

**athe** | AWARDS FOR  
TRAINING AND  
HIGHER EDUCATION

**ATHE Level 4 Diploma in  
Hotel and Hospitality  
Management**



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## About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to; business and management, administrative management, law, computing, health and social care and religious studies. ATHE has also developed a range of bespoke qualifications for clients.

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

## Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and staff in colleges, industry professionals and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression from level 3 up to level 7.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full time programme
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving, interpersonal skills needed by effective managers.

## Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external verifiers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

## **Qualifications at Level 4 in this Specification**

This document provides key information on the Level 4 Diploma in Hotel and Hospitality Management which has been produced in conjunction with Online Business School. This qualification is on the Ofqual, Regulated Qualifications Framework (RQF).

### **Programme structure**

There are 10 units in the Diploma in Hotel and Hospitality Management at Level 4:

The Units have been designed to develop knowledge and understanding and a broad range of skills for direct application in the workplace, based on contemporary practices in real world settings. In addition, the course materials are based on sound pedagogical structures to ensure that the learning is engaging, enjoyable and fun to study.

The qualifications can be taken in their entirety or in batches or as single units as Continuing Professional Development (CPD). Accessed and studied in this way, they will not allow students to gain any credit values for Higher Education progression but it will provide them with skills, knowledge and understanding that can be directly applied to the workplace or the enhancement of their career. In addition to the Diploma which is awarded by ATHE in accordance with Ofqual requirements, students will receive OBS certification to demonstrate that they have completed their chosen CPD Units.

Students will be allowed access to apply for University Top-up degree programmes at the relevant level.

### **OBS Quality Processes**

The Units are written at Ofqual RQF level 4 and conform to Ofqual regulations. The RQF is a framework which awards credit for qualifications. Each Unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a Unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each credit represents 10 hours of learning time. The learning time is a notional measure which indicates the Total Qualification Time (TQT) the learner is expected to take on average to complete the learning outcomes of the Unit to the standard determined by the assessment criteria. Each Unit equates to 12 credits of 10 hours Learning Time = 120 TQT. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.

Each Unit also contains information on Guided Learning Hours (GLH). GLH are intended to provide guidance for tutors on the amount of resource needed to deliver the programme and support learners, i.e. the time required for face to face delivery, webinars tutorials, workshops and associated assessments. If learners complete all units, the TQT will be 1,200 hours at a unit value of 120 credits.

The Units contain continual progression tests and interactive learning opportunities as teaching and learning methods for the course providing formative assessment, which does not contribute to the qualification. This allows for remote monitoring of student progress and performance and to consolidate and underpin learning. They also contain multiple choice timed tests at the completion of each Unit. These tests are randomly populated and all questions are aligned to the learning outcomes for ease of reference. OBS have in place a Board of Studies that meets quarterly to monitor quality of provision and to verify any assessment decisions. The Board comprises university academics and Ofqual assessors, as well as a member of the Education and Training sector of the Chamber of Commerce.

## **Access and Recruitment**

ATHE and OBS' policy regarding access is that:

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

OBS will review the profile of qualifications and/or experience held by applicants considering whether the profile shows an ability to progress to a level 4 qualification. For learners with disabilities and specific needs, the review will need to account for the support to the learner during delivery and assessment of the qualification.

## **Entry Requirements**

This qualification is designed for those who are typically aged 18 years of age. For learners recently in education or training the profile is likely to be:

- A GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs, ideally including maths and English
- Other related Advanced level qualifications
- An Access to Higher Education Certificate delivered by an approved Further or Higher Education Institute
- Other equivalent international qualifications

All learners must have an appropriate level of English and may also have relevant work experience or be employed in the Hotel and Hospitality sector or other related sectors.

Mature learners may present a more varied profile of achievement that is likely to include work experience (paid or voluntary), part-time or full time employment, with levels of levels of responsibility, participation and/or achievement of relevant professional qualifications. These may be used for recognition of prior learning (RPL).

OBS will recruit learners with integrity and will carry out robust initial assessment to ensure that learners, who undertake this qualification, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 4. OBS will review all access and recruitment as part of the monitoring process.

## **Progression and University Pathways**

To facilitate university progression to University top-up degrees. ATHE is recognised by Ofqual as an Awarding Body. Ofqual is the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

Learners who complete all 10 Units at Level 4 will be awarded an ATHE Level 4 Diploma in Hospitality and Hotel Management with a qualification value of 120 credits. This forms part of the combined ATHE Level 4/5 Diploma in Hospitality and Hotel Management (240 credits).

Subject to status and completion of all Units and achievement (Pass) of all online summative assessments at Level 4, will allow learners to progress to the L5 Diploma in Hospitality and Hotel Management.

For a list of available top-up routes, please go to [www.onlinebusinessschool.com/](http://www.onlinebusinessschool.com/)

Each qualification has a Qualification Accreditation Number (QAN), which will appear on the learner's final certification documentation. The QAN for this qualification is: 603/3485/X.

### **Reasonable Adjustments and Special Considerations**

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Verifiers will take account of this information at the external verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

### **ATHE Recognition of Prior Learning (RPL)**

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website and centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

### **Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit**

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

### **Guided Learning Hours (GLH)**

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner **under immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training. Whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time

- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification at the standards provided.

TQT includes all the activities described under guided learning hours (GLH) plus an estimate of the number of hours a learner will be likely to spend in completing other work, **which is directed by** the tutor. This could include preparation, study or any form of participation in education or training, including assessment, but unlike Guided Learning this is **not under the immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Some examples of tutor directed activities that can contribute to Total Qualification Time, include:

- Preparation
  - Preparation for classes
  - Preparation for assignments
- Study
  - Independent research/learning
  - Background reading
  - Compilation of a portfolio of work experience
  - E-learning
  - Drafting coursework or assignments
  - Working in student teams
  - Watching a pre-recorded podcast or webinar
  - Work-based learning

### **Credit**

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or

the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units. The rules of combination for the unendorsed qualifications and the pathway specific qualifications are given below.

## **Guidance on Assessment and Grading**

The assessment of this Level 4 qualification is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. An assessor should record their judgements on the ATHE template, stating whether the learner has achieved a pass and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard.

We would encourage our centres to develop their own assessment strategies so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise independently will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE website.

An assignment can relate to a single unit or an integrated assignment, incorporating more than one unit. An integrated assignment must show which learning outcomes and assessment criteria from which units are being covered.

## **Methods of Assessment**

ATHE encourages centres to use a range of assessment vehicles that will engage learners and give them an opportunity to both demonstrate their knowledge and understanding of a topic and to evaluate how they might apply that knowledge in a given context. This should be part of the assessment strategy.

We would recommend avoiding essay writing and that more varied types of assessment are included. This might include assessment through:

- a research activity resulting in the compilation of a report
- an academic paper or article for publication
- the compilation of a case study
- a critical review and evaluation of a chosen company's policies, procedures and systems
- a set project completed for an employer (also known as an 'employer-engagement' activity)
- the production of a portfolio of evidence relating to a particular unit.

This list is by no means exhaustive but gives examples of some creative assessment methods that could be adopted.

## **Recording Assessment Judgements**

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

## **Putting an Assessment Strategy in Place**

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- Centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise.
- the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- Students are well-briefed on the requirements of the unit and what they have to do to meet them.
- Assessors are well trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centre's Malpractice Policy.
- there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.
- Sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## **Quality Assurance of Centres**

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will involve:

- Centre approval for those centres which are not already recognised to deliver ATHE RQF qualifications

- Monitoring visits to ensure the centre continues to work to the required standards
- External verification of learner work

Centres will be required to undertake training, internal verification and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

## **Malpractice**

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice and Maladministration Policy on the ATHE website.

## **Guidance for Teaching and Learning**

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are studying. Learners should be encouraged to take responsibility for their learning and need to be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance, you will need to produce well-planned sessions that follow a logical sequence and build on the knowledge, understanding and skills already gained.

## **Top Tips for Delivery**

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where the work they have done meets the assessment criteria.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Use learner experience from the work place or other personal learning
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

## **Unit Specifications**

### Unit Format

Each unit in ATHE's suite of level 6 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

### Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

Each unit is assigned a unit code that will appear on the qualification certificate

### Level

All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors. The level descriptors are available on the ATHE website.

### Guided Learning Hours (GLH)

Guided learning hours is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

### Credit Value

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

### Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

### Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse, evaluate, synthesise.

## ATHE Level 4 Diploma in Hotel and Hospitality Management

The Level 4 Diploma in Hotel and Hospitality Management is a 120-credit qualification. Learners must achieve 120 credits by completing all mandatory units.

Unit Title	Level	Credit	GLH
<b>Mandatory units</b>			
Food and Beverage Operations	4	12	48
Food Safety and Hygiene	4	12	48
Hospitality and Hotel House Keeping	4	12	48
Customer Service	4	12	48
Front Office Operations	4	12	48
Accounting and Cost Control	4	12	48
Global Tourism and Hospitality	4	12	48
Marketing in Hospitality	4	12	48
Employee Engagement	4	12	48
Training and CPD	4	12	48

<b>Food and Beverage Operations</b>	
<b>Unit Aims</b>	Learners will gain an understanding of the processes involved in food and beverage operations, including practical aspects of food and beverage production and service.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the food and beverage industry and the roles and responsibilities of people working in it	1.1 Discuss the nature of food and beverage service organisations. 1.2 Describe the organisational structure within organisations in the food and beverage industry. 1.3 Analyse the roles and responsibilities of those working within the industry.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Characteristics of the food and beverage sector: Profit orientation, captive and non-captive consumers, eating out, takeaway trade, food operations (e.g. casual, family dining, fine dining, cafe, bistro, fast food, restaurant buffet, pop-up restaurant), beverage operations (e.g. pubs, cocktail bars, sports bars, nightclubs, lounge bars, wine bars).</li> <li>• Organisational structure in different types of hotels and hospitality organisations: Commercial sector (e.g. hotels, pubs, restaurants, restricted market, contract catering), catering services sector (e.g. residential, educational, industrial, leisure &amp; tourism, health &amp; welfare establishments).</li> <li>• Job roles and responsibilities (including necessary skills): Food preparation (head chef, sous chef, chef, assistant/commis, porter), sales and service (restaurant manager, maître d'hôtel, head waiter/waitress, waiter/waitress, assistant/commis, sommelier, bar staff, washer up).</li> </ul>	
2. Understand how to increase sales and improve overall customer experience through the meal experience, design and planning.	2.1 Analyse the range of meal experiences offered by different operations. 2.2 Discuss factors affecting menu design and planning. 2.3 Explain how service and communication impact on customer satisfaction.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Total meal experience: Service system (e.g. table service, counter service, specialist food, à la carte, table d'hôte, silver service, plate service, guéridon, family service), types of food production (e.g. cook-serve, cook-chill, cook-freeze, sous vide), processes (e.g. dry, wet), table set-up, restaurant and bar procedures, tangible and intangible factors, managing volume, service quality,</li> </ul>	

<p>function and event catering.</p> <ul style="list-style-type: none"> <li>• Menu design: Objectives, nature of event, planning (e.g. staff rosters, ordering materials, contingency plans, resources, financial targets/constraints), forecasting numbers, coordination, menu mix and balance, culinary and nutritional aspects, menu legislation, menu engineering, consistency, order of work, master menu.</li> <li>• Communication: Food service (e.g. customer comments, sales analysis, booking, orders, special requirements, takings), cooperation (e.g. menu development, training, briefings, personal interaction, post-service briefing, improvements), food preparation (e.g. equipment, skills, availability, provision, unforeseen events, comments), internal and external customers, operational standards, customer care programmes, quality, performance standards.</li> </ul>	
3. Understand the provision of alcoholic and other beverages	<p>3.1 Describe the types of beverages offered by a variety of outlets.</p> <p>3.2 Explain the key principles of beverage management.</p> <p>3.3 Discuss the legal considerations affecting alcoholic beverage provision.</p>
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Popular beverages: Beer, cider, wines, spirits, liqueurs, mixers, lite beers, alcopops, low-calorie drinks, provision of non-alcoholic drinks (e.g. carbonated drinks, fruit juices, coffee, tea, hot chocolate, speciality teas and coffees, bottled water).</li> <li>• Beverage management: Production processes (e.g. distillation, fermentation), viticulture, viniculture, alcoholic strength, types and development of wine and drinks lists, purchasing, pricing, storage and control, stock rotation, hygiene, cleaning routines, cellar management.</li> <li>• Legal considerations: Licensing Acts (restaurant table licence, residential licence, full licence), age limitations, Customs &amp; Excise, Weights &amp; Measures, Health &amp; Safety, Control of Substances Harmful to Health (COSHH), Hazard Analysis Critical Control Point (HACCP), use of gas cylinders, labelling for wine quality, price marking order, drink drive limitations, responsibilities of licence holder, venue front of house security.</li> </ul>	
4. Understand processes involved in purchasing and stock control	<p>4.1 Describe the purchasing function in relation to food and beverages.</p> <p>4.2 Explain the measures necessary to ensure stock security.</p> <p>4.3 Discuss methods of controlling costs.</p>
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Purchase specifications: Purchase requirements, supplier appraisal, supplier selection, order placement, delivery inspection, documentation, financial records (e.g. sales invoice, debit and credit notes, statement of account)</li> <li>• Stock security: Stock control, storage, bin cards, stock lists, prevention (e.g. pilfering, misappropriation, inaccurate product descriptions, fire damage, wastage, invoicing errors, payment errors, fraud), outdated stock, breakages, loss of reputation, market trends, CCTV monitoring of cellars.</li> <li>• Cost control methods: Standard recipes, standard menus, yield testing, store keeping, food stock systems, portion and operational controls, energy conservation, computerised storing and control methods, computerised stock and re-order systems, EPOS, MIS, loyalty schemes, contactless payment.</li> </ul>	

<b>Food Safety and Hygiene</b>	
<b>Unit Aims</b>	Learners will understand the need to comply with regulations and effectively manage procedures for ensuring food safety.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the responsibilities of an organisation for ensuring hygiene	1.1 Understand the responsibilities organisations have with regard to food hygiene. 1.2 Analyse the benefits of good hygiene and the hazards of poor hygiene.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Structure of sector: Commercial (e.g. restaurants, public houses and bars, hotels, contract catering), catering services (e.g. health and welfare outlets, educational institutions, residential care outlets, industrial catering, leisure and tourism).</li> <li>Hygiene responsibilities: Setting and communicating standards, providing resources, training employees, supervision, monitoring, reviewing and implementing.</li> <li>Values of hygiene: Good (reputation, brand retention, compliance with legal standards, improved shelf life, reduced risk of food poisoning, working conditions, better productivity, increased business) vs poor (damage to reputation, customer complaints, fines from prosecution, closure of business, civil action, increased risk of food poisoning, pest infection, food waste, low staff morale, lower profits).</li> </ul>	
2. Understand issues associated with food safety	2.1 Describe key food types that are subject to food safety standards. 2.2 Discuss the nature of contamination hazards. 2.3 Discuss sources of contamination. 2.4 Discuss the reasons for strict controls on food safety.
<b>Indicative Content</b>	

- Food types: Low-risk products (dry products, high salt/fat content, ambient storage, acidic foods, preserved foods not requiring refrigeration), high-risk foods (low salt/ acid content, high moisture such as cooked meats, fish and seafood dishes, egg dishes), raw foods (needing further processing, such as poultry), ready-to-eat raw foods (not requiring further processing, such as fruit and most vegetables): allergens – peanuts, tree nuts, lactose, eggs, fish, shellfish, sesame seeds, soya, gluten, mustard, celery, celeriac, lupin
- Types of hazard: Contamination (chemical, pathogens, spoilage bacteria, foreign bodies, allergenic), multiplication (microbiological), survival (microbiological)
- Sources of contamination: Raw food, waste and dirt, people, pests (process of source/vehicle/route); personnel, packaging, product, premises and equipment; chemical – fumes, chemicals, pesticides, metal fragments, excess additives

3. Understand food safety management procedures	3.1 Explain processes for the detection of contamination. 3.2 Describe organisational and site control measures. 3.3 Analyse specific food-related control measures.
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**Indicative Content**

- Physical detection: Spotters, metal detection, sieving/filtering, weight indicators, detectors, Environmental Health inspections, professional associations (e.g. Hotel Catering and Institutional Management Association (HCIMA), Cookery and Food association (CFA), Guild of Sommeliers).
- Control measures: Raw ingredients (approved suppliers, routine checking of product specification, cleaning and washing, inspection belts), building (maintenance programme, replacement of worn or damaged components, surface checks, ventilation), equipment (staff training, policies on wood , metal, breakages), notice boards (no drawing pins, use of Perspex covering), packaging (cleanliness on arrival, de-boxing areas, permitted items), maintenance operatives (training, avoid during food preparation times, cleaning and inspection schedules).
- Preventative actions: Purchase and delivery (approved suppliers, check ingredients for allergens, check substitutions made by suppliers, list of ingredients in ready-made foods), storage (easy identification, allergens and spillage, lidded containers, separate areas), handling (dedicated dress, blue plasters, hand washing, separate staff facilities, staff training, procedures, supervision), preparation (methods, clean areas, cross-contamination, colour coding, allergens in dressings, follow recipes), service/packing (clear accurate labels, use of 'may contain ...', isolate allergens, separate service utensils, information notices).

<b>Hospitality and Hotel Housekeeping</b>	
<b>Unit Aims</b>	Learners will understand the role of the housekeeping department within a hospitality setting. This unit will identify the importance of the housekeeping department and the impact it has on the hospitality operation.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the role and function of a housekeeping department.	1.1 Describe the different roles and functions in a housekeeping department. 1.2 Analyse how the housekeeping department identifies and meets its customers' needs. 1.3 Discuss the different standards in a variety of hospitality establishments.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>The roles and responsibilities of different team members: Executive housekeeper, floor supervisor, room attendant, public area cleaner etc. Characteristics of housekeeping employees and skills needed.</li> <li>Meeting customers' needs: Guest services and supplies, types of equipment available and bedroom facilities.</li> <li>Achieving and maintaining quality: SOP's for different tasks, audits, cleaning schedules, checklists and training. Mystery Guest and AA quality standards and setting productivity standards for cleaning a bedroom.</li> </ul>	
2. Understand a variety of cleaning principles and procedures.	2.1 Explain the planning process of cleaning and maintenance within a hospitality setting. 2.2 Illustrate different cleaning techniques for different situations. 2.3 Discuss the linen and laundry requirements in a range of hospitality establishments.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>The planning and purchasing in housekeeping: Division of work, inventory list, frequency schedules, performance standards, equipment needed, work schedules, induction and training, operating budgets etc.</li> <li>Cleaning Techniques: Methods of limiting entry of dirt and removal of soiling by looking at different types of fibres (such as natural, regenerated and synthetic) cleaning agents (such as acid, abrasive, neutral and alkaline) cleaning equipment (such as wet and dry mops, brooms and brushes, vacuum cleaners, dusters and mitts etc).</li> <li>Linen and laundry requirements: The provision of linen and laundry services to various hospitality establishments by looking at in-house and outsourced services. Different types of linen needed in the bedroom.</li> </ul>	

<p>3. Understand current legal, statutory and best practice requirements for hospitality and hotel housekeeping.</p>	<p>3.1 Describe the different laws affecting the housekeeping department.  3.2 Asses the importance of health and safety within the housekeeping department.  3.3 Explain how housekeeping can reduce its impact on the environment.</p>
<p><b>Indicative Content</b></p>	
<ul style="list-style-type: none"> <li>• Legal issues: COSHH and RIDDOR regulations, Safety Signs and Signals, Manual Handling, First Aid, Fire Precautions Act and HASAWA.</li> <li>• Health and Safety issues: hazardous substances and protective clothing.</li> <li>• Environmental issues: good practices within the housekeeping department looking at saving water, energy and waste.</li> </ul>	

<b>Customer Service</b>	
<b>Unit Aims</b>	Learners will be able to understand the importance of a customer focused hospitality establishment in a competitive environment by carrying out research on customers' requirements and expectations. Learners will also gain understanding of how to deliver excellent customer service and evaluate customer satisfaction..
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the importance of having a customer service policy in a hospitality setting.	1.1 Explain what Customer Service Policies are and how they are developed. 1.2 Describe the concept of customer perception. 1.3 Explore the levels of customer expectations in different hospitality environments.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Customer Service Policies: Strategy (planning the structure, focus and use by looking at the customer service diamond), different customer needs, internal customers, customer oriented business, customer focused culture, knowing your customer (Acorn classification), implementing policies, standardised procedures and codes of practise.</li> <li>Customer perception: Customer experience over time, treatment, values, priorities, prejudices and sensitivity to others.</li> <li>Customer expectations: Primary (satisfying the need) and secondary (satisfying the intangibles), setting, meeting and exceeding expectations, service gap analysis (SERVQUAL).</li> </ul>	
2. Understand how to promote a customer-focused culture with a high level of service delivery.	2.1 Demonstrate the use of a variety of communication methods. 2.2 Describe important customer service skills. 2.3 Evaluate the benefits of high level service delivery within a hospitality establishment.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Communication: Effective, Appropriate and Responsive (EAR) communication, internal and external communication, non-verbal body language, the communication process, written and verbal, social media.</li> <li>Customer service skills: Assessment and competence of staff, GAP analysis (RATER module) service recovery and complaint handling, confidentiality, empathy, listening, attention to detail, showing initiative.</li> <li>Benefits of high level service delivery: Increased customer satisfaction, profits, employee engagement, return business, increase of new customers due to better reputation, gaining a higher market share, loyalty.</li> </ul>	

3. Understand how to identify customer needs and evaluate their level of satisfaction.	3.1 Discuss different customers' needs and requirements. 3.2 Explore different methods to research and identify customer requirements. 3.3 Evaluate the different methods of assessing customer satisfaction
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Customer needs, requirements and expectations: Investigating different types of customers (age, family, demographics, cultural backgrounds etc) and by looking at their needs (special requests such accessibility, allergies or diet, cultural, social, level of quality service, tangible and intangible, consumer protection, value for money, past records).</li> <li>• Methods: Internally through online and paper customer surveys, informal questioning during guest stay and departure, store customer data with regards to preferences, customer comments and complaints analysis, staff and management feedback. Externally by reviewing industry trends, marketing reports such as Mintel and Key Note, trade journals, news, academic studies etc</li> <li>• Evaluate customer satisfaction: Methods of assessment, monitor customer service and satisfaction, sources of feedback, methods of data collection, improvements and staff development.</li> </ul>	

<b>Hotel Front Office Operations</b>	
<b>Unit Aims</b>	Learners will understand the role of the front office department within a hospitality setting. This unit will identify the importance of the front office department and the impact it has on the overall hospitality operation.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Learners must use actual examples from the industry to illustrate the points which are made. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the function of a front office department and the roles and skills required.	1.1 Describe the different roles and skills needed within the front office department. 1.2 Analyse the different services offered within in front office. 1.3 Discuss how the front office department identifies and meets its different customers' needs.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Roles and skills: Different team members within the front office department such as receptionists, shift leaders, reception managers, telephonists, porters, reservationists and night reception. Looking at different front office organisational structures in different types of hospitality establishments.</li> <li>Services offered: Front Office department such as concierge, valet, hotel facilities, tourist information and administrative services. The importance of product knowledge.</li> <li>Meeting different types of customers' needs: tours, conferences, families, regulars, VIPs, disabled and overseas guests.</li> </ul>	
2. Understand how to carry out front office procedures during the guest cycle.	2.1 Explain the reservation process, system and procedures. 2.2 Describe the guest registration process and procedure. 2.3 Outline the night audit responsibilities and check out procedure.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Reservations: Process, upselling, offering alternatives, suggestive selling, pricing, overbooking, bedroom book, conventional chart, density chart, property management system.</li> <li>Guest arrival: Planning for guest arrival such as room status, availability, arrivals list, expected departures, special requests, VIPs. First impressions such as ambience and flowers/plants. Check in procedure including registration, payment, room assignment, issue key, directions to room. Types of check in such as group, desk, self-service, manual and computerised.</li> <li>Night reception and check out: Posting charges, reconciling financial activities, running night audit, prepare guest accounts, check out, review charges and payment, take payment, provide a receipt, enquire about making future reservations, express check out services.</li> </ul>	

<p>3. Understand the financial and legal responsibilities within the Front Office department.</p>	<p>3.1 Explain the different types of accounting systems, invoices and payments incorporating credit control used in the Front Office Department.</p> <p>3.2 Discuss how the Front Office can measure its overall performance.</p> <p>3.3 Describe the different laws affecting the Front Office Department.</p>
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**Indicative Content**

- Types of accounting systems and payments: Types of invoices such as guest ledger, company billing privileges, non-residents billing, management accounts. Types of payments such as cheque, credit and debit cards, sales ledger, vouchers, travellers cheques. Types of accounting systems such as POS and tabular ledger. Credit control measures such as taking deposits, pre-authorising accounts, monitoring in house balances and fraud.
- Measuring the performance: Mystery guests, reservation test calls, profit and loss including key KPIs etc.
- Legal and statutory requirements: Immigration (hotel records), data protection, consumer protection, price tariff and display, contracts and equality and diversity.

<b>Accounting and Cost Control</b>	
<b>Unit Aims</b>	Learners will understand the principles of costing within hospitality and the contents of key financial statements used, along with the basic accounting techniques used to produce and analyse them.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the sources of funding and income generation used within the hospitality industry.	1.1 Describe a range of common sources of finance used by the hospitality industry. 1.2 Illustrate how income is generated within a hospitality business. 1.3 Discuss appropriate sources of finance for types of hospitality business.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Sources of finance: Retained profits, loans, investors, banks, franchise schemes, sponsorship, leasing, creditors, debt factors.</li> <li>Income generation: Sales, commission, grants, sub-letting, sponsorship, government schemes, re-generation.</li> <li>Types of business: Sole trader, partnership, private company, plc, public sector, group, consortium, multinational.</li> </ul>	
2. Understand the concept of costing, with particular emphasis on marginal costing.	2.1 Describe the relationship between costs, volumes and profit. 2.2 Explain different categories of costs. 2.3 Apply techniques to determine pricing of products and services.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Key concepts: Types of costs and classification, cost measurement (e.g. standard, absorption, marginal - overhead absorption, activity-based), stock valuation.</li> <li>Costs categories and contributions: Methods of costing (e.g. job costing, batch costing, process costing, contract costing, service costing).</li> <li>Application: Costing as basis for pricing, break-even, profit and loss potential, setting price, incentives, discounting.</li> </ul>	
3. Understand the preparation of key financial statements.	3.1 Explain basic accounting concepts. 3.2 Describe contents and use of financial statements. 3.3 Explain the process of preparing statements from accounts.

**Indicative Content**

- Accounting concepts: Assets, liabilities, income, expenses, capital, profit/loss, depreciation, interest.
- Key statements: Balance sheet, profit and loss account, cash flow statement.
- Preparation: Bookkeeping records, accounting standards, trial balance, double entry, consolidation of accounts, legal requirements, format of accounts and statements.

4. Be able to use financial ratios to evaluate business performance and stability.

- 4.1 Explain the nature of financial ratios and their application.
- 4.2 Demonstrate the calculation of appropriate ratios.
- 4.3 Demonstrate the use of ratios to determine business performance and stability.

**Indicative Content**

- Types of ratios: Profitability (return on capital, gross profit, net profit), liquidity (current ratio, acid test), efficiency (stock turnover, debtors' and creditors' periods), investment (capital gearing, interest).
- Comparison of ratios: External (other companies, markets, countries, industry standards), internal (previous financial periods, departments, sectors).
- Interpretation of ratios: Relative values, analysis of results, weaknesses and limitations of ratios.

<b>Global Tourism and Hospitality</b>	
<b>Unit Aims</b>	Learners will understand the size and scope of the global tourism and hospitality industry. The unit examines the influences that affect it and the growth of its brands within international markets.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the role of global tourism and hospitality in the travel industry	1.1 Evaluate the impact of types of tourism and hospitality on global locations. 1.2 Describe location factors related to the growth of global tourism. 1.3 Discuss the characteristics of global tourism and hospitality.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Types of tourism: Accommodation (e.g. hotels, villas, bed &amp; breakfast), attractions (events, festivals, heritage), cultural (monuments, famous houses, museums), countryside (e.g. Lake District, Rocky Mountains, Great Lakes), primary and secondary features, Total Tourism Product (TTP), World Tourism Organisation (WTO)</li> <li>Location factors: Revitalisation (e.g. following demise of area, redevelopment, regeneration, Docklands, Olympic Games/World Cup influence ), attractiveness to visitors (e.g. new businesses, innovation, facilities, unique selling point ), contributions to location (e.g. increased employment, revenue, multiplier effect).</li> <li>Characteristics: Integrated planning and development, wide range of activities, production and consumption, labour-intensive industry, wealth redistribution, price flexibility.</li> </ul>	
2. Understand key issues and influences affecting global tourism and hospitality	2.1 Explain the implications of branding on the development of tourism and hospitality. 2.2 Consider economic issues that influence global tourism. 2.3 Discuss the nature of volume and pricing strategies.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Branding: Recognisable trademarks or symbols, international corporate chains, consortia, manipulation of market, psychological effects, associations with quality and value.</li> <li>Economic issues: Employment, employee turnover, investment, pay rates, seasonality, cost of living, housing supply, taxation, supply/demand, competition, trade links.</li> <li>Volume and pricing strategies: Volume and tiered pricing, price makers, price takers, value-based pricing, cost-plus pricing, competitive pricing, penetration pricing, price skimming.</li> </ul>	

<p>3. Understand the development of new areas of growth in the global tourism and hospitality industry</p>	<p>3.1 Describe the impact of corporate social responsibility on the global tourism and hospitality industry.</p> <p>3.2 Consider the development of new geographical locations.</p> <p>3.3 Explain the importance of the growth of sustainable tourism.</p>
<p><b>Indicative Content</b></p>	
<ul style="list-style-type: none"> <li>• Corporate social responsibility: Ethical behaviour, workforce quality of life, community benefit, corporate image, environmental policy, social duties, Triple Bottom Line, public sector planning for mass tourism, recognising local needs, congestion.</li> <li>• Development of new locations: Long-term economic development (e.g. competition, employment opportunities), social improvements (e.g. quality of community life, local involvement, return visits), environmental and cultural impacts (e.g. reduction in pollution and damage, visitor flows, maintained biodiversity, diverse cultural range), visitor expectations, virtual tours.</li> <li>• Sustainability: Renewal (passive, active), regeneration, respecting local culture, erosion, protecting wildlife, preserving culture, reducing waste and pollution, renewable energy, local economy benefits, tourists' responsibility, public-private sector interface.</li> </ul>	

Marketing in Hospitality	
<b>Unit Aims</b>	Learners will be able to understand the key principles of the marketing concept and relate the role of the marketing mix to the hospitality industry. Learners will understand the marketing cycle and be able to devise a promotional campaign.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the key principles of marketing and its environment within the hospitality industry.	1.1 Explain the key marketing concepts. 1.2 Assess the impact of the marketing environment on a hospitality organisation. 1.3 Discuss consumer behaviour within different market segments.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Core concepts: Defining marketing, product and service markets, looking at customer needs, wants and demands, ensuring customer satisfaction by analysing customer expectations and perception, value, the growth of consumerism, strategic and tactical marketing, relationship marketing.</li> <li>Marketing environment: Micro environment of a hospitality business including stakeholders such as suppliers, owners, lenders, intermediaries, customers, employees, competitors, local people. The macro environment including PESTLE, SWOT and Porter's Five Forces analysis.</li> <li>Consumers and market segments: Models and types of behaviour, decision making, spending power, value and satisfaction, loyalty, culture, competitor orientation. Market segmentation by considering geographics, demographics, behavioural, income and disposable income, gender, social background, lifecycle stage.</li> </ul>	
2. Understand the role of the marketing mix in the hospitality industry.	2.1 Relate how each component of the main marketing mix can be applied in a hospitality setting. 2.2 Assess the importance of the extended marketing mix (the service P's) to the hospitality industry.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Marketing Mix: <b>Price</b> (strategies such as cost plus, skimming, penetration etc, competitor analysis, break even, consider ethics and demand elasticity), <b>Product</b> (branding, USP, features and benefits, product life cycle, nature and characteristics of the product, packaging, partnerships, quality), <b>Place</b> (distribution channels, convenience, impact of social media and other technology, vertical and horizontal integration, logistics of physical distribution) and <b>Promotion</b> (to inform, persuade and build relationships, communication process, evaluate promotional material).</li> </ul>	

<ul style="list-style-type: none"> <li>Service P's (extended marketing mix): <b>People</b> (service profit chain and service encounters, managing customers and interaction with employees), <b>Process</b> (intangibility, inseparability, variability, service quality) and <b>Physical Environment</b> (tangible and intangible, the external and internal physical environment, employees and customers, behaviour).</li> </ul>	
3. Be able to plan a promotional activity.	3.1 Explain the role of the promotional mix 3.2 Plan the stages of a promotional campaign for a hospitality organisation.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Promotional Mix: Advertising, tradeshows, exhibitions, social media, alliance campaigns, free samples, public relations, brochures, mail shot, competition raffles, pricing tactics, sales promotion, in store demonstrations/events, merchandise, point of sale displays, launch events, sponsorship.</li> <li>Promotional campaign: Budget available, aims and objectives, format, identifying target market and how to reach them, methods of promotion (mix), frequency of campaign and costs involved, monitoring and evaluating the impact of the campaign.</li> </ul>	
4. Understand the marketing cycle in a hospitality setting.	4.1 Explain the reasons for carrying out market research. 4.2 Discuss the different methods used to collect and analyse marketing data. 4.3 Describe how to implement and evaluate a marketing plan.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>Market research: Defining the market, analysing forecast and demand, looking at new and existing products and services, market positioning, quality expectations, using market information systems.</li> <li>Data collection: Differentiating between needs and wants of customers and their location. Primary research such as sampling, focus groups, surveys, questionnaires, interviews, pilot study. Secondary research by looking at existing internal records, industry journals, published documents including statistics by government or market research organisations (Key Note and Mintel). Analyse results by structuring the data, presenting in graphs and charts and correlate results by establishing a connection.</li> <li>Implement and evaluate a marketing plan: Budget available and costs involved, timescale, objectives and how it will contribute to the overall business strategy, identify most effective use of media for a specific product, service and market such as television, magazines, posters, newspapers, radio etc. Evaluate success of marketing plan by checking if there is a higher customer engagement, increased market share, higher turnover and increased brand awareness.</li> </ul>	

<b>Employee Engagement</b>	
<b>Unit Aims</b>	Learners will understand the concept of employee engagement and the key components. Learners will be able to assess how employee engagement can have an impact on the overall business performance
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the concept and principles of employee engagement.	1.1 Describe the concept of employee engagement. 1.2 Discuss the key components of employee engagement. 1.3 Assess the importance of organisational commitment and employee involvement.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Concept: What is employee engagement? Definitions both from academics and industry specialists. Identifying the difference between employee engagement and job satisfaction or employee involvement.</li> <li>• Key components: Employee perceptions of job importance, the clarity of the job/role and the performance expectations, promotions and improvement opportunities, personal growth, challenges within the job, opportunities for feedback from supervisor/manager, quality of teamwork and relationship with senior managers, employees' perception of organisational values.</li> <li>• Organisational and employee commitment: Affective, continuance and normative commitment (the three 'mind sets' of organisational commitment). Emotional, cognitive and physical engagement (the three dimensions of employee engagement).</li> </ul>	
2. Understand how employee engagement can contribute to the overall business performance.	2.1 Describe the key aspects of an employee engagement strategy. 2.2 Explore a variety of employee engagement activities. 2.3 Discuss the benefits of an employee engagement policy in a chosen hospitality establishment.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Employee engagement strategies: Needs to be part of overall HR strategy and objectives to be part of overall business aims. Design and implementation of development policies which meets the employee engagement strategy. Promote employee engagement as part of the recruitment and selection practices and follow through during induction, training and future learning and development practices. Establish employee segmentation techniques such as per department or contract basis. Agree on organisational employee engagement targets which can be measured and which would therefore identify areas for improvement. Carry out regular employee surveys as part of the organisation's strategy.</li> <li>• Employee engagement activities: Appraisal practices which support employee engagement, job design practices which encourages flexible working and discretionary behaviour, employee</li> </ul>	

relations through effective communication, 'employee voice' such as encouraging ideas and suggestions to improve the organisation performance which can be done both formally and informally.

- Benefits of having an employee engagement policy: Reduced labour turnover and staff absence, room for creativity and innovation as well as personal benefits to the employee, managers and the organisation. Implications of customer satisfaction in relation to overall turnover.

3. Understand how to implement HR strategies and practices to raise levels of employee engagement.

- 3.1 Explain how to implement an employee engagement policy.
- 3.2 Illustrate the barriers a hospitality organisation might come across when implementing an engagement policy.
- 3.3 Discuss how to evaluate the success of an employee engagement policy.

**Indicative Content**

- Implement an employee engagement policy: Identify the level of employee engagement by using tools such as measuring staff turnover, absenteeism and length of service. Focus groups and surveys can be carried out to get more qualitative data. Create an engagement strategy by considering the current perceptions of employees, determining the key selling points and the most effective way of communicating the new policy. Ensuring the policy aligns with both HR strategies and overall business strategies.
- Barriers to employee engagement: Resistance to change, employees lack of interest seeing hospitality industry to further their, poor leadership and management, employees not knowing the company's vision and mission, no clear and thorough job descriptions, no transparency at the top.
- Evaluation: Determine how fairly employees perceive the way they are treated, 'open door' policy to communication, increased emotional attachment through better working conditions, additional benefits and rewards which result in company pride. Increased score in employee engagement surveys.

<b>Training and CPD</b>	
<b>Unit Aims</b>	Learners will be able to use different methods for identifying the need for training in a hospitality setting. Learners will understand how individuals learn in different ways and the importance of selecting the most effective training method. Learners will then be able to plan, design, deliver and evaluate the effectiveness of a training session or programme. The learners will also be introduced to the concept of Continuous Professional Development and the need and relevance for it in a hospitality setting.
<b>Unit Level</b>	4
<b>Guided Learning Hours</b>	48
<b>Credit Value</b>	12
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Be able to identify the need for training.	1.1 Compare the training needs at different levels within a hospitality setting. 1.2 Describe how an organisation can identify its training needs.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Training needs at different levels in the hospitality establishment: At organisational to increase profit and sales, new operational objectives (e.g. improve standards and productivity, introduction of new system or procedure, succession training for promotion etc) or to satisfy the needs of the external environment (PESTLE). At departmental level to meet team objectives to improve customer service or sales targets, a change in the team structure, new equipment, standard operating procedures, products, services or even clients. At individual level during an appraisal, performance review or job chat which could lead to promotion or a change of job responsibilities as well as employees identifying skills they want to develop further.</li> <li>• Different methods of identifying training needs: Analysing needs at the different levels, skills audits, the training cycle, continuous professional development, refreshing skills and retaining them, benchmark against similar types of businesses, national research (People 1<sup>st</sup>), focus groups, employee surveys, customer feedback, theory components of identifying training needs.</li> </ul>	
2. Understand how different learning styles have an impact on the method of training.	2.1 Describe the different learning styles trainers need to consider. 2.2 Discuss which methods of training could suit the different learning styles.
<b>Indicative Content</b>	
<ul style="list-style-type: none"> <li>• Types of learning: Auditory, visual and kinaesthetic learners, creative thinkers, reflective learners, team workers, independent enquirers, diversity of learners (language, culture, ability, educational background, level of authority etc), barriers and attitudes to training, drive, motivation, behaviour, experience, competency based training, personal preferences, activist</li> </ul>	

<p>pragmatist, theorist, reflector, theory components of learning such as the Kolb's learning cycle or Bloom's taxonomy.</p> <ul style="list-style-type: none"> <li>Types of training (delivery methods): On the job or off the job training, courses, workshops, mentoring, projects, seminars, coaching, distance learning, conferences, shadowing and job swaps, 1:1 training and group training, bite-sized training, induction.</li> </ul>	
<p>3. Understand how to plan, design and deliver the training and evaluate its effectiveness.</p>	<p>3.1 Explain the importance of factors which need to be considered when planning, designing and delivering the training.</p> <p>3.2 Describe methods available to measure the success of the plan, design and delivery and outcome of the training.</p>
<p><b>Indicative Content</b></p>	
<ul style="list-style-type: none"> <li>Planning, designing and delivering a training session: training budget and costs, objectives (SMART), Bloom's design objectives, 'one off' training sessions or full training programs, availability of staff and organising cover, internal or external trainer requirements, time of day, session plan, use of space and resources required.</li> <li>Evaluation of the training: Planning and designing of the training, how it was implemented and whether the content met its learner's needs. The different methods which could be used such as pre and post course briefs carried out by trainee and manager, trainer and trainee feedback, questionnaires, customer comments, improved quality, profits and customer and employee engagement, reduction in staff turnover, employee surveys, benefits to and achievements of members of staff, departments or whole hospitality organisation and theory components of reviewing and evaluating training such as Kirkpatrick's four levels of training evaluation.</li> </ul>	
<p>4. Understand the concept of CPD in a hospitality setting.</p>	<p>4.1 Discuss the concept of CPD in a hospitality setting.</p> <p>4.2 Discuss the benefits of CPD to the individual, the organisation and the industry in a hospitality setting.</p>
<p><b>Indicative Content</b></p>	
<ul style="list-style-type: none"> <li>The need and relevance of CPD: CPD defined, CPD activities (structured professional learning, career based professional development and informal professional development), reflective learning, assessing skill level in hospitality, features of the hospitality industry (staff turnover, skills gap, young managers, transient workers, part timers, perception of profession etc) changes in the hospitality environment (PESTLE).</li> <li>The core concept of CPD: The main principles and value, difficulties and barriers to CPD, elements to make it work, the changing view of learning and the theory of components of CPD both from academics and hospitality industry specialists, the reality of implementing CPD in a hospitality environment.</li> <li>The benefits of CPD in a hospitality setting: For the individual (increased performance, development, promotion, motivation etc), the organisation (reduced turnover, skilled and motivated workforce, improved results etc.) and the industry (professional and skilled industry, more demand to meet skills deficit).</li> </ul>	