfaction surveys
- guest feedback
- focus groups.

When interpreting a marketing plan, or compiling one for a given situation teachers may find it helpful to teach this area using Political economic social technological (PEST) & strengths, weaknesses, opportunities, threats (SWOT) analysis to encourage learners to think of factors that may affect the marketing plan.

Learners are encouraged to think creatively throughout this unit and will generate ideas and explore possibilities as part of the assessment. They will research and identify existing customer needs and use the information to investigate ideas and possibilities for expanding the customer base. They will interpret an existing marketing plan and question assumptions that have been made in order to evaluate its effectiveness. By producing their own marketing plan they will also be encouraged to explore and generate ideas for sales and promotions of products.

Learners will need to appreciate the importance of this unit, since without the appropriate publicity an establishment will not be successful, but it is also important that they realise that this is a skill that can be easily transferred to other industries, and any exposure to real-life situations will be beneficial to the learners.

This unit has links with all units, but particularly with Level 3 Unit 6: Running a hospitality business. Benefits can be obtained by demonstrating the interrelationship between the units and learners may wish to identify the other units where sales and marketing play a major role. Use should be made of case studies, preferably related to the hospitality industry, and incorporating other topics in order that learners understand the need to create an integrated and holistic approach to the satisfaction of customer needs.

Opportunities for applied learning

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

- work experience – where learners can experience a range of sales and marketing opportunities across different establishments
- part-time employment – as in work experience, and in addition they may be actively involved in the sales function
- realistic hospitality services, themed events, fund-raising events – this type of activity will provide learners with ideal opportunities to produce, interpret and evaluate marketing plans
- visits to hospitality establishments provide learners with all the 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 current sales and marketing activities.

3

Suggested prior learning

Although they may not have had direct prior experience of sales and marketing all learners will have been exposed to marketing in some form, and this could form the basis of an early class discussion, identifying the memorable campaigns that they can relate to such as TV/internet advertising with those that were less successful. Learners at Level 3 will have had some experience of work experience if they have previously completed Level 2 or they may have part-time jobs that can be used to illustrate the importance of defining what makes a business successful. They may also be familiar with new brands in the industry such as the growth of the café society and this can also be addressed as a marketing experience. They will all have had a basic customer experience which can be developed to examine the sales and marketing strategies which they have been encountered.

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 the questions they should ask when using marketing terminology to promote products and services
- exploring issues and problems from a number of different perspectives producing a marketing plan
- considering how circumstances, beliefs and feeling influence decisions, events and the hospitality industry

Creative thinkers

- generating ideas and exploring possibilities during discussions
- asking questions to extend their thinking when producing information for sales and marketing activities
- questioning their own and others' assumptions when evaluating marketing plans

Reflective learners

- setting goals when creating marketing plans

Team workers

- reaching agreement and managing discussions in class

Self-managers

- organise time and resources, learning how to prioritise actions when researching for assignments

Effective participators

- acting as an advocate for differing beliefs and views when debating issues in class.

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 requires extensive research into subjects such as marketing and advertising within the hospitality industry. This activity provides opportunities for the development of reading skills. The subsequent marketing tasks will promote the development of good writing skills.

Suggested learning resources

Journals and magazines

- Caterer and Hotel Keeper
- Hospitality
- En Passant

Websites

- Aclearn.net www.aclearn.net/
- Institute of Hospitality www.instituteofhospitality.org
- Caterer.com www.caterer.com
- People 1st www.people1st.co.uk

Level 3 Unit 8: Managing a food operation in hospitality

What is this unit about?

The purpose of this unit is to enable learners to demonstrate a range of relevant hospitality skills. It builds on learners' basic food preparation and general hospitality skills to consider the management and teamwork aspects involved in running a large kitchen, including ensuring appropriate food safety practices are followed. It develops learners' awareness of the different needs of customers, including the principles of healthy eating and special diets and awareness of cultural differences in preparing and presenting food to customers. Learners are expected to develop their knowledge and understanding of how to design menus and meals.

Learners will understand how menus are costed as part of designing a menu and as a result will start to see the contribution catering can make to an establishment's profit margins.

In this unit learners will take on the responsibility for the planning and monitoring of operations, building on previous experience to more advanced cookery techniques. They will demonstrate their understanding of the components of running a commercial kitchen operation. They will do this in a team activity and have the opportunity to develop their evaluation skills in working with colleagues.

The theme for the unit is 'hospitality operations'. This unit contributes to this theme by exposing learners to the operational functions and management of a hospitality operation.

This unit, alongside the others within the Level 3 Principal Learning in Hospitality, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS.

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

- creative thinkers
- independent enquirers
- effective participators
- reflective learners.

Guided learning hours

This unit has 90 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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the principles of advanced professional cookery and the basic and advanced culinary terminology	a summarise a range of advanced professional cookery principles	
	b describe the basic and advanced terminology to define food, food ingredients, food dishes and cooking methods	
2 Know the principles of healthy eating, special diets and meal preparation using environmentally friendly practices	a describe the principles of healthy eating	
	b summarise the principles of a range of special diets and the influence of circumstances beliefs and feelings on dietary decisions	IE5
	c summarise the principles of meal preparation using environmentally friendly practices	
3 Be able to prepare and cost a range of menus to meet the needs and preferences of a range of customers	a design a range of menus including alternative and diverse dishes.	CT5
	b prepare meals for a range of customers with different cultural needs and preferences	
	c calculate the costs and profitability of the range of menus	
	d evaluate the financial, health and environmental considerations in preparing menus	
4 Understand the key financial, human resources, food safety and management components of running a commercial kitchen	a explain the financial components of running of a commercial kitchen	
	b explain the human resources components of running a commercial kitchen	
	c describe the management components of running a commercial kitchen	
	d explain how to ensure food safety practices are followed when food is prepared, cooked and served in a commercial kitchen	
5 Be able to lead a team to safely prepare, cook and serve a range of nutritious and appealing meals and beverages and evaluate team effectiveness	a produce production plans and brief to deploy the team, with details of practical steps required	EP3
	b demonstrate supervisory skills during the preparation of and service of food and beverages	
	c evaluate team effectiveness and make recommendations for improvements to team	RL3

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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

Learning outcome 1

Learners must be given an overview of the principles of advanced professional cookery, and should be encouraged to challenge tradition and be creative. Learners should take into account:

- use of local and seasonal produce
- presentation skills and service techniques
- kitchen organisation
- specialist skills, (eg butchery, fishmongery, patisserie).
- contemporary techniques, (eg sous-vide, slow cooking, combination cookery, foams).

Learners will need to know relevant basic and advanced culinary terminology which should be used consistently throughout the unit. Teachers should encourage learners to develop their understanding of and ability to use the terminology in the context of the hospitality industry. Learners will need to be familiar with the terms used to define:

- the categories and sub-categories of food, (eg shellfish – molluscs and crustaceans)
- dishes by menu structure, (eg soups – broths, creams, purées, clear, etc)
- cooking methods, (eg roasting – conventional, pot, spit, etc).

Learning outcome 2

Learners must be taught the principles behind healthy eating in terms of:

- health and wellbeing
- the consequences of malnutrition (lack or excess intake of nutrients)
- a balanced diet
- government guidelines.

Learners must be made aware of the principles of a range of special diets.

- vegetarian
- vegan
- religious
- diabetic
- allergies
- low fat
- low sodium

They must also be made aware of environmentally-friendly practices used in preparing and cooking meals, in terms of:

- energy use
- waste disposal
- sourcing produce
- choice and use of ingredients, eg organic.

Learning outcome 3

Learners must be able to design menus that show a range of alternative and diverse dishes;

- client group – mature/young/families
- specific needs – allergies/diets
- vegetarian
- cultural and religious beliefs
- balance of ingredients
- healthy options.

They must be able to prepare meals for a range of customers with different cultural needs and preferences showing knowledge of;

- religious beliefs
- food specific to various religious festivals
- cultural beliefs
- use of healthy alternatives
- range and balance of dishes (rice/bread/pulse etc)
- use of appropriate garnish.

Learners will need to know how to calculate the costs and profitability of the range of menus:

- costing the raw ingredients
- setting selling price for each dish
- portion control
- market fluctuation
- local v international produce
- fresh v frozen
- bulk buying of staples.

Learners must be able to evaluate the financial, health and environmental considerations in preparing menus:

- local v international produce
- fresh v frozen
- bulk buying of staples
- use of healthy alternatives (skimmed milk instead of full fat)
- introduction of '5-a-day'
- salad bars
- carbon footprint
- food miles.

Learning outcome 4

Learners must be able to explain the financial components of running a commercial kitchen;

- analysis of costs of raw ingredients
- benefits of bulk buying
- supplier reviews
- staffing costs
- attention to fixed costs
- attention to variable/marginal costs
- equipment depreciation
- planned maintenance.

They must be able to explain the human resources components of running a commercial kitchen:

- staffing structures appropriate to different kitchens
- structure of brigade
- full time v part time staff v agency.

Learners must be able to describe the management components of running a commercial kitchen in relation to

- finance
- human resources.

Learners must be able to explain how they would ensure food safety practices are followed when food is prepared in a commercial kitchen:

- separation of raw and cooked food
- appropriate use of equipment
- cleaning of equipment after use
- awareness of control of bacteria.

Learners must be able to explain how they would ensure food safety practices are followed when food is cooked in a commercial kitchen:

- correct temperature of food
- storage and holding of dishes
- cleanliness of work surface
- cleanliness of equipment
- protective clothing.

Learning outcome 5

Learners must be able to produce production plans and brief to deploy the team, with details of practical steps required

- produce work plans
- brief and deploy team members
- agree timescale
- agree standards for service.

They must be able to demonstrate supervisory skills during the preparation and service of food and beverages;

- allocate roles
- organise time and resources
- confirm standards for service
- monitor progress
- intervene if necessary
- meet service deadline.

Learners must be able to evaluate team effectiveness.

- consistency of team operation
- individual contributions
- meeting of standards
- review of success of service
- appropriate communication

Learners must be able to make recommendations for improvements to the team;

- changes to roles
- increased/decreased responsibilities
- review of standards
- coaching
- mentoring.

Assessment

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

This assignment will provide the learner with the opportunity to gain practical experience in managing a food operation in a hospitality context. The learner will plan a service, create different menus for a range of customers, and then serve the food and beverages that they have prepared.

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
Plan a service to provide food and beverages for a range of customers	The following must be provided: <ul style="list-style-type: none">• menus• costings• production plan for a team	LO2, 3, 4
Prepare and serve a range of dishes and beverages for customers	The following must be provided: <ul style="list-style-type: none">• witness statement• self evaluation statement• notes/photographs	LO1, 2
Evaluation of the meal/service	The following must be provided: <ul style="list-style-type: none">• data from survey• short report or presentation	LO4

Duration

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

Plan of service: 2 hours

Food and beverages preparation: 3 hours

Serving food and beverages: 2 hours

Preparation and presentation of evidence: 2 hours.

Sector relevant purpose

By managing a food operation, including planning, preparing and serving food and beverages, learners will be mirroring an important customer service provided for by a range of hospitality establishments. This practical activity 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 are to plan and carry out a service providing food and beverages to customers. Learners are to produce two menus, one for normal service, and one specialised for healthy eating with organic produce. Learners must provide an explanation of each menu, including a cost and profitability comparison.

Learners must also produce a brief plan of service, including the use of human resources and food safety procedures. Learner will prepare and serve one of their menus recording their individual contribution. Learners must then evaluate their own contribution in the form of a short report or presentation.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Know the principles of advanced professional cookery and the basic and advanced culinary terminology	15	16.7%
2 Know the principles of healthy eating, special diets and meal preparation using environmentally friendly practices	15	16.7%
3 Be able to prepare and cost a range of menus to meet the needs and preferences of a range of customers	12	13.3%
4 Understand the key financial, human resources, food safety and management components of running a commercial kitchen	12	13.3%
5 Be able to lead a team to safely prepare, cook and serve a range of nutritious and appealing meals and beverages and evaluate team effectiveness	36	40%
Total	90	100%

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 principles of advanced professional cookery and the basic and advanced culinary terminology	Summarised a limited range of principles of advanced professional cookery. Attempted to describe the basic and advanced terminology to define food, food ingredients, food dishes and cooking methods.	Summarised the principles of advanced professional cookery identified correctly. Described the basic and advanced terminology to define food, food ingredients, food dishes and cooking methods.	Summarised a wide range of principles of advanced professional cookery comprehensively and accurately. Described in detail the basic and advanced terminology to define food, food ingredients, food dishes and cooking methods.
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Know the principles of healthy eating, special diets and meal preparation using environmentally friendly practices	Briefly identified the principles behind healthy eating in terms of health and wellbeing. Identified the common consequences of malnutrition (lack/excess intake of nutrients). Listed a range of special diets and their requirements, with some consideration of influences. Attempted to summarise the principles of meal preparation.	Discussed the principles behind healthy eating in terms of health and wellbeing. Described a range of special diets and their requirements, generally considering influences. Attempted to summarise the principles of meal preparation using environmentally friendly practices.	Analysed the principles behind healthy eating in terms of health and wellbeing. Analysed a range of special diets and their requirements, considering influences in detail. Comprehensively summarised the principles of meal preparation using environmentally friendly practices.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Be able to prepare and cost a range of menus to meet the needs and preferences of a range of customers	Attempted to design a menu consisting of alternative dishes. Attempted to prepare meals for a range of customers. Attempted to calculate the costs and profitability of the range of menus. Attempted to evaluate the financial, health and environmental considerations in preparing menus.	Designed a menu trying out alternative and diverse dishes. Attempted to prepare meals for a range of customers with different cultural needs and preferences. Calculated the costs and profitability of the range of menus. Evaluated the financial, health and environmental considerations in preparing menus.	Comprehensively designed and produced a menu trying out alternative and diverse dishes. Prepared meals for a range of customers with different cultural needs and preferences. Accurately calculated the costs and profitability of the range of menus. Comprehensively evaluated the financial, health and environmental considerations in preparing menus.

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 Understand the key financial, human resources, food safety and management components of running a commercial kitchen	<p>Limited explanation of the financial components of running a commercial kitchen.</p> <p>Limited explanation of the human resources components of running a commercial kitchen.</p> <p>Limited description of the management components of running a commercial kitchen.</p> <p>Limited explanation of how to ensure food safety practices are followed when food is prepared, cooked and served in a commercial kitchen.</p>	<p>Explained the financial components of running a commercial kitchen.</p> <p>Explained the human resources components of running a commercial kitchen.</p> <p>Description of the management components of running a commercial kitchen.</p> <p>Explained how to ensure food safety practices are followed when food is prepared, cooked and served in a commercial kitchen.</p>	<p>Explained in detail the financial components of running a commercial kitchen.</p> <p>Explained in detail the human resources components of running a commercial kitchen.</p> <p>Described in detail the management components of running a commercial kitchen.</p> <p>Explained in detail how to ensure food safety practices are followed when food is prepared, cooked and served in a commercial kitchen.</p>
	0 to 12 marks	13 to 24 marks	25 to 36 marks
5 Be able to lead a team to safely prepare, cook and serve a range of nutritious and appealing meals and beverages and evaluate team effectiveness	<p>Attempted to produce a plan and brief to deploy the team, with details of practical steps required.</p> <p>Attempted to demonstrate supervisory skills during the preparation of and service of food and beverages.</p> <p>Attempted to evaluate team effectiveness and made recommendations for improvements to team.</p>	<p>Produced production plans and brief to deploy the team, with details of practical steps required.</p> <p>Demonstrated supervisory skills during the preparation of and service of food and beverages.</p> <p>Evaluated team effectiveness and made recommendations for improvements to team.</p>	<p>Produced a comprehensive production plans and brief to deploy the team, with details of practical steps required.</p> <p>Demonstrated in detail supervisory skills during the preparation of and service of food and beverages.</p> <p>Comprehensively evaluated team effectiveness and made recommendations for improvements to team.</p>

Guidance for delivery

This is a challenging unit in which the learners will have the opportunity to develop their technical and creative skills and also to gain a sense of responsibility for an operation and the staff deployed within this function. Learners may require a lot of support in the initial stages but should be encouraged to become more independent as the unit is delivered. By the end of the unit, learners should have the confidence to make decisions as to the way in which the operation is managed.

Learners will need to have exposure to practical kitchen, financial and human resources in order to complete this unit. Learners will require a blend of time from which they can plan the event in terms of menu planning, financial control and staff deployment. They will also require time in which to further develop their technical skills as well as exposure to managing the work of others. The practical activity offers an ideal opportunity for students to develop their skills as reflective learners reviewing their progress and planning future improvements and as self-managers and team workers.

This unit has links with Level 2 Units 6, 7 and 8. It also has links to all the other units within Level 3 as the skills and knowledge gained from these units are put into practice within the management of the operation. Benefits can be obtained by co-teaching the unit alongside Level 3 Unit 9: Hospitality services, using the data from this unit as the basis for further work and creating a single purposeful activity in the form of an event, for example. (See opportunities for applied learning below).

3

Opportunities for applied learning

Learners have an excellent opportunity to apply many of the other skills and knowledge gained from other units. For example, the aspects of finance will be incorporated as will those of customer care, team-work and managing people. This is a real 'hands-on' opportunity for the learners to stand out and demonstrate the development of their skills, knowledge, creativity and composure in an active and realistic situation.

Suggested prior learning

It is anticipated that learners will have previously studied at Level 2 or have experienced aspects of commercial/professional cookery in practice through other means. Some learners may have experience through part-time work or work experience or may have a relevant qualification such as an NVQ or VRQ in Professional Cookery.

It is essential that learners have some experience of working in a commercial kitchen and at least a basic knowledge of commercial/professional cookery. Basic technical skills including safe knife handling, an appreciation of methods of cookery and commodities would benefit learners working towards this unit.

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

- planning and carrying out research when describing the use of basic and advanced terminology to define foods and cooking methods
- considering the influence of circumstances, beliefs and feelings on decisions when identifying a range of special diets and their requirements

Creative thinkers

- generating ideas and exploring possibilities when describing the principles of advanced professional cookery and planning a fully-costed menu consisting of diverse dishes
- asking questions to extend their thinking when describing the principles of advanced professional cookery and planning a fully-costed menu consisting of diverse dishes
- connecting own and others' ideas in inventive ways when planning a fully-costed menu consisting of diverse dishes
- being encouraged to try out alternatives and new solutions when planning a fully-costed menu consisting of diverse dishes

Reflective learners

- assessing themselves and others, identifying opportunities and achievements when presenting aspects of the event/meal that were successful
- setting goals with success criteria for their development and work when producing an effective monitoring method to collect information
- reviewing progress, acting on the outcomes when analysing data/feedback and collating to allow effective presentation
- inviting feedback and dealing positively with praise, setbacks and criticism when analysing data/feedback and collating to allow effective presentation
- taking responsibility, showing confidence in themselves and their contribution when making recommendations for aspects of the event/meal that could be improved
- communicating their learning in relevant ways for different audiences when making recommendations for aspects of the event/meal that could be improved

Team workers

- co-operating with others to work towards common goals when briefing and deploying the team
- reaching agreements, managing discussions to achieve results when demonstrating supervisory skills during the preparation of meals
- adapting behaviour to suit different roles and situations when demonstrating supervisory skills during the preparation of meals

- showing fairness and consideration to others when demonstrating supervisory skills during the preparation of meals
- taking responsibility, showing confidence in themselves and their contribution when demonstrating supervisory skills during the preparation of meals
- providing constructive support and feedback to others when demonstrating supervisory skills during the preparation of meals

Self-managers

- organising time and resources, prioritising actions when briefing and deploying the team
- dealing with competing pressures, including personal and work related demands when demonstrating supervisory skills during the preparation of meals.

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.

Extensive research on subjects such as food categories, healthy eating and special diets could be used as a mechanism for the development of learners' reading skills. The development of writing skills can be undertaken through the production of implementation plans, work evaluations and describing operational issues related to running a commercial kitchen. Mathematical calculations can be developed when tackling such issues as costing raw ingredients and setting a selling price, comparing supplier' prices and budgeting for energy costs.

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: Cengage Learning EMEA. ISBN: 978-1844805303.

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

Hunter, G.; Tinton, T.; Carey, P. (2008). *Professional Chef Level 3*. Published: Cengage Learning EMEA. ISBN: 978-1844805310.

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

Websites

- BBC Food www.bbc.co.uk/food
- British Hospitality Association www.bha.org.uk
- People 1st www.people1st.co.uk

Level 3 Unit 9: Hospitality services

What is this unit about?

The purpose of this unit is to provide learners with an understanding of how services are managed in the hospitality industry in the various functional or operational areas. Learners will be able to practice the skills required to work collaboratively and will experience at first hand how efficient inter-departmental links deliver effective customer service.

The hospitality industry must follow key areas of legislation eg hygiene and health and safety. Learners should appreciate the main legislation affecting the industry and how changes in legislation impact on individual establishments, including the financial implications and responsibilities of individuals. If the requirements of legislation are not adhered to this may result in accidents, food poisoning, a bad reputation and possible closure of the business.

Working safely and hygienically is an important aspect of this fast moving and ever changing industry and learners will be observed working safely and maintaining a safe working environment for themselves, customers and colleagues. They will also have the opportunity to carry out risk assessments in a range of hospitality functional areas and activities.

Learners will understand that the hospitality establishment comprises functional and operational areas. These areas will include one or more of the following: finance, human resources, front of house/front office, back of house, facilities management, events management, accommodation services, transport, catering/restaurant, marketing/sales, licensed services, security, business services.

The theme for the unit is 'Hospitality services'. This unit contributes to this theme by giving learners an understanding of the management of hospitality services and the relationships between and inter-dependence of the various departments within a hospitality establishment. The unit also covers the key legislation for the hospitality industry and the impact of changes in legislation on both hospitality establishments and individuals.

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

- independent enquirers
- team workers
- reflective learners
- effective participators.

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 120–124 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand how functional or operational areas in hospitality establishments are managed to work collaboratively	a summarise the roles and responsibilities of the functional or operational areas in hospitality establishments	
	b explain how functional or operational areas are managed to ensure they work collaboratively	
2 Be able to interpret the main pieces of legislation affecting the hospitality industry	a explain the principles behind and the content of the main pieces of legislation affecting the hospitality industry	
	b explain the impact of legislation on the different sub-industries of the hospitality industry	
3 Be able to carry out risk assessments and create a safe and healthy working environment	a summarise the principles of risk assessments in a range of hospitality functional areas	
	b identify improvements to create a safe and healthy working environment for themselves, colleagues and customers	TW1 EP4
	c carry out risk assessments in a range of hospitality functional areas and activities, and communicate the findings to different audiences	RL6
4 Be able to evaluate the effectiveness of inter-dependant services within hospitality establishments	a evaluate how the functional or operational areas work collaboratively to provide effective customer service	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 3 Principal Learning in Hospitality, learners receive as broad an experience of the whole industry as possible.

Learning outcome 1

Learners must be made aware of the following roles and responsibilities of the functional and operational areas within hospitality establishments.

Functional

- food and beverage (restaurant, bar and kitchen)
- housekeeping
- reception and back office
- sales and marketing/events.

Operational areas

- reception
- kitchen
- bar
- sales and marketing.

It must be emphasised to learners the importance of the inter-relationship and inter-dependence of departments and functional areas which comprise a hospitality establishment. Learners must be given an understanding of the role of managers in ensuring that they work collaboratively in order to provide appropriate levels of customer service.

Learning outcome 2

Learners must be given an understanding of the principles behind and content of the main pieces of legislation that affect the hospitality industry. They must also be made aware of the impact of this legislation on hospitality sub-industries.

Legislation

- health and safety
- food safety
- licensing
- fire regulations.

Sub-industries

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

Learning outcome 3

Learners must be taught the principles of risk assessment in order to create a safe and healthy working environment for themselves, colleagues and customers.

Learners must undertake risk assessments in the following range of hospitality functional areas and activities, and must communicate this information in relevant ways for different audiences (RL6)

- administration (reception, sales and marketing): office equipment; computers and wires, height of computer desk and chairs, filing cabinets, telephones, chemicals used in the office
- restaurant; stacking of equipment on trays, moving furniture and equipment, naked flames including food warmers, candles and gas canisters, display cabinets, temperature control
- room division: cleaning materials, damaged floor covering, furniture and fittings, maintenance.

When communicating this information, learners could refer to checklists relating to health and safety issues. The checklists may include

- health and safety checks; fault reporting, staff training, risk assessments fire regulations, fire equipment inspections, numbers attending the event, check fire exits
- food safety checklists; delivery, storage, temperature controls
- licenses; check correct license for event, music and dance, extension of hours.

Learning outcome 4

Learners must be able to evaluate how functional or operational areas work collaboratively to provide effective customer service and examples in order to illustrate this evaluation will include:

- meeting of standards
- speedy and prompt response
- communication methods
- sharing of information
- handling of complaints
- follow-up of complaints.

Examples would include co-operation between:

- kitchen and restaurant
- housekeeping and reception
- reception and sales
- catering and other service points
- managers and teams
- team leaders and team members.

Assessment

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

For this assignment the learner will be acting as a representative of a hospitality establishment to provide information to new employees. The learner is therefore required to create an induction handbook that includes a hospitality sector guide and work safety requirement, which is to include a risk assessment. The learner will also be required to promote the value of inter-dependence and customer service to the new employees.

This unit is closely linked with Level 3 Units 4, 5 and 9 and the learner will need appropriate guidance to extract the relevant information from these units.

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
Produce employee guide to a hospitality establishment	The following must be provided: <ul style="list-style-type: none">webpage or booklet or leaflet or poster display	LO1, 2
Produce safety guide to new employees	The following must be provided: <ul style="list-style-type: none">risk assessmentsafety procedures	LO3
Promote the value of inter-dependence and customer service of hospitality establishments	The following must be provided: <ul style="list-style-type: none">presentation	LO4

Duration

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

Research: 4 hours

Preparation and presentation of evidence: 2 hours.

Sector relevant purpose

Learners will be completing sector and work safety guides, as well as promoting the value of inter-dependence and customer service, to an audience with an interest in working within the Hospitality industry. Learners will therefore be acting as a spokesperson for the Hospitality industry during this assignment. 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 are to create a sector guide and a work safety guide for a range of trainee employees working within a hospitality industry. The guides will aim to give new employees an introduction to the industry, the role and responsibilities of functional and operational areas of a range of hospitality industries, and work safety procedures. The work safety guide will need to include a risk assessment of a hospitality establishment.

The learner will also need to promote the hospitality establishment to the employee by presenting an evaluation of the effectiveness of inter-dependence and customer service within the industry. This evaluation should ideally be given as an oral presentation, but may be submitted in written form.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 120–122 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand how functional or operational areas in hospitality establishments are managed to work collaboratively	36	40%
2 Be able to interpret the main pieces of legislation affecting the hospitality industry	18	20%
3 Be able to carry out risk assessments and create a safe and healthy working environment	12	13.3%
4 Be able to evaluate the effectiveness of inter-dependant services within hospitality establishments	24	26.7%
Total	90	100%

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 12 marks	13 to 24 marks	25 to 36 marks
1 Understand how functional or operational areas in hospitality establishments are managed to work collaboratively	Listed some relevant roles and responsibilities in limited operational areas within induction handbook. Limited explanation of how functional or operational areas are managed to ensure they work collaboratively.	Described relevant roles and identified key responsibilities in operational areas within induction handbook. Explained how functional or operational areas are managed to ensure they work collaboratively.	Described relevant roles and identified key responsibilities in operational areas with comprehensive detail in induction handbook. Explained in detail how functional or operational areas are managed to ensure they work collaboratively.
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Be able to interpret the main pieces of legislation affecting the hospitality industry	Limited explanation of the principles behind and the content of the main pieces of legislation affecting the hospitality industry. Limited explanation of the impact of legislation on the different sub-industries of the hospitality industry.	Explained the principles behind and the content of the main pieces of legislation affecting the hospitality industry. Explained the impact of legislation on the different sub-industries of the hospitality industry.	Explained the principles behind and the content of the main pieces of legislation affecting the hospitality industry. Explained in detail the impact of legislation on the different sub-industries of the hospitality industry.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Be able to carry out risk assessments and create a safe and healthy working environment	Attempted to summarise the principles of risk assessments in a range of hospitality functional areas. Attempted to identify the improvements to create a safe and healthy working environment for themselves, colleagues and customers. Attempted to carry out risk assessments in a range of hospitality functional areas and activities, and communicate the findings to different audiences.	Summarised the principles of risk assessments in a range of hospitality functional areas. Identified improvements to create a safe and healthy working environment for themselves, colleagues and customers. Carried out risk assessments in a range of hospitality functional areas and activities, and communicate the findings to different audiences.	Comprehensive summary the principles of risk assessments in a range of hospitality functional areas. Identified a range of improvements to create a safe and healthy working environment for themselves, colleagues and customers. Comprehensively carried out risk assessments in a range of hospitality functional areas and activities, and communicate the findings to different audiences.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
4 Be able to evaluate the effectiveness of inter-dependent services within hospitality establishments	Attempted to evaluate how the functional or operational areas work collaboratively to provide effective customer service.	Evaluated how the functional or operational areas work collaboratively to provide effective customer service.	Comprehensively evaluated how the functional or operational areas work collaboratively to provide effective customer service.

Guidance for delivery

This unit offers opportunities for practical assessment when delivered in conjunction with Level 3 Unit 7: Sales and marketing of hospitality products and services and Level 3 Unit 8: Managing a food operation in hospitality through the planning delivery and evaluation of an event. The focus of this unit is on collaborative working between operational areas, the practical planning and delivery of the event will help the learners to explore ways in which operational areas are inter-dependent. Visits to hospitality establishments would enhance their awareness of the importance of inter-relationships, roles and responsibilities and the efficient running of the operational areas of the business. They would also highlight ways in which legislation impinges on an establishment's ability to deliver a level of customer service and how it affects an establishment's ability to stay in business.

Case studies would be useful in helping learners gain knowledge of different pieces of legislation which affect the hospitality industry. Learners would benefit from guest speakers such as environmental health officers, fire officers, safety officers, event organisers, facilities managers and other outside speakers. They will also require access to recording documentation for complying with fire regulations, the maintenance of a safe working environment and licensing legislation. Sample documentation relating to risk assessments will also be useful for learners to look at in order to produce and complete risk assessments.

This unit could feature as an introduction to work experience. Witness statements produced through observation of the learner working safely and hygienically could be a part of the assessment activities. Learners could be given opportunities to gain specific hospitality qualifications relating to Health and Safety and food safety.

This unit has links with Level 3: Units 2, 3, 4, 7 and 8. Benefits can be obtained by delivering the assessment of an 'event' in conjunction with Level 3 Unit 7: Sales and marketing of hospitality products and services and Level 3 Unit 8: Managing a food operation in hospitality through the planning delivery and evaluation of an event. This would also incorporate aspects of Level 3 Unit 2: Importance of customer service in hospitality and 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 in this unit through:

- practical activities
- work experience
- visits and visiting speakers
- part-time employment
- research into legislation that affects 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:

Reflective learners

- assessing themselves and others' achievements during the preparation and presentation delivered after the team event. This would outline ways in which operational areas worked collaboratively (RL1)
- undertaking risk assessments learners will identify issues that will inform changes and future progress (RL5)
- communicating their learning in different ways by producing and delivering a presentation, an induction handbook and event planning documentation (RL6)

Team workers

- attending a briefing session with other departments
- co-operating with others and working towards common goals (TW1)
- reaching agreements, managing discussions to achieve results (TW2)

Self-managers

- producing a planning document for an event
- organising time and resources
- prioritising actions (SM3).

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 range of opportunities to develop reading and writing skills exist in the research aspect of this unit. The need to research important legislative subjects such as health and safety, licensing and food safety regulations will expose learners to a range of text types and formats. The ability to translate this information into working procedures and practices such as risk assessments and work/event plans will enable the development of the learners' writing skills. To promote understanding of these important and complex topics discussions can be used to improve learners' speaking and listening skills.

Suggested learning resources

Books

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

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

Hunter, G.; Tinton, T.; Carey, P. (2008). *Professional Chef Level 3*. Published: Cengage Learning EMEA. ISBN: 978-1844805310.

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

Websites

- BBC Food www.bbc.co.uk/food
- British Hospitality Association www.bha.org.uk
- People 1st 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.

4

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/).

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 3 Principal Learning in Hospitality. Further details of the approval process are available on the website at:

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 (HOS3U1)

Unit 2 (HOS3U2)

Unit 3 (HOS3U3)

Unit 4 (HOS3U4)

Unit 5 (HOS3U5)

Unit 6 (HOS3U6)

Unit 7 (HOS3U7)

Unit 8 (HOS3U8)

Unit 9 (HOS3U9)

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

5.7 Awarding grades and reporting results

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

The Principal Learning and Level 3 Extended Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 3 Extended 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/

or you can follow the link from our website:

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 3 Principal Learning in Hospitality.

Appendix A

Connections to other qualifications

The Advanced 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

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

www.cityandguilds.com/functionalskills

The Level 3 Extended Project qualification

For details of the AQA-City & Guilds Level 3 Extended Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Advanced Diploma in Hospitality

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

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

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.

Level 3 – Principal Learning

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