



# ATHE Level 5 Diploma in Hospitality and Hotel 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 5 in this Specification**

This document provides key information on the ATHE Level 5 Diploma in Hospitality and Hotel Management, which has been produced in conjunction with the Online Business School. This qualification is on the Ofqual Regulated Qualifications Framework (RQF).

### **Programme structure**

There are 10 units in the Diploma in Hospitality and Hotel Management at Level 5:

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 Hospitality and Hotel Management practices in real world settings. In addition, the course materials are based on sound pedagogical structures to ensure that the learning is engaging, enjoyable, fun to study and leads to progression.

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 sufficient 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 and other Regulators 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 5 and conform to Ofqual and other Regulators requirements. 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 in 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 whole qualification at the standards determined by the assessment criteria.

If learners complete all units, the TQT will be 1,200 hours at a unit value of 120 credits.

### **Style of Learning**

The Units contain continual progression tests and interactive learning opportunities as teaching and learning methods for the course. This provides formative assessment, which does not contribute to the qualification. However, this does provide remote monitoring of student progress and performance and the activities help to consolidate and underpin learning and will be included in TQT estimate. The interactive learning also contains 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 has a Board of Studies that meets quarterly to monitor quality of provision and to verify any assessment decisions. The Board comprises university academics and experienced assessors, as well as a member of the Education and Training sector of the Chamber of Commerce.

## **Access and Recruitment**

OBS policy regarding access is that:

- The qualification is available to everyone who is capable of reaching the required standards
- The qualification is 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 5 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**

For learners who have recently been in education or training the entry profile is likely to include one of the following:

- prior study in hospitality or related subjects at level 4 or above
- a level 4 qualification for example an ATHE Level 4 Diploma in Hospitality and Hotel Management or an ATHE Level 4 Extended Diploma in Business and Management
- 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 responsibility, participation and/or achievement of relevant professional qualifications. This may be in the hospitality industry or elsewhere. This information and associated evidence or certificates 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 5. 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. ATHE is also recognised by Qualifications Wales and other regulatory bodies outside the UK.

Learners who complete all 10 Units at Level 5 will be awarded an ATHE Level 5 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 completion of all Units and achievement (Pass) of all assessments at Level 5, will allow learners to progress to a relevant L6 top-up with an articulated university.

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

ATHE also provides information on a wide range of progression routes, further details can be found at [www.athe.co.uk/progression](http://www.athe.co.uk/progression).

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

## **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 10 credit unit represents 10 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 5 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.

A sample assignment for each unit will be provided 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 5 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.

The ATHE Level 5 Diploma in Hospitality and Hotel Management is a 120-credit qualification. In order to obtain the Diploma learners must achieve 120 credits by completing all mandatory units.

<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
<b>Mandatory units</b>			
1. Food and Beverage Supply Chain Management	5	12	48
2. Quality Management	5	12	48
3. Events and Conference Management	5	12	48
4. Customer Relationship Management	5	12	48
5. Managing People	5	12	48
6. Current Issues in HR	5	12	48
7. Revenue Management	5	12	48
8. Corporate Social Responsibility	5	12	48
9. Contemporary Issues	5	12	48
10. Business Planning	5	12	48

<b>Unit 1: Food and Beverage Supply Chain Management</b>	
<b>Unit Aims</b>	Learners will understand supply chain systems and procedures, and how organisations use these to procure, produce and prepare food and beverages within the hospitality industry, both domestically and globally. This unit demonstrates how supply chain management is essential for efficient operation and for achieving a competitive edge.
<b>Unit Level</b>	5
<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 will need to refer to examples from the industry in order to support their work.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the principles and processes of food and beverage production	1.1 Describe the principles behind food and beverage production 1.2. Evaluate the processes involved in food manufacturing. 1.3 Analyse how to improve the efficiency of food and beverage production
2. Understand the operational aspects of food and beverage supply chains	2.1 Discuss key considerations of food and beverage retailing and logistics. 2.2 Evaluate challenges in international food and beverage supply chains. 2.3 Analyse technological developments in food and beverage supply chains.
3. Understand the importance of regulations and sustainability in the food supply chain	3.1 Discuss food regulation, safety and quality control. 3.2 Evaluate sustainability issues in the food supply chain 3.3 Identify and analyse potential future challenges in the food and catering sector.
<b>Indicative Content</b>	
1. Understand the principles and processes of food and beverage production <ul style="list-style-type: none"> <li>• Effectiveness: Total meal experience, production, processing, distribution, consumption, suppliers, supplier evaluation, supplier auditing, importing, menu consistency, standard recipes.</li> <li>• Principles behind production: Product focus, functional focus, seasonal demand, safe storage, barriers to development of agri-industry.</li> <li>• Food manufacturing processes: Cook-serve, cook-store-serve (e.g. cook-chill, cook-freeze, sous vide), preparation processes (e.g. measuring,</li> </ul>	

mixing, blending, whisking, cutting, chopping), cooking processes (e.g. dry – roasting, grilling, baking, frying; wet – boiling, poaching, braising, steaming, stewing, microwave).

## 2. Understand the operational aspects of food and beverage supply chains

- Retailing and logistics: farm-to-fork processes, demand and replenishment needs, choice modelling, transportation, warehousing (e.g. stock keeping unit storage, job lot storage, crossdocking), inventory (e.g. cycle, safety, seasonal), transportation (e.g. ship, rail, road, air), lean supply and agile supply, collaborative relations with suppliers.
- Risks and challenges: defects, contamination, safe storage, food spoilage, food preservation, short supply, product recalls, mitigating risks, strategic sourcing.
- Technological trends: computerised stock control, temperature-controlled supply chains, traceability, online ordering and retailing, distribution and delivery, demand forecasts.

## 3. Understand the importance of regulations and sustainability in the food supply chain

- Food and beverage regulation: Health & Safety Executive (HSE), Environmental Health Officers (EHO), Trading Standards, Weights and Measures, Customs and Excise, hazard analysis of critical control points (HACCP), key legislation (e.g. Hotel Proprietors Act, Food and Drugs Act, Trade Descriptions Act, Licensing Acts, Food Safety Act, Food Hygiene (General) Act, European directives on health and safety), reference standards.
- Sustainability: Environmental performance, green management practices (e.g. pollution, waste minimisation, food miles, recycling, reuse), responsible purchasing, impact of changes in weather patterns on international and domestic product supplies.
- Future challenges: International food supply chains, food sector and economic regeneration, risk management, triple bottom line trends, food security threats, balancing supply and demand.

<b>Unit 2: Quality Management in the Hospitality Industry</b>	
<b>Unit Aims</b>	Learners will be able to understand the concept of quality and quality management and know how to apply it in a hospitality setting. Learners will be able to analyse and evaluate a quality management system in a hospitality organisation.
<b>Unit Level</b>	5
<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 at the standards specified by the assessment criteria for the unit. LO2 requires the learners to apply their work to an actual organisation in the hospitality sector so this cannot be approached from a theoretical perspective. The use of exemplar material is also required in other criteria
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the concept of quality management and its key components in hospitality.	1.1 Discuss definitions of quality in the context of hospitality. 1.2 Describe the key components of quality management in hospitality. 1.3 Compare and contrast a range of approaches to quality management in hospitality.
2. Be able to evaluate the effectiveness of a quality system in a hospitality setting.	2.1 Discuss the role of internal and external quality management systems in a chosen hospitality setting. 2.2 Describe the quality assurance processes for the chosen setting. 2.3 Analyse the level and type of management control and communication during quality inspection and assurance. 2.4 Evaluate the effectiveness of a quality management system for the chosen hospitality setting.
3. Understand how to apply the principles of quality management to improve performance in a hospitality organisation.	3.1 Discuss a range of approaches to continuous improvement. 3.2 Analyse the root cause of poor performance in a hospitality setting. 3.3 Propose new or modified systems which could improve quality. 3.4 Describe the stages for effective implementation of a quality system.

## Indicative Content

1. Understand the concept of quality management and its key components in hospitality.
  - Definitions of quality: Apply a variety of academic and industry definitions in a hospitality context, looking at technical and functional quality, service characteristics of goods and services, introduction to the three Key Result Areas, brief history of quality.
  - Key components: Theory components of quality management, such as meeting customer expectations, consistency, standards, understanding needs, products and services, fitness for purpose.
  - Approaches to quality management: 'Quality gurus' including the work of Juran, Crosby, Deming, Feigenbaum, Ishikawa and Taguchi.
  - Similarities and differences: Cost, implementation, employee involvement and engagement, use of documentation, applications, focus on customer/staff or organisation, effectiveness to improve quality in a hospitality setting.
2. Be able to evaluate the effectiveness of a quality system in a hospitality setting.
  - Quality Management Systems: Internal systems such as SOP's, internal customer surveys, mystery guests, 'centre of excellence', employee satisfaction surveys etc. External system such as ISO9000, Investors in People, AA and VB Star Rating, Michelin Stars, Green Tourism Award, Health and Safety, TripAdvisor etc.
  - Inspection and assurance: Identify quality (observation, internal and external audits, customer and employee feedback, financial documentation), measure quality (mystery guest % score, AA merit % score, Trip Advisor rating, KPI's, comparisons, industry standards, benchmarking against competitors), control and maintain quality (checklists, meetings, standard operating procedures etc) and improve quality through specific training and make necessary changes with staff consultation.
  - Management control and communication: Downward, upward and lateral communication, update on performance, share important documentation, facilitate meetings and workshops to encourage suggestions for improvements, notify actions required, accuracy and relevance of records kept.
  - Benefits of an effective quality system: Benefits within the three KRA's (Customer, Employee and Organisation), higher satisfaction, increased profits, reduced waste, customer loyalty, low staff turnover, smoother operations, lower costs and saving time.
3. Understand how to apply the principles of quality management to improve performance in a hospitality organisation.
  - Continuous improvement: Statistical quality control, quality circles, features of TQM, six sigma, analytical tools, Ishikawa, Deming, processes, lean production.

- Quality issues: Identify through the use of cause and effect diagrams, pareto diagrams, why-why analysis to identify root cause of the issue. Issues related to lack of money, staff, materials, equipment, time, product knowledge and communication.
- Propose new systems: Staff and external consultation, priorities for action, documentation, applying standards, monitoring, action on improvements, performance indicators, feedback and review.
- Implement new quality system: Staff consultation (setting the scene, explaining objective of quality scheme, processes involved, requirements and commitments from staff, communication and reporting methods ensuring the team is updated and engaged throughout). External consultation (questionnaires, suggestion schemes, focus groups, industry specialists etc). Deming Cycle (Plan, Do, Study, Act).

<b>Unit 3: Events and Conference Management</b>	
<b>Unit Aims</b>	Learners will understand the operational issues that underpin successful events and conference management. This unit examines a wide range of events and conferences. It discusses the processes and considerations involved.
<b>Unit Level</b>	5
<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 refer to actual examples from the industry to support their work.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the nature of the events and conference management industry and the factors that influence it	1.1 Analyse the nature of the events and conference management industry and its significance to hospitality operations. 1.2 Analyse the factors that influence the industry 1.3 Analyse the growth of the industry 1.4 Evaluate the importance of innovation in the industry
2. Understand the key issues involved in effective management of events and conferences	2.1 Analyse the administrative considerations for effective event and conference planning. 2.2 Discuss etiquette and protocol requirements for events and conferences. 2.3 Analyse the key legal and financial aspects of events and conference management.
3. Understand quality management in events and conferences	3.1 Assess the requirements for different styles of events and conferences in order to provide a quality experience. 3.2 Describe processes to evaluate the quality of events and conferences. 3.3 Analyse key performance indicators for measuring the success of events and conferences.
<b>Indicative Content</b>	
1. Understand the nature of the events and conference management industry and the factors that influence it <ul style="list-style-type: none"> <li>• Nature of the sector: Significance, size and worth of industry, types of events (e.g. weddings, seminars, media conference), range of business areas (e.g. promotion,</li> </ul>	

training, exhibitions).

- Growth of industry: Historical, importance to learning development, external factors including economic, socio-cultural, political, technological, environmental, legal
- Venues: Diversity of sites and types (e.g. dedicated conference centres, hotels, banqueting suites, multi-purpose centres, education centres, leisure centres, outdoor venues, overseas locations, private and historic venues).

## 2. Understand the key issues involved in effective management of events and conferences

- Administrative procedures: Management stages, decision-making, client liaison, component elements of event, contacts with external providers (e.g. caterers, IT suppliers, florists, etc), marketing, health & safety, legal aspects.
- Function etiquette and protocol: Guidelines for cultural and religious events, weddings, public meetings, formal dinners, seating plans, room designs, personnel (e.g. 'meet and greet' staff, master of ceremonies, etc)
- Legal and financial considerations: Costing and pricing techniques (e.g. cost-based, demand-based, competition-based), profitability, legislation (e.g. Health & Safety at Work Act 1974, Licensing Act 2003, Live Music Act 2012, Gambling Act 2005, Food & Safety Act 1990).

## 3. Understand quality management in events and conferences

- Assessing quality of provision: Space utilisation (venue/room layout, style, comfort), ICT provision (lighting, sound, special effects, projection), environment (floor space, floor occupancy, heating, ventilation, air conditioning, toilet and comfort facilities).
- Performance quality: Evaluation and review of events, client and guest questionnaires, appraisal of venues, profitability, internal evaluation.
- Target setting and key performance indicators: Management, financial, business expansion, quality, performance objectives (e.g. profit level, room lettings, bar takings, ticket sales).



<b>Unit 4: Customer Relations Management in the Hospitality Industry</b>	
<b>Unit Aims</b>	Learners will understand the importance of Customer Relationship Management (CRM) to hospitality organisations and recognise the necessary processes to ensure this is managed effectively.
<b>Unit Level</b>	5
<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 will need to illustrate their work with examples to support the points which are made. This is a particular requirement for LO3.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the importance of CRM to the hospitality industry	1.1 Describe the key elements of effective CRM. 1.2 Identify the benefits to be gained from effective CRM. 1.3 Discuss the relationship between quality management systems and CRM.
2. Understand how effective CRM is achieved	2.1 Explain the processes needed to achieve effective CRM. 2.2 Describe the role played by employees in effective CRM. 2.3 Describe how external stakeholders can contribute to effective CRM.
3. Understand how to improve CRM systems	3.1 Analyse an existing CRM system for an organisation identifying strengths and weaknesses. 3.2 Propose improvements to the CRM system. 3.3 Develop a plan for implementing the proposed improvements.
<b>Indicative Content</b>	
1. Understand the importance of CRM to the hospitality industry <ul style="list-style-type: none"> <li>Principles of CRM: Terms, definitions, techniques, positioning of CRM to organisation, metrics, systematic and integrated approach.</li> <li>Benefits to organisation: Business success, competitive advantage, increased profit, development of best practice, increased information, customer profiles, understanding customer-company profit chain, customer loyalty, customer interaction, long-term engagement, repeat business.</li> </ul>	

- Relationship between quality and CRM: Customer focus, accessibility, data mining and analysis, customer evaluation, customer segments, needs and expectations of customer.
2. Understand how effective CRM is achieved
- Processes: Customer communications, database design and creation, questionnaires, customer profiling, website and e-marketing, direct marketing, social networking.
  - Role of employees: Call centre management, evolution of CRM, intelligent responses, interaction channels.
  - External stakeholder's behaviour and motivation: Customers, principles users' enterprise-wide, shareholders, directors, management, employees.
3. Understand how to improve CRM systems
- Areas of improvement: Customer understanding, intelligence, developing relations, loyalty, customer satisfaction.
  - Proposals: Estimation of required profitability, targeted marketing campaigns, clear timescales, deadlines, success criteria.
  - Formulation of improvement plan: Gather and analyse data, decision-making processes, monitoring, review, implement, evaluate progress.

<b>Unit 5: People Management in the Hospitality Industry</b>	
<b>Unit Aims</b>	Learners will be able to gain an understanding of the key principles of management behaviour. They will understand the range of management styles, roles, responsibilities, characteristics and skills and assess their own management skills. Learners will be able to understand the effectiveness of different organisation structures by studying the design and culture within a hospitality setting.
<b>Unit Level</b>	5
<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 will need to understand theory and apply it to the hospitality industry.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand key management principles, roles and responsibilities in the hospitality industry.	1.1 Analyse the key principles of management. 1.2 Compare and contrast different management styles. 1.3 Describe the main management roles and responsibilities in a hospitality setting. 1.4 Discuss different management skills and characteristics needed in the hospitality industry.
2. Understand the role of motivation, communication and teamwork for the effective management of people in a hospitality setting.	2.1 Evaluate the different methods managers could use to motivate their employees. 2.2 Analyse the most effective communication methods for the management of people in different situations. 2.3 Explain the importance of teamwork in a hospitality setting..
3. Be able to review and plan development of own management skills for use in the hospitality industry..	3.1 Evaluate the effectiveness of own management skills for roles in the hospitality industry. 3.2 Analyse own development needs. 3.3 Produce a plan to develop own knowledge of management and the skills required.
4. Understand the impact of organisational structure and	4.1 Discuss a range of organisational theories. 4.2 Analyse the importance of organisational design and structure in the hospitality industry.

culture in the hospitality industry.	4.3 Evaluate the impact of organisational structure and culture on effective management in the hospitality industry.
<b>Indicative Content</b>	
<p>1. Understand key management principles, roles and responsibilities in the hospitality industry.</p> <ul style="list-style-type: none"> <li>• The concept of management behaviour: Classical theories such as scientific, bureaucratic and human relations management; modern management; divisions of work; authority and responsibility; discipline; quantitative, systems and contingency approach; assumptions and drawbacks; difference between management and leadership.</li> <li>• Management styles: Kurt Lewin’s autocratic, democratic, laissez-faire management theory; Blake and Mouton’s people or task-orientated theory; John Adair’s action-centred leadership theory; Douglas McGregor theory of x and y; continuum of leadership (tells, sells, consults and joins); transactional, transformational and distributed leadership; impacts of different management style on employees; use of different styles in different situations.</li> <li>• Roles and responsibilities: Planning, organising, command, co-ordinate and control; provide feedback; lead and manage a team of employees through effective communication and motivation; mentoring, counselling, coaching, facilitating; making strategic decisions; product and service knowledge and development.</li> <li>• Management characteristics and skills: Characteristics such as trustworthy and a good listener, inspirational and motivational, enthusiastic and need for achievement, confident and competent, tolerant, diplomatic, intelligent, adaptable and flexible. Skills such as conflict-resolution, delegation, decision making, problem solving, coach and counsellor.</li> </ul> <p>2. Understand the role of motivation, communication and teamwork for the effective management of people in a hospitality setting.</p> <ul style="list-style-type: none"> <li>• Motivation: Intrinsic and extrinsic motivation; needs and expectations at work; the theory component of motivation; job design and job satisfaction; Motivation strategies; measuring motivation the manager’s role in motivation; factors affecting motivation and performance.</li> <li>• Communication: The different processes involved; downward, upward and lateral communication; verbal, written and non-verbal; barriers to effective communication; evaluating the effectiveness of communication; factors managers must consider when communicating such as the type of message, the recipient (s) (knowledge, numbers, location), the urgency and time available, ways of checking).</li> <li>• Teamwork: The need for teamwork; the nature and importance of work groups; delegation; tackling teamwork problems; creating and evaluating team effectiveness; benefits of teamwork; difference between a group and a</li> </ul>	

team; behaviour change in group environment; stages in group development; formal and informal; factors affecting group cohesiveness; Belbin's team roles.

3. Be able to review and plan development of own management skills for use in the hospitality industry.

- Self-assessment: Carrying out a variety of skills audits which would assess technical, operational and management skills, leadership skills, personal skills, personality test, current and planned qualifications, cognitive and creative skills.
- Analyse own potential: Review current performance and management skills (problem solving, decision making, action planning, giving and receiving feedback, communication, presentation, mentoring etc) and identify future needs by carrying out a SWOT analysis.
- Personal Development Plan: Set and prioritise objectives and targets, continuous professional development, 5-year career plan.

4. Understand the impact of organisational structure and culture in the hospitality industry.

- Organisation theories and approaches: Types of structure and culture; sources influencing organisations and management (social, political and economic); change management including change drivers; different approaches; centralisation and decentralisation;
- Organisation design and structure: The importance of organisational structure; objectives of structure (monitor performance, accountability, co-ordination, flexibility to respond to demand); a structure should define the division of work, tasks and responsibilities, work roles and relationship and channels of communication; the design should maintain the social-technical balance; factors that determine structure in hospitality organisations; span of control; scalar chain.



<b>Unit 6: HRM Issues in the Hospitality Industry</b>	
<b>Unit Aims</b>	Learners will be able to understand the key principles of Human Resource Management (HRM) and the current issues Human Resource (HR) managers have to consider when carrying out their role and responsibilities. Learners will also understand how current legislation has an impact on the HR function in Hotel and Hospitality Management.
<b>Unit Level</b>	5
<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 are required to apply their learning to actual organisations in the hospitality sector.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand HRM in a hospitality setting.	1.1 Explain the concept of HRM in a hospitality setting. 1.2 Describe the HRM function in a hospitality setting. 1.3 Assess the challenges the HRM function faces in a hospitality setting.
2. Understand current issues in HRM.	2.1 Assess current HRM issues faced by a selected hospitality organisation. 2.2 Analyse the impact of current issues in the selected hospitality organisation. 2.3 Discuss how to improve current HRM practices in the selected hospitality organisation.
3. Understand how current employment legislation impacts on the HRM function in a hospitality setting.	3.1 Explain the key components of Employment Law. 3.2 Analyse how employment legislation could affect recruitment and selection in a hospitality setting. 3.3 Describe how employment legislation could affect training, development and performance management in a hospitality setting.
<b>Indicative Content</b>	
1. Understand HRM in a hospitality setting. <ul style="list-style-type: none"> <li>• Concept of HRM: Theory; the importance of HRM; what is involved with HRM; definitions; HRM models; history of HRM; human resource planning, supply and demand, process of HR planning.</li> <li>• The HRM functions: Employee interacting with the HR function during his/her professional life cycle; HR functions such as absenteeism,</li> </ul>	

workplace culture, motivation and incentives, recruitment, retention, contracts of employment, job descriptions, person specifications, health and safety, teams, functions, authority and accountability, grievance procedures, disciplinary procedures.

- HR challenges: Internal and external factors affecting and challenging the HR function; strategic and operational changes (corporate planning, marketing etc); societal changes and reforms (PESTLE); changes in human relations (composition and distribution of staff); changes of needs and goals of individuals (job content, work conditions etc).

## 2. Understand current issues in HRM.

- Current issues and impact on the HR function: Gender equality; work life balance; skills gap, contractual changes; absenteeism; age diversity; talent management; retention of staff; examples of good practice in the hospitality industry; impact on HR practices and procedures (contracts, recruitment, advertising, development etc) Overseas recruitment.
- Improving current practices: Change management approaches; causes for change; proactive or reactive; defining change management; processes involved; change agents; resistance to change; effective change management.

## 3. Understand how current employment legislation impacts on the HRM function in a hospitality setting.

- Recruitment and Selection: Stages of recruitment such as vacancy analysis, defining requirements, job analysis, gain approval, person specification, source of applicants, design advert and receive applications; methods of recruitment; Selection process which could include aims and objectives, shortlisting, conducting interviews or tests, check CV against person and job specification, methods of selection, references, job offer.
- Training and development: Aims and objectives; need for training; training cycle; methods of training; training matrix; development in employment which could include mentoring, performance reviews, training, induction, counselling, additional responsibilities, CPD.
- Performance management: Defining performance management; traditional versus current approach; hard and soft approach; aim and objectives; performance management cycle; possible obstacles; appraisals; performance management tools; managing under performers.
- Employment legislation: Laws applicable in the UK (Common Law, Statute Law and European Law); Civil Law and Criminal Law; Legislation impacting on HR function such as, Equality Act 2010 including protected characteristics (age, sex, gender, disability, race, religion etc); Employment Law (including pay and contracts); working time directive; discipline and tribunals, different types, stages of disciplinary procedures and employment tribunals.

<b>Unit 7: Revenue Management in Hotels</b>	
<b>Unit Aims</b>	Learners will be able to understand the key elements of revenue management and how this affects the pricing of hotel bedrooms. Learners will also be able to understand the implementation of yield management in a hotel including setting an overbooking policy.
<b>Unit Level</b>	5
<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 key principles of revenue management in hotels.	1.1 Analyse the concept and key principles of revenue management in hotels. 1.2 Analyse the skills, roles and responsibilities of a revenue manager. 1.3 Evaluate a variety of front office key performance indicators which can be used to assess the effectiveness of revenue management.
2. Understand pricing strategies and setting revenue budgets for hotel bedrooms.	2.1 Discuss a variety of factors which need to be considered when setting bedroom tariffs. 2.2 Analyse a range of pricing strategies for bedrooms in different types of hotels. 2.3 Explain the factors that revenue managers should consider when forecasting and setting budgets for bedroom sales. 2.4 Evaluate a range of sales and reservation techniques to maximise bedroom revenue in a hotel.
3. Understand the practice of yield management in a hotel.	3.1 Describe the history and characteristics of yield management. 3.2 Analyse the process required to implement yield management. 3.3 Assess the challenges a revenue manager faces when implementing yield management. 3.4 Explain the factors a hotel must consider when setting an overbooking policy.
<b>Indicative Content</b>	
1. Understand the concept and key principles of revenue management in hotels.	

- Concept of revenue management: Defining Revenue Management; perishability of the product, distribution channels, key elements of revenue management.
- Skills, roles and responsibilities: relationship skills, creative thinking, effective sales ability, property management experience, training experience, communication skills, analytical, leadership skills, digital marketing trends, results and consumer behaviour; roles and responsibilities includes the management of the four R's.
- Key performance measures: Front office KPI's including occupancy percentage, sleeper occupancy percentage, double/twin occupancy percentage, average room rate, average sleeper rate, revenue per available room, income occupancy % (yield), average length of stay, total revenue per available room, average daily spend per customer, guest nationality, business by region, origin and source, lost room revenue, denials, complaints and compliments.
- Evaluating effective revenue management: Comparing results for budget, actual hotel and competitors set, reviewing online travel research platforms for rooms sold and rooms revenue sharing information and evaluating, competition law; 'balance' of business e.g. mixture of selling at highest rate, but also retaining existing customer base.

## 2. Understand pricing strategies and setting revenue budgets for hotel bedrooms.

- Tariffs: Consideration of market segmentation/business mix, market appeal, spending power, competition, external environment (PESTLE), rate management, tariffs; product; place (physical and distribution); customer loyalty schemes; sources of bookings e.g. central reservations, agents, airlines or referrals.
- Pricing approaches: Promotion, discounting, branding, adding value, tariff structures, market and 'lose it' rates; cost-based pricing, the Hubbart Formula, market-based, competitive price shifting; different types of hotels.
- Budgeting and forecasting: Analysis of historical data, market segmentation, anticipated growth, targets per market segment, market segments/room types/room nights sold, business mix, fluctuating business, seasonality, recurring trends, popularity of certain room types, number of rooms OOO (out of order), growth/recession patterns, contracted business, key events / what's on, holiday periods / bank holidays, examples of major contributions to previous years not due to reoccur, repeat business, levels of denials/declines, competition – additions or deletions in supply, new developments, company relocations, openings or closing, corporate sales and marketing activities. Forecasting factors; analysing statistical data by comparing actual performance against projected performance; monitoring occupancy rates, key room costs and effect on budget.
- Selling and reservation techniques: Revenue optimisation methods; rate parity and incremental revenues; managing technology and Property Management System (PMS) by analysing historical demand, regional activity, the season, competition, price sensitivity against segment/ market and demand, reservation costs across multiple sales channels; capturing

revenue by managing allowances and adjustments, rate negotiation, price discrimination, selling other services, products and facilities; sales leads, referrals, customer loyalty schemes.

3. Understand the practice of yield management in a hotel.

- Yield management: History of yield management, e.g. deregulation of the airline industry and Airline Deregulation Act (1970s); accepted by hotels (1980s); definitions, e.g. demand forecasting system; characteristics of yield management, e.g. relatively fixed capacity, low variable costs, segmented demand, time variable demand, predictable demand, cost and pricing structures.
- Steps to implement: Ensure employee understanding; appointment of yield committee; analyse demand and identify market segmentation and most desirable guest mix; assessment of competitors' pricing; capacity levels, length-of-stay restriction and price appropriately; adhere to parity across all channels; introduction of yield management system to staff; evaluation by reviewing room allocation and demand changes; implementation of changes.
- Challenges: Limitations of revenue/yield management systems, contribution to pressure on downward pricing, costly impact of last minute cancellations; the perishability of the product, fixed capacity, the impact on incremental revenues, the complexity of the distribution network, ensuring financial control, the major guest interface, communications, the legal framework (competition law), optimisation of sales; multiple nights stays; multiplier effect; lack of distinct rates; decentralisation of information; booking lead time; alienating customers, employee morale problems, employee training; top management commitment.
- Overbooking policy: Review trends; forecast demand approaches and procedures, training of nights and reception team on overbooking policy.



<b>Unit 8: Corporate Social Responsibility in Hotels</b>	
<b>Unit Aims</b>	Learners will be able to understand key principles of Corporate Social Responsibility (CSR) and sustainable development in hotels. Learners will gain knowledge and understanding of the impact hotels have on social, cultural and environmental factors and how the hotel industry can make a difference by implementing more sustainable practices and procedures.
<b>Unit Level</b>	5
<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 will need to use exemplar material to illustrate their work and demonstrate the understanding required by the LOs.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand how the key principles of CSR and sustainable development apply to the hotel industry.	1.1 Describe the key principles of CSR. 1.2 Explain the differences between CSR and sustainable development. 1.3 Discuss the rationale for including CSR as part of a hotel's business strategy.
2. Understand the impact of social, cultural and environmental factors on hotel management.	2.1 Explain the impact of social and cultural factors on hotel management. 2.2 Analyse how hotels can impact on the environment. 2.3 Evaluate the importance of having a CSR policy in the hotel industry.
3. Understand how hotels can become more responsible and sustainable.	3.1 Discuss trends and best practice in sustainable development. 3.2 Discuss strategies for reducing energy, water use and waste. 3.3 Explain how to implement a CSR policy and framework.
<b>Indicative Content</b>	
1. Understand how the key principles of CSR and sustainable development apply to the hotel industry.	
<ul style="list-style-type: none"> <li>Principles of CSR: Responsibility to the business, people, environment and communities (social and environmental management). CSR policy and framework (staff training, environmental management, purchasing, people</li> </ul>	

and communities and destination protection); reporting on what has been done over the last 12 months; targeting politicians, pressure groups and media; being compliant; Internal Tourism Partnership; a triple bottom-line approach for companies - people (society), planet (environment) and economic (profit).

- CSR and sustainable development: Meeting the needs of the present without compromising the ability of future generations to meet their own needs (reducing waste, assuring supply chains, developing new markets, building its brand); targeting suppliers, operations, partners, end-customer; hotels that feature innovative and imaginative programmes for conserving natural resources, reducing waste, minimising pollution and maximising sustainability.
- Reasons and benefits of CSR: Key reasons for hotels to include CSR as part of their strategy including ethical issues, efficiency gains, market appeal, legal aspects, community spirit, consumer demand and building resilient businesses. Benefits of CSR including attracting investors based on being socially responsible, developing customer loyalty and recruiting and retaining highly motivated employees, improving market share, positioning and competitive advantage, increased profits.

## 2. Understand the impact of social, cultural and environmental factors on hotel management.

- Socio and cultural factors: Attitudes and ethics, social change, changing values, moral behavior, change in family structure and roles, tourist and host relationships, cultural heritage, preservation, community development; threats over the next 50 years including population growth, climate change, mass extinction of species, water shortages, depletion of resources and accumulations of chemicals.
- Hotels and the environment: Hotels damage the environment due to water wastage, CFD refrigeration, use of energy, noise smoke and smell pollution; waste disposal procedures, purchasing policies, hotel locations, pressures on infrastructures and finite resources, erosion, drainage and irrigation; hazardous waste disposal (paint and paint strippers, drain cleaners, wood finishes and antifreeze and motor oil discarded by guests in general bin containers).
- Importance of a CSR policy: To ensure an understanding between stakeholders (hotel owners, intermediaries, customers, government, developer, local community) with regards to hotel business planning and operations which could stop conflicts; advantages and disadvantages to the local community; moral and ethical issues of enclave tourism.

## 3. Understand how hotels can become more responsible and sustainable.

- Trends and best practice: Green technology, recycling, IHG and Marriott case study examples; Internal Tourism Partnership; Green Tourism Award, fair trade products; invest 'towel re-use' savings into tree planting projects; sustainable interior design; energy efficient appliances.
- Implement practices: The implementation of the 3R's practice of reduce, reuse and recycle; purchasing; recyclable hotel amenities and guest supplies; water management; recycling rubbish; Reusing of items; purchasing recyclable and biodegradable products; composting; reduce the frequency of washing linen and towels; renewable energy and district heating; insulation.
- CSR policy and framework implementation: Designate CSR manager, identify representation of each department, ways to measure progress, draw up a policy; maintain and encourage staff awareness and communicate results; environmental management (assess, install, measure, set, work and inform); purchasing policy (source of products, review products, examine suppliers and supply chain); integrate sustainable criteria into purchasing policy and procedure; buy seasonal and local produce and in bulk to reduce packaging; eco-labels; social aspects; destination protection.

<b>Unit 9: Contemporary Issues in the Hospitality Industry</b>	
<b>Unit Aims</b>	Learners will understand the nature and impact of current and potential issues that may affect the hospitality industry. This unit will demonstrate the need for organisations to be flexible and to adapt to rapidly changing environments and customer demands.
<b>Unit Level</b>	5
<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. The unit requires learners to consider future developments in the hospitality industry
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand current trends in the hospitality industry.	1.1 Analyse the current scale and scope of the hospitality industry. 1.2 Describe the regulatory framework currently in operation within the hospitality industry. 1.3 Discuss recent developments in operational processes for the hospitality industry.
2. Understand developing trends and their impact on the hospitality industry.	2.1 Discuss new trends in the hospitality industry. 2.2 Explain how specific areas of client growth are likely to influence future developments. 2.3 Analyse technological innovations and their impact on the hospitality industry 2.4 Discuss external factors that drive developments in the hospitality industry.
3. Understand the future direction of the hospitality industry.	3.1 Describe measures taken for the adoption of sustainable operation. 3.2 Discuss current areas of concern for the hospitality industry
<b>Indicative Content</b>	
4. Understand current trends in the hospitality industry. <ul style="list-style-type: none"> <li>• Scale and scope of hospitality industry: Hotels, restaurants, hotels, food outlets and service providers, clubs (entertainment, sports, social), bars.</li> <li>• Professional bodies and affiliations: British Hospitality Association, Institute of Hospitality, hotel associations (AA, RAC, star awards), image (e.g. budget - Holiday Inn, Pizza Express; elite - Handpicked Hotels, Park Plaza Hotels,</li> </ul>	

Michelin restaurants).

- Operational processes: Standard operations, food safety, employee recruitment and retention, learning and training, workforce competencies, outsourcing services.

5. Understand developing trends and their impact on the hospitality industry.

- Variety of trends: Health care and wellness, concept hotels, boutique hotels, luxury venues, historic venues, self-sufficient travellers, new resorts, hobby and interest trips, sports tours and fan holidays, responsible and low-impact tourism, corporate social responsibility
- Client growth: Retired, singles, interest-related (e.g. food, art, history, language), millennials, cultural groups, LGBT, hen/stag parties, school leavers and graduates, bucket list, 'make a wish' charities.
- Technology innovations: Wi-Fi and li-fi technologies, robots, social media, room technology to order services (digital concierge), geo-location software, wireless mobile technologies, smart hotels, online self-booking, auto-check in/out, feedback mechanisms, online reviews.
- Development areas: Competition from other sectors, portfolio management, learning culture, public/private partnerships, mergers, takeovers, amalgamations, employment rates, disposable income, demographics.

6. Understand the future direction of the hospitality industry.

- Sustainability: Eco-friendly practices, green policies, renewable energy sources, fuel efficiency, effects of global warming, benefits of branding and corporate image.
- Current areas of concern: Political and social tensions e.g. restricted travel, terrorism, economic changes, political upheaval, war zones, government influences, security, global illness threats (e.g. SARS, Foot and Mouth, AIDS), violence, sexual harassment.

<b>Unit 10: Business Planning in the Hospitality Industry</b>	
<b>Unit Aims</b>	Learners will understand how to create a business plan for a hotel or hospitality organisation. Learners will learn where the business is positioned in the current market, measure the performance and suggest opportunities for growth.
<b>Unit Level</b>	5
<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. LO2 requires learners to access information about the performance of a selected organisation from different sources.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand business planning in a hospitality setting.	1.1 Discuss different types of business plans appropriate to a hospitality setting. 1.2 Evaluate the benefits of writing a business plan in a hospitality setting 1.3 Describe the structure and content of a business plan in a hospitality setting.
2. Be able to investigate the current performance and market position of a selected hospitality organisation.	2.1 Review the current business performance of the selected hospitality organisation. 2.2 Compare and contrast the business components with similar sized businesses in the same industry. 2.3 Analyse the current market position of the selected hospitality organisation. 2.4 Review the operational components of the selected hospitality organisation.
3. Understand how to develop a business plan in a hospitality setting.	3.1 Analyse the steps needed to create a business plan 3.2 Evaluate the potential barriers and risks that impact on business plans in the hospitality sector

3.3 Recommend actions to overcome any identified threats and barriers to developing the hospitality organisation's performance.

**Indicative Content**

1. Understand business planning in a hospitality setting.

- Different types of plans: The lean plan, the standard plan, business plan for start-ups, one page business plan, feasibility plan, internal plan, operations plan, growth or expansion plan and strategic plans; who should write the plan; types of ownership (e.g. sole trader, partnership, limited company, cooperative etc).
- Reasons for business planning: Gaps in the markets, e.g. things not available in the area, new products or services, changes in customer demand or markets, changes in legislation; innovation, e.g. ways of doing things better or cheaper, new technological developments, new market opportunities; raising finance for business (e.g. bank, investors, crowd-funding etc).
- Benefits of a business plan: Guide your growth; manage your priorities; assign responsibilities; track progress; plan for cash; clarification of the business idea; identification of potential problems; goal setting; progress measurement.
- Business plan content: Executive Summary (brief description, mission statement, objectives, keys to success); company summary (location, premises information e.g. change of use, leasehold, freehold; facilities, licences, insurances, company ownership); products and services (product description, suppliers, services offered and USP); market analysis (segmentation and target market, needs, trends, growth and main competitors, SWOT and PESTLE); strategy (pricing, sales forecast, promotional mix and launch); team and management structure (explanation of roles and responsibilities, sample rotas and payroll) financial budgets and forecasts (start-up costs, projected P&L, cash flow and breakeven analysis).

2. Be able to investigate the current performance and market position of a selected hospitality organisation.

- Business performance: Components of the business, brand and identity, objectives of the business, internal and external factors affecting business performance, performance measures, constraints and restrictions on business, responsibilities and liabilities of owner-manager; current pricing strategy and tactics and how effective these are; customer retention and loyalty; past and current business information in relation to finance, marketing, sales, staff retention and turnover.
- Compare and contrast business: (finance, products and services, pricing, marketing, promotional mix, technology, customers, human resources etc) with similar businesses in local area and in the same or similar industry; industry statistics.
- Market position: Industry analysis and trends; market segmentation and consumer behaviour; target market and their needs; spending power; market size and potential growth.
- Operational components: current products and services offered; staffing requirements; suppliers to the business; equipment requirements; facilities, design and layout; decoration and alterations to premises.

### 3. Understand how to develop a business plan in a hospitality setting.

- Develop performance: Use the strengths of business to maintain and build on to lead to increase in market share, profits, customer loyalty and retention, competitive advantage, satisfied suppliers and employee engagement, identifying growth markets (existing, but expanding); niche markets (small and specific); price dependency of products and services on consumer choice; opportunity to gain consumer loyalty; new products and services, better or improved products and service; underserved or new market; new delivery or distribution channel; increased integration; outline of one page business plans (vision, mission statement, objectives, new strategies, funds required etc).
- Overcoming obstacles and weaknesses: Pro-active problem solving; using professional advice such as consultants to provide advice in areas of concern; finding solutions or look at alternatives; outsourcing of particular jobs such as marketing or finance; apply continuous improvement strategies (e.g. six sigma);
- Examples of new strategies:
- Prepare action plan for new or revised business plan: Timeline; strategy; specific responsibilities; activities; deadlines; budgets; financial plan; promotional plan; control measures and evaluate; new objectives, structure of plan; implementation plans; systems to manage plan; agreeing and setting deadlines; impacts of change on all areas of business; anticipating obstacles; keeping a record.