

BTEC

Edexcel Level 3 BTEC Nationals in Hospitality

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Specification

Edexcel Level 3 BTEC Nationals in
Hospitality



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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Contents

Ten principles for delivering an Edexcel Level 3 BTEC National qualification	1
What are BTEC Nationals?	3
BTEC National Award	3
BTEC National Certificate	3
BTEC National Diploma	4
National Occupational Standards (NOS)	4
Key features of the BTEC Nationals in Hospitality	4
Rationale of the BTEC Nationals in Hospitality	5
Structure of the qualification	7
Edexcel Level 3 BTEC National Award in Hospitality	7
Edexcel Level 3 BTEC National Certificate in Hospitality	8
Edexcel Level 3 BTEC National Diploma in Hospitality	9
Unit format	10
Units	13
Unit 1: The Hospitality Industry	15
Unit 2: Customer Care in Hospitality	23
Unit 3: Health, Safety and Security in the Hospitality Industry	33
Unit 4: Hospitality Business Operations	43
Unit 5: Hospitality Team Leadership and Supervision	51
Unit 6: Food Service Operations	61
Unit 7: Alcoholic Beverage Service Operations	71
Unit 8: Kitchen Organisation and Food Safety	79
Unit 9: Food Service Organisation	89
Unit 10: Introduction to European Cuisine	97
Unit 11: Introduction to Asian Cuisine	107
Unit 12: Introduction to Contemporary Cuisine	117
Unit 13: Principles of Healthy Eating	125
Unit 14: Hospitality Business Enterprise	135

Unit 15: E-business for Hospitality	143
Unit 16: Marketing for Hospitality	153
Unit 17: Personal Selling and Promotional Skills for Hospitality	161
Unit 18: Human Resources in Hospitality	169
Unit 19: Understanding Large-scale Events	177
Unit 20: Conference and Banqueting Operations	185
Unit 21: Planning and Managing a Hospitality Event	195
Unit 22: Accommodation Operations	203
Unit 23: Front Office Operations in Hospitality	213
Unit 24: Personal and Professional Development in Hospitality	223
Unit 25: Work-related Project in Hospitality	233
Unit 26: Current Issues in Hospitality	241
Assessment and grading	249
Grading domains	249
Quality assurance	250
Approval	250
Risk assessment	250
Internal verification	251
External verification	251
Calculation of the qualification grade	251
Awarding a qualification grade	251
Unit points	252
Grade boundaries and UCAS points (as of 1st January 2007)	252
Programme design and delivery	253
Mode of delivery	253
Resources	253
Delivery approach	254
Accreditation of Prior Learning (APL)	254
Meeting local needs	254
Limitations on variations from standard specifications	255

Access and recruitment	255
Restrictions on learner entry	256
Access arrangements and special considerations	256
The Edexcel BTEC Qualification Framework for the Hospitality sector	257
Further information	258
Useful publications	258
How to obtain National Occupational Standards	258
Professional development and training	259
Annexe A	261
QCA codes	261
Annexe B	263
Grading domains: Level 3 BTEC generic grading domains	263
Annexe C	267
Key skills	267
Key skills mapping – summary of opportunities suggested in each unit	268
Annexe D	271
Annexe E	275
BTEC National in Hospitality Supervision old (specification end date 31/08/2007)/BTEC National in Hospitality new (specification start date 01/09/2007) – unit mapping overview	275
BTEC National in Hospitality Supervision old (specification end date 31/08/2007)/BTEC National in Hospitality new (specification start date 01/09/2007) – unit mapping in depth	277
Annexe F	283
Wider curriculum mapping	283
Annexe G	287
Mapping with People1st unit: <i>Supervising Food Safety in Catering</i> and NVQ Unit 3GEN1	287
Annexe H	289
Grading grid for <i>Unit 26: Current Issues in Hospitality</i>	289
Assessment guidance for <i>Unit 26: Current Issues in Hospitality</i>	290
Key skills mapping for <i>Unit 26: Current Issues in Hospitality</i>	292

Ten principles for delivering an Edexcel Level 3 BTEC National qualification

This specification contains the rules and regulations, along with the units and associated guidance, to enable centres to design and deliver a programme of learning for the Edexcel Level 3 BTEC Nationals in Hospitality. The qualification structures set out the permitted combination of units learners need to complete the qualification. Each unit sets out the learning outcomes and grading criteria along with content, advice and guidance regarding appropriate delivery and assessment strategies. The following generic principles need to be adhered to so that a BTEC qualification is delivered to the appropriate standard.

- 1 The specification:** The specification gives the information needed for the successful delivery and achievement of the units and the qualification as a whole. The specification is of importance to the learner and the tutor alike. Individual units can be delivered and studied in isolation but the learner and the deliverer should have access to the full information provided to support the programme of learning.
- 2 The website:** Centres need to make regular use of the Edexcel website (www.edexcel.org.uk) to ensure that they have the most up-to-date information. In particular, the requirements for the external verification of the qualification receive regular updates, and appropriate information for centres is posted on the website. It is the responsibility of the centre to ensure that they are familiar with the latest BTEC NQF Level 2/3 (including Short Courses at Levels 1-3) Handbook and that they implement any related policy documentation which may have been posted on the website.
- 3 Policy:** This specification gives details of our assessment and quality assurance procedures. It includes advice about our policy regarding access to our qualifications, the design of programmes of study and delivery modes. Centres must ensure that they follow the procedures and conform to the policies outlined.
- 4 Recruitment:** Centres are required to recruit learners with integrity. A fundamental aspect of this integrity is that centres take appropriate steps to assess each applicant's potential and make a professional judgement about the applicant's ability to be able to successfully complete the programme of study and achieve the qualification. Centres should ensure that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs.

- 5 Assessment:** Centres are required to use this specification to design and deliver a programme of learning that will enable learners to achieve the grading criteria stipulated in the unit grading grids. The programme of learning should consist of assignments which provide the opportunity for coverage of all grading criteria as set out in the grading grid for each unit. Assignments must be reliable and fit for purpose, giving learners every opportunity to generate evidence which satisfies the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments where appropriate.
- 6 Assignments:** Centres are encouraged to apply the grading criteria in a practical way. They should provide, wherever possible, a realistic scenario for learners to work with, and make maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to the learner's achievement.
- 7 National Qualifications Framework (NQF):** These qualifications have been accredited to the NQF and are eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000. Details of the qualification units can be seen on the QCA OpenQuals database (www.openquals.org.uk).
- 8 Qualification Accreditation Numbers (QANs):** The qualification titles feature in the funding lists published annually by the DfES and on the regularly updated website www.dfes.gov.uk/. The NQF QANs should be used by centres when they seek public funding for their learners. The QANs are listed in *Annexe A*.
- 9 Accreditation:** This specification is accredited by the Qualifications and Curriculum Authority (QCA) until 31 August 2010 and for certification of learners until 31 August 2014. This specification may be updated during its period of accreditation and centres should refer to our website for the latest issue.
- 10 Approval:** Centres that have not previously offered BTEC qualifications must apply for, and be granted, centre approval before they can apply for approval to offer the programme. When a centre applies for approval to offer a BTEC qualification they will be required to enter into an 'approvals agreement'. The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

What are BTEC Nationals?

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

The family of BTEC Nationals includes Awards, Certificates and Diplomas which offer opportunities for nested provision and flexibility of delivery.

BTEC Nationals are designed to relate to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). Some BTEC Nationals form the Technical Certificate component of Apprenticeships and all attract UCAS points that equate to similar-sized general qualifications.

On successful completion of a BTEC National qualification, learners can progress into or within employment and/or continue their study in the same vocational area.

BTEC National Award

The 360 guided learning hours (GLH) (usually 6 units) BTEC National Award offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC National Award is a qualification which can extend a learner's programme of study and provide vocational emphasis for learners following an Applied GCE or GCE route or a combination of both in their main programme of study. The BTEC National Award is especially suitable for more mature learners, who wish to follow a shorter programme of study directly related to their work experience or to an area of employment that they wish to move into.

BTEC National Certificate

The 720 GLH (usually 12 units) BTEC National Certificate provides a specialist work-related programme of study that covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC National Certificate offers flexibility and a choice of emphasis through the specialist units. It is broadly equivalent to two GCEs or the full award AVCE.

The qualification offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC National Certificate can extend their experience of work. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

BTEC National Diploma

The 1080 GLH (usually 18 units) BTEC National Diploma extends the specialist work-related focus available from the BTEC Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and is suitable for those who have decided that they wish to enter a particular area of work.

Some adult learners may wish to complete this qualification in order to enter a specialist area of employment or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC National Certificate programme.

Progression from the BTEC National Diploma could be into employment where learners might take professional body examinations or complete NVQs. Alternatively, learners could continue to degree or other higher-education programmes in the same vocational sector or in a related sector.

National Occupational Standards (NOS)

BTEC Nationals are designed to relate to the National Occupational Standards (NOS) in the appropriate vocational sector. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the NOS, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Relevant aspects of the NOS are addressed in the learning outcomes and content of the units, and these links are identified where appropriate.

The Edexcel Level 3 BTEC Nationals in Hospitality relate to the following NOS:

- Hospitality Supervision at Level 3.

Key features of the BTEC Nationals in Hospitality

The BTEC Nationals in Hospitality have been developed in the hospitality sector to focus on:

- education and training for hospitality employees
- providing opportunities for hospitality employees to achieve a nationally recognised Level 3 vocationally specific qualification
- giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the hospitality sector or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Hospitality Management
- giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

Rationale of the BTEC Nationals in Hospitality

Over the past five years, employment in the hospitality sector has increased faster than for the economy overall. But there remain significant skills gaps, particularly in the following areas: customer service; interpersonal skills; supervisory skills; finance; and employability skills. These BTEC Nationals seek to address these areas by encouraging the acquisition and development of these competencies prior to, or whilst in, employment in the hospitality industry. Customer service is the main focus of *Unit 2: Customer Care in Hospitality* and is also relevant to other units such as *Unit 6: Food Service Operations*, *Unit 20: Conference and Banqueting Operations* and *Unit 22: Accommodation Operations*. Interpersonal skills are dealt with in most of the units, but in particular *Unit 2: Customer Care in Hospitality*, *Unit 5: Hospitality Team Leadership and Supervision* and *Unit 24: Personal and Professional Development in Hospitality*. Supervisory skills are addressed in *Unit 5: Hospitality Team Leadership and Supervision*. Finance is covered in *Unit 4: Hospitality Business Operations* and *Unit 14: Hospitality Business Enterprise*. Learners will also have the opportunity to develop their employability skills in *Unit 24: Personal and Professional Development in Hospitality*.

The specification has been structured to allow learners maximum flexibility in selecting specialist units that reflect their own interests and career aspirations within hospitality. The Award, Certificate and Diploma contain the same core units, which are those covering the skills that are considered to be essential for all learners. The specialist units give learners the opportunity to acquire a range of skills from across the industry, or to focus on particular areas. For example, learners who are particularly interested in culinary skills may want to choose practical units such as *Unit 10: Introduction to European Cuisine* and *Unit 11: Introduction to Asian Cuisine* alongside more theoretical units such as *Unit 13: Principles of Healthy Eating*; learners who are interested in event management could choose to take units such as *Unit 19: Understanding Large-scale Events*, *Unit 20: Conference and Banqueting Operations* and *Unit 21: Planning and Managing a Hospitality Event*; while *Unit 15: E-business for Hospitality*, *Unit 22: Accommodation Operations* and *Unit 23: Front Office Operations in Hospitality* may be particularly suitable for those who are interested in hotel management.

As the BTEC Nationals are 'mode-free', those already employed in the hospitality industry may wish to study for the Award, Certificate or Diploma on a part-time basis, using their industry knowledge and expertise to develop evidence for the assessment criteria.

The Award is particularly suitable for traditional school leavers wanting to take a vocational equivalent of one A-level alongside traditional academic subjects. The Award would also be ideal for people with some experience of the hospitality industry but no formal qualifications who now wish to progress to supervisory positions. The Certificate and Diploma are designed for people who are considering progressing on to higher education or entering the hospitality industry with the potential to start management training. The Certificate and Diploma feature a new unit at Level 4: *Unit 26: Current Issues in Hospitality*. This will facilitate progression to Higher Education by allowing learners to develop research and communication skills that will be essential for their future studies.

The Certificate and Diploma feature three other new units: *Unit 7: Alcoholic Beverage Service Operations* has been included to reflect the changing needs of the sector, which has identified a need to respond to increasingly sophisticated customer tastes; *Unit 19: Understanding Large-scale Events* gives learners an insight into the skills and knowledge required to work in this fast-growing sector; and *Unit 12: Introduction to Contemporary Cuisine* introduces learners to a variety of innovative and contemporary styles of cuisine from a broad spectrum of catering outlets.

The assessment approach of the BTEC Nationals in Hospitality allows for learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including role play and oral assessment. Delivery strategies should reflect the nature of employment within the hospitality industry by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions. Learners should take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

Structure of the qualification

Edexcel Level 3 BTEC National Award in Hospitality

The Edexcel Level 3 BTEC National Award in Hospitality consists of five core units plus one specialist unit that provides for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Award in Hospitality			
Unit	Core units (all units must be taken)	GLH	Level
1	The Hospitality Industry	60	3
2	Customer Care in Hospitality	60	3
3	Health, Safety and Security in the Hospitality Industry	60	3
4	Hospitality Business Operations	60	3
5	Hospitality Team Leadership and Supervision	60	3
Unit	Specialist units (one unit to be chosen)		
8	Kitchen Organisation and Food Safety	60	3
9	Food Service Organisation	60	3
13	Principles of Healthy Eating	60	3
14	Hospitality Business Enterprise	60	3
15	E-business for Hospitality	60	3
16	Marketing for Hospitality	60	3
17	Personal Selling and Promotional Skills for Hospitality	60	3
18	Human Resources in Hospitality	60	3
19	Understanding Large-scale Events	60	3
20	Conference and Banqueting Operations	60	3
21	Planning and Managing a Hospitality Event	60	3
25	Work-related Project in Hospitality	60	3

Edexcel Level 3 BTEC National Certificate in Hospitality

The Edexcel Level 3 BTEC National Certificate in Hospitality consists of five core units plus seven specialist units that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Certificate in Hospitality			
Unit	Core units (all units must be taken)	GLH	Level
1	The Hospitality Industry	60	3
2	Customer Care in Hospitality	60	3
3	Health, Safety and Security in the Hospitality Industry	60	3
4	Hospitality Business Operations	60	3
5	Hospitality Team Leadership and Supervision	60	3
Unit	Specialist units (seven units to be chosen)		
6	Food Service Operations	60	3
7	Alcoholic Beverage Service Operations	60	3
8	Kitchen Organisation and Food Safety	60	3
9	Food Service Organisation	60	3
10	Introduction to European Cuisine	60	3
11	Introduction to Asian Cuisine	60	3
12	Introduction to Contemporary Cuisine	60	3
13	Principles of Healthy Eating	60	3
14	Hospitality Business Enterprise	60	3
15	E-business for Hospitality	60	3
16	Marketing for Hospitality	60	3
17	Personal Selling and Promotional Skills for Hospitality	60	3
18	Human Resources in Hospitality	60	3
19	Understanding Large-scale Events	60	3
20	Conference and Banqueting Operations	60	3
21	Planning and Managing a Hospitality Event	60	3
22	Accommodation Operations	60	3
23	Front Office Operations in Hospitality	60	3
24	Personal and Professional Development in Hospitality	60	3
25	Work-related Project in Hospitality	60	3
26	Current Issues in Hospitality	60	4

Edexcel Level 3 BTEC National Diploma in Hospitality

The Edexcel Level 3 BTEC National Diploma in Hospitality consists of five core units plus thirteen specialist units that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Diploma in Hospitality			
Unit	Core units (all units must be taken)	GLH	Level
1	The Hospitality Industry	60	3
2	Customer Care in Hospitality	60	3
3	Health, Safety and Security in the Hospitality Industry	60	3
4	Hospitality Business Operations	60	3
5	Hospitality Team Leadership and Supervision	60	3
Unit	Specialist units (13 units to be chosen)		
6	Food Service Operations	60	3
7	Alcoholic Beverage Service Operations	60	3
8	Kitchen Organisation and Food Safety	60	3
9	Food Service Organisation	60	3
10	Introduction to European Cuisine	60	3
11	Introduction to Asian Cuisine	60	3
12	Introduction to Contemporary Cuisine	60	3
13	Principles of Healthy Eating	60	3
14	Hospitality Business Enterprise	60	3
15	E-business for Hospitality	60	3
16	Marketing for Hospitality	60	3
17	Personal Selling and Promotional Skills for Hospitality	60	3
18	Human Resources in Hospitality	60	3
19	Understanding Large-scale Events	60	3
20	Conference and Banqueting Operations	60	3
21	Planning and Managing a Hospitality Event	60	3
22	Accommodation Operations	60	3
23	Front Office Operations in Hospitality	60	3
24	Personal and Professional Development in Hospitality	60	3
25	Work-related Project in Hospitality	60	3
26	Current Issues in Hospitality	60	4

Unit format

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

Each unit has the following sections.

Unit title

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

NQF level

This is the level of the unit within the National Qualifications Framework (NQF). The level of the unit has been informed by the NICATs level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Guided learning hours (GLH)

In BTEC National qualifications each unit consists of 30, 60, 90 or 120 GLH. Guided learning hours are 'a notional measure of the substance of a unit'. GLH include an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this qualification.

Unit abstract

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

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved. Evidence to meet the grading criteria will include relevant areas of the unit content as described in the assessment section of the unit. Where appropriate, this is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS).

The unit content sets out each learning outcome with prescribed key phrases or concepts listed in italics followed by the range of related topics. Detailed lists provide an indicative range to support the specific topic item. Not all of the unit content is expected to be assessed in every unit.

Grading grid

Each grading grid contains statements of the assessment criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification in order to provide understanding and a consistent level of delivery and assessment. It is divided into the following sections:

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative reading for learners* – provides a short list of learner resource material that benchmarks the level of study.

Key skills

This section identifies any opportunities in the unit for learners to generate evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely solely on this section when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest version of the key skills standards.

Units

Unit 1:	The Hospitality Industry	15
Unit 2:	Customer Care in Hospitality	23
Unit 3:	Health, Safety and Security in the Hospitality Industry	33
Unit 4:	Hospitality Business Operations	43
Unit 5:	Hospitality Team Leadership and Supervision	51
Unit 6:	Food Service Operations	61
Unit 7:	Alcoholic Beverage Service Operations	71
Unit 8:	Kitchen Organisation and Food Safety	79
Unit 9:	Food Service Organisation	89
Unit 10:	Introduction to European Cuisine	97
Unit 11:	Introduction to Asian Cuisine	107
Unit 12:	Introduction to Contemporary Cuisine	117
Unit 13:	Principles of Healthy Eating	125
Unit 14:	Hospitality Business Enterprise	135
Unit 15:	E-business for Hospitality	143
Unit 16:	Marketing for Hospitality	153
Unit 17:	Personal Selling and Promotional Skills for Hospitality	161
Unit 18:	Human Resources in Hospitality	169
Unit 19:	Understanding Large-scale Events	177
Unit 20:	Conference and Banqueting Operations	185
Unit 21:	Planning and Managing a Hospitality Event	195
Unit 22:	Accommodation Operations	203
Unit 23:	Front Office Operations in Hospitality	213
Unit 24:	Personal and Professional Development in Hospitality	223
Unit 25:	Work-related Project in Hospitality	233
Unit 26:	Current Issues in Hospitality	241

Unit 1: The Hospitality Industry

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit gives learners knowledge which will be relevant to all units in this qualification. Learners will develop an overview of the importance of the hospitality industry within the economy in terms of its scale, scope and diversity. They will investigate the commercial and catering services sectors of the industry, and develop an understanding of operations that provide accommodation, catering and related services. Learners will explore the diverse types of ownership, products and services offered, as well as customer types, and will develop an understanding of trends within the industry.

Learners will also find out about the range of national and international classification systems for food and beverage and accommodation providers, and the standards required to achieve specific levels within these systems.

The unit gives learners an opportunity to explore the internal structure of hospitality businesses. They will learn about the operational areas, the staffing structures, hierarchies and job roles that exist within the various parts.

Learners will look at the range of functions that hospitality organisations use in order to support the business and provide opportunities for growth. This includes human resources, finance, marketing and customer services. The unit gives learners an overview of the roles of these support functions, and provides a firm foundation for more detailed study of these areas in other units.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the scale, scope and diversity of the hospitality industry
- 2 Understand the range of classification systems and their standards
- 3 Know the organisation and structure of hospitality operations
- 4 Know the purpose of support functions in hospitality businesses.

Unit content

1 Understand the scale, scope and diversity of the hospitality industry

Scale: size of industry; turnover; number of outlets; number employed in industry; economic value of industry; turnover; purchasing power

Scope: commercial sector, eg hotels, restaurants, fast-food outlets, hostels, pubs, clubs; services sector, eg education, institutional, school meals, halls of residence, hospitals; contract catering (purpose, characteristics); types of contract, eg tied, time, managed

Diversity: products and services, eg food, drink, accommodation, conference and banqueting, leisure facilities; types of outlets; ownership, eg owner-manager, partnership, private/public limited company, local/multinational; levels of service; customer types and requirements; current trends, eg vegetarian menus, organic food, website reservations

2 Understand the range of classification systems and their standards

Systems: purpose; focus; different types, eg AA, Michelin, Tourist Board, Egon Ronay

Standards: types, eg food and beverage, accommodation service, facilities; national standards; international standards; recommendations for additional criteria

3 Know the organisation and structure of hospitality operations

Organisation: operational areas, eg food preparation, food and beverage services, accommodation services, front-of-house services

Structures: hierarchy; number of employees; profile of employees (age, gender); roles, eg management, supervisor, craft, operative; responsibilities of different staff, eg operatives, supervisors, managers; career and employment opportunities

4 Know the purpose of support functions in hospitality businesses

Finance: eg achieving profit levels, pricing, budgeting

Customer services: eg meeting customer expectations, dealing with complaints

Marketing: eg developing products and services, researching the competition, market analysis

Human resources: eg planning, training, recruitment, appraisal, equal opportunities

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the scale, scope and diversity of the hospitality industry	M1 analyse the structure and organisation of different hospitality operations, showing links with the scale, scope and diversity of the industry	D1 assess how the scale and scope of hospitality organisations affects the diversity of products and services offered
P2 describe classification systems and standards used in the hospitality industry	M2 analyse the use of classification systems, using appropriate examples	
P3 explain the organisation and structure of hospitality operations	M3 compare support functions in two different hospitality businesses.	D2 evaluate the effectiveness of a support function within a hospitality business, making recommendations for improvement.
P4 describe how different support functions are used to support the operation of two hospitality businesses.		

Essential guidance for tutors

Delivery

As an introductory unit to the qualification, this unit may be learners' first experience of the hospitality industry and so the early stages of delivery may require extended guidance and support. Good links with industry are essential to ensure the effective delivery of this unit. Visits to outlets in industry will add realism and vocational relevance. They will enable learners to experience at first hand the scope of products and services provided by the outlets. Learners will also appreciate the quality and standard of provision, which will be important to their interpretation of classification systems. Industry visits will also give learners the opportunity to compare the facilities, products and services provided by a range of hospitality outlets.

Visiting speakers, or talks from previous learners who are now working in the industry, could be a useful alternative if visits to particular types of outlet are difficult. These activities can be supported with video clips of documentaries or fictional situations to add detail for discussion purposes.

Organisation structure should reflect a wide range of different types of organisation, from small- or medium-sized enterprises (SMEs), which are often owner-managed, to large national and multi-national corporations. This is a useful stage to reinforce the international aspects of the hospitality industry. As well as exposure to international organisations, learners should develop an awareness of the career opportunities available to them. Current trends in the trade press are to highlight the extensive range of international job and career opportunities available.

Tutors should be aware of developing trends in the hospitality and catering industry and should ensure that learners understand both the nature of the trends being explored and the impact of trends in general on hospitality operations. TV programmes and magazine and newspaper articles might support the investigation of industry trends and the scale of the hospitality industry.

Professionalism in the hospitality and catering industry is vital, both to the success of the hospitality organisation and to the learner's career. Employers will expect recruits to demonstrate a professional attitude to their work, to themselves, and to their colleagues, customers and employers. Tutors must reinforce the importance of maintaining the right professional attitude, in terms of personal, social and technical skills and in safe and hygienic working practices when working and communicating with others.

Delivery of this unit will need to be supported through direct teaching. This will involve resource support, for example publications containing key facts and figures about the size and scope of the industry and copies of published classification systems from, for example, the AA or Visit Britain. The delivery of the unit may require learners to develop research skills. This would need to focus on sources of information, collating, selecting and analysing information.

Assessment

This unit provides the opportunity for research into a range of hospitality organisations, and visits to a range of hospitality organisations are recommended. Evidence of learning outcomes can be presented through a range of assessment methods, including written reports, presentations, documented discussions or research.

To achieve P1, learners must provide evidence which shows understanding of the size and scale of the hospitality industry. Learners should be able to identify at least three hospitality outlets from the commercial sector and three from the catering service sectors, and describe their ownership and range of products and services offered. Learners should provide evidence which links the type of outlet to its facilities, products and services. Evidence should include reference to contract catering and its place in the contemporary hospitality industry.

P2 evidence should show that learners can describe the key classification systems used in the hospitality and catering industry to classify both accommodation and food, and can understand the purpose of these systems. Learners should demonstrate an understanding of the symbols used by organisations, eg AA stars.

Evidence for P3 should include knowledge related to the internal organisation of at least one example from each of the commercial and service sectors, as well as an example of contract catering, including staffing and departmental structures. Learners may produce evidence such as organisational charts for departments of large accommodation providers, or management structures for licensed retail brands. Evidence for this criterion should also include reference to internal and external factors which affect the structure of chosen businesses.

P4 evidence should demonstrate learners' knowledge of how marketing, HR, customer services and financial control support the core activities of accommodation and food and beverage. Learners should be able to identify the ways in which these functions help two businesses control their operations and improve performance. The two businesses should be similar in terms of their target markets, eg a branded restaurant and a popular pub chain.

For M1, learners need to analyse the links between the size and style of hospitality businesses and their structures and organisations. Learners should be able to explain, through comparison of products and services, why small, independently-owned businesses are operated in a different way to large, branded operations.

Evidence for M2 should show an analysis of the classification systems, standards and criteria used by awarding organisations. Learners should compare national and international standards and systems. Learners should provide evidence which shows how customers use the different classification systems, and analyse the use and value of two systems, eg AA and Michelin.

M3 evidence will show more detailed understanding of the supporting functions in hospitality organisations, with learners being able to describe how specific activities contribute to the success of a business. This should focus on the same organisations described in P4, but this time learners are required to compare the relative strengths of support functions between the two organisations. This could concentrate on just one of the support functions, eg customer services or marketing, or it could include more than one.

To achieve D1, learners need to develop evidence provided in M1, for example by showing an understanding of how the scale of a hospitality business affects its ability to expand its products and services. Learners should be able to provide evidence which explains why the industry is made up of many thousands of independent small businesses but dominated by a few large operators.

D2 evidence should show that learners are able to evaluate the effectiveness of a supporting function in a hospitality business and make realistic recommendations for improvement. Learners could focus on one support function within one of the businesses covered in M3, but the recommendations should provide a clear rationale and show an awareness of the implications of making changes. For example, additional staffing might improve customer satisfaction, but the increased costs might make this option unrealistic.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with all other units within this qualification and to the Level 3 NVQ in Hospitality Supervision.

Essential resources

None.

Indicative reading for learners

Textbooks

Ceserani V, Foskett D and Kinton R – *Theory of Catering, 10th Edition* (Hodder and Stoughton, 2003) ISBN 0340850418

Cousins J, Foskett D and Gillespie C – *Food and Beverage Management, 2nd Edition* (Pearson, 2001) ISBN 0582452716

Knowles K – *Hospitality Management: An introduction* (Pearson, 1998)
ISBN 058231271X

Magazines, journals and other publications

Caterer and Hotelkeeper (Reed Business Information)

Hospitality (Reed Business Information)

The Hospitality Yearbook (HCIMA)

Labour Market Review 2004 (People 1st)

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating the scale, scope and diversity of the hospitality industry. 	N3.1 Plan an activity and get relevant information from relevant sources.
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> comparing support functions in two hospitality businesses describing classification systems and standards used in the hospitality industry describing how different support functions are used to support the operation of two hospitality businesses investigating the scale, scope and diversity of the hospitality industry. 	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least eight minutes using an image or other support material. C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long.

Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating the scale, scope and diversity of the hospitality industry presenting information that describes the classification standards and systems used in the hospitality industry. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Unit 2: Customer Care in Hospitality

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The success of a hospitality outlet is judged by its ability to attract and retain customers based on its reputation for quality products and service. Issues such as customer satisfaction, brand loyalty, exceeding customer expectations and ensuring repeat custom are critical for the growth, development and success of the hospitality industry. This unit introduces learners to the principles of customer care and the part employees play in retaining existing customers and attracting new ones.

Understanding and applying good customer care skills is a key requirement of this unit. Learners will appreciate how customer care and appropriate interpersonal skills contribute to the success of a hospitality outlet. They will be given the opportunity to practise and demonstrate customer care support, using appropriate communication and presentation techniques to meet customers' needs. Using a variety of hospitality-based situations, they will learn how to satisfy different types of customers and their specific needs.

The ability to measure the effectiveness of customer care is a key requirement for any successful hospitality outlet. Learners will therefore explore the key factors used to measure, monitor and evaluate customer care within the hospitality industry. They will be encouraged to suggest improvements and make recommendations as to how customer care provision can be improved.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the key features and importance of customer care
- 2 Understand the role of communication, presentation and teamwork in the provision of good customer care
- 3 Be able to provide customer care to satisfy the needs of different customers in hospitality outlets
- 4 Understand the sources of information that can be used to measure the effectiveness of customer care, and how to use this information to recommend improvements.

Unit content

1 Understand the key features and importance of customer care

Key features: definition of customer care; aims of customer care, eg developing customer satisfaction, customer loyalty, exceeding customer expectations; features of customer care, eg product knowledge, appropriate customer relations policy, staff training, positive attitude, good interpersonal skills; trends in customer care, eg use of hospitality customer care managers, front-of-house customer liaison staff, press releases, sponsorship

Importance to the organisation: objectives, eg customer loyalty, repeat business, increased sales and usage, enhanced public image, new customers; consequences of poor customer care, poor image, decline in customers, fall in revenue

Importance to the customer: individual needs met or exceeded; positive attitude towards the outlet; likely to visit more often; likely to spend more money

Importance to the employee: improved working environment; improved working atmosphere; increased job satisfaction

2 Understand the role of communication, presentation and teamwork in the provision of good customer care

Communication: one-way, eg using public address; two-way; verbal, eg face-to-face, telephone; non-verbal, eg written; electronic, eg email, internet; listening skills; barriers to communication

Customer requirements: when making a booking, eg accurate information, timely response; when making a complaint, eg knowing that problem is understood, outcome will be communicated; when customer has specific needs

Presentation: of self, eg hygiene, appearance, attitude, first impressions; of working environment, eg tidy, well stocked, secure; of front office; of other areas, eg car parks; of official publicity and communications

Teamwork: motivation; team formation; team roles (front of house, back of house), differing characteristics of team members; delegation; lines of authority; mentoring

3 Be able to provide customer care to satisfy the needs of different customers in hospitality outlets

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

Customer needs: quality of hospitality products and services; value for money; timing (urgent, non-urgent); special requirements, eg honeymoons, funerals

Situations: providing information or advice; sales; dealing with problems or complaints; dealing with praise (oral, written)

Records: eg taking payments, issuing receipts, taking bookings, keeping health and safety records

4 Understand the sources of information that can be used to measure the effectiveness of customer care, and how to use this information to recommend improvements

Sources of information: customer feedback, eg surveys, suggestion cards, informal comments, complaints; staff suggestions; financial data, eg turnover, repeat business; competitor activity, eg comparison with competitors' products or services

Effectiveness of customer care: against agreed objectives, eg increased sales, customer perceptions, increased turnover, competitor activities

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

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the key features of customer care in the hospitality industry, and the importance of customer care to the organisation, the employee and the customer	M1 explain how customer care can be enhanced and developed by making improvements to the support processes	D1 assess how and why customer expectations are changing and the effect this is having on customer care delivery in the hospitality industry
P2 describe the role of communication, presentation and teamwork in the provision of customer care	M2 demonstrate exemplary customer care skills in hospitality organisations	D2 evaluate their ability to provide effective customer care, making recommendations for their own development and improvement.
P3 provide customer care to different types of customers in four hospitality situations, completing relevant documentation	M3 compare the effectiveness of the customer care provision in two contrasting hospitality outlets, explaining any differences.	
P4 assess the effectiveness of customer care in a chosen hospitality outlet and make recommendations for improvements.		

Essential guidance for tutors

Delivery

This unit develops learners' appreciation of the importance of customer care to all areas of the hospitality industry and prepares them for supervision of customer care provision. It is important to emphasise the idea of 'excellent' customer care so learners realise the need to exceed customers' expectations at all times. Guest speakers could be used to demonstrate the breadth of customer care provision.

Learners can use their own experiences of customer care, and group discussions are a useful way of exploring the subject. Learners will find it beneficial to visit or contact organisations within the hospitality industry to assess their customer care delivery. They could take on the role of mystery customers once they have identified specific requests.

Copies of comment cards and questionnaires will help learners identify the criteria that companies think are important when evaluating their customer care provision. Learners may enjoy designing and using a customer questionnaire themselves during their investigation.

Practical situations should be used as much as possible as a vehicle for the provision of customer care. It is important for learners to have a suitable range of skills and a sound understanding of customer care provision. If real workplace situations are not available, role plays can be used. These can be particularly useful for handling complaints, solving problems and dealing with customers who have specific needs.

Case studies could be used to demonstrate the varying needs of different types of customers. There are a variety of videos and television programmes highlighting customer care issues in the industry which give learners an insight into the extent of customer care provision and how it is supervised.

As learners are expected to investigate in order to meet outcomes, the delivery of the unit may require development of learners' research skills. This would need to focus on sources of information, collating, selecting and analysing information.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

For P1, evidence could be in the form of a report which shows understanding of the key features of customer care, including the importance of customer care to hospitality organisations, employees and customers.

Evidence for P2 could come from a period of work experience where learners have been involved in different communication processes, and where good presentation and teamwork have been integral to their work. Alternatively, evidence could come from research or from experience of customer care from the point of view of being a customer in a hospitality outlet.

To achieve P3, learners could produce appropriate witness statements from a work experience placement. Alternatively, the evidence could be provided via role-play exercises or from work undertaken in a realistic work environment. Learners should provide customer care in a minimum of four situations in total (providing information or advice, sales, dealing with a problem or complaint) to three different types of customer (internal, external and with specific needs) all of which should be in a hospitality context.

For P4, learners need to visit a hospitality provider to assess the effectiveness of the customer care provided. This could be within a hotel, a town centre fast food restaurant, a school or college refectory, or any other suitable local hospitality outlet. Learners will need to assess the overall effectiveness of the customer care provided in this outlet and make recommendations for possible improvements.

To achieve M1, learners could make a presentation or submit a written report explaining how customer care in a hospitality outlet can be improved if staff are trained to understand the importance of the various support processes. Learners should recognise the significance of training in communication, presentation, and teamwork techniques. This should be in general terms, supported by examples from hospitality organisations where appropriate.

Evidence for M2 should be in the form of an observation sheet provided by the assessor stating how the learner provided exemplary customer care. What differentiates it from P3 is that, whereas at pass level the care must be competent, at merit level the care provided should be at a much higher level. This could be shown by 'going the extra mile' or anticipating customers' needs. For this criterion, learners should demonstrate high levels of communication skills, be articulate and ensure the presentation of themselves and their environment is of a high standard.

For M3, learner needs to compare the customer care provision in two contrasting hospitality outlets. These outlets may be in different sectors of the hospitality industry, and may be different in terms of size, location and the types of customers who use the outlets. The focus of the evidence provided for this criterion should be an explanation and analysis of why there are differences in the type and level of customer care provided. An example of an appropriate level of response could be: 'The five-star hotel has a porter service whereas the three-star one does not. This is because customers at five-star hotels expect this service and they pay more money to stay there for these types of 'luxuries'. Customers at the three-star hotel are predominantly business travellers during the week who don't tend to have very much luggage. At weekends, most guests are leisure travellers on a budget who aren't usually interested in these types of additional services, and would rather pay less for their room and have basic services.'

To achieve D1, learners must assess how and why customer expectations are changing when using hospitality products and services. Learners must also include an assessment as to how these changing expectations are impacting on customer care delivery and the types of customer care training programmes provided in the hospitality industry. For example, they could assess the number of bars that are arranging for staff to have training in cocktail making due to an increase in demand for specialist drinks service.

Evidence for D2 is based on learners' ability to reflect on their effectiveness in providing customer care in the four different situations covered in P3. A key component of this grading criterion is learners' ability to make recommendations for their future development and improvement in providing customer care.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with most other units within this qualification, particularly the following:

- *Unit 6: Food Service Operations*
- *Unit 18: Human Resources in Hospitality*
- *Unit 23: Front Office Operations in Hospitality*
- *Unit 24: Personal and Professional Development in Hospitality*
- *Unit 25: Work-related Project in Hospitality.*

This unit relates directly to all Catering and Hospitality NVQs at Levels 2 and 3 which have a customer care focus, in particular:

- Unit CS01: Give customers a positive impression of yourself and your organisation
- Unit CS0031: Work with others to improve customer service.

Essential resources

The use of real examples will make the unit more relevant and show how different organisations, both local and national, have developed their customer care policies.

Indicative reading for learners

Textbooks

Goodman G – *Monitoring, Measuring and Managing Customer Service* (Jossey-Bass, 2000) ISBN 0787951390

Hayes J and Dredge F – *Managing Customer Service* (Gower Publishing, 1998) ISBN 0566080052

Kandampully K, Mok C and Sparks B – *Service Quality Management in Hospitality, Tourism and Leisure* (Haworth Press, 2000) ISBN 0789011417

Martin W – *Managing Quality Customer Service* (Kogan Page, 1991) ISBN 0749403527

Olsen M, Teare R and Gummerson E – *Service Quality in Hospitality Organisations* (Cassell, 1996) ISBN 0304327867

Williams A – *Understanding the Hospitality Consumer* (Butterworth-Heinemann, 2002) ISBN 0750652497

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the principles of customer care assessing the effectiveness of customer care provision. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1,000 words long.</p>
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> providing customer care evaluating their own ability to provide effective customer care. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> providing customer care to different types of customers. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 3: Health, Safety and Security in the Hospitality Industry

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to health, safety and security in the hospitality industry and their importance to the employer, the employee and the customer. It will give learners a firm grounding in the key legislation and regulations that apply in hospitality organisations, including those relating to food hygiene, common hazards and protective equipment. This will cover the responsibilities on the part of the employer and the employee and the implications of non-compliance.

Learners will identify common workplace health, safety and security hazards in hospitality organisations. These will include health and safety hazards relating to equipment, hazardous substances, fires, contamination and infestation, as well as security and hazards such as theft, bomb threats and assault.

Learners will find out about, and carry out, risk assessments in different situations. Learners are required to determine realistic control measures to reduce the risk of injury or illness arising from the hazard.

There are different methods of communicating health, safety and security information, which include common signage, notices and staff induction and training. This unit covers the sources of information and advice, including safety officers, the Health and Safety Executive and safety committees.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance of maintaining health, safety and security
- 2 Know common health, safety and security hazards
- 3 Be able to carry out risk assessments
- 4 Understand realistic control measures that can be implemented to improve health, safety and security
- 5 Know the sources of health, safety and security advice and how this information is communicated.

Unit content

1 Understand the importance of maintaining health, safety and security

Health and safety: purpose of; importance to the organisation, employees, customers

Key legislation and regulations: health and safety at work; substances hazardous to health; working time regulations; lifting safety; data protection; fire protection; providing the correct work equipment; personal protective equipment (PPE); reporting of accidents and serious incidents; food hygiene; food storage

Role of legislation and regulations: responsibilities of employers; responsibilities of employees; guidelines for standards; good practice guides, eg *Safer Food, Better Business*; implications of non-compliance

Regulatory bodies and agencies: regulatory bodies; agencies; roles, eg carrying out inspections, providing advice, supporting employees

2 Know common health, safety and security hazards

Health and safety hazards: relating to equipment, eg knives, dangerous machinery; relating to handling of hazardous substances, eg cleaning products; relating to other physical tasks, eg lifting; relating to fires, eg types of fires, correct procedures for dealing with fires; relating to the work environment, eg worn floor services, poor lighting, lack of adequate equipment, airborne particles

Food safety hazards: contamination (physical, biological, chemical, allergenic); cross-contamination (direct, indirect); lack of labelling information; pest infestation; lack of effective temperature controls; dirty premises; unclean staff uniforms; poor hygiene when handling food; inadequate waste disposal systems

Security hazards: theft, eg information, money, stock, equipment, personal property, organisations' property; unattended luggage; fraud; bomb threats

Minor incidents: accidents, eg slips, trips and falls; illness; violence, eg assault; other guest incidents

3 Be able to carry out risk assessments

Features of typical risk assessment: identify hazards; decide who might be harmed and how; evaluate level of risk and decide if existing precautions are adequate; record findings; review and, if necessary, revise assessment

Relevant situations for risk assessments in hospitality: areas in hospitality outlets, eg bar, restaurant, kitchen, housekeeping

4 Understand realistic control measures that can be implemented to improve health, safety and security

Realistic: cost effectiveness; time; size of organisation, eg number of staff and customers

Control measures: personal protective equipment, eg clothing, eye protection, machine guards, security cameras; evacuation routes; swipe cards; identification badge; closed-circuit television (CCTV); food safety controls (temperature controls, contamination, waste disposal, cleaning and disinfection, personal hygiene)

Implementation: responsibility; personnel, eg in-house, consultants, specialists; benefits to employer, employee, customer

5 Know the sources of health, safety and security advice and how this information is communicated

Sources of information and advice: safety officer; Health and Safety Executive; local authorities; safety committees; professional bodies; government departments; published sources; education and training courses

Communication methods: signs and notices; briefings; training; staff induction

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the purpose and importance of maintaining health, safety and security	M1 assess the impact of not maintaining health, safety and security	
P2 identify key legislation and regulatory bodies that affect hospitality and catering organisations		
P3 describe common health, safety and security hazards in hospitality organisations		
P4 undertake two risk assessments and describe the implementation of relevant control measures	M2 compare the risk assessment process in two contrasting hospitality and catering organisations	D1 analyse the impact on a hospitality organisation of implementing changes recommended by risk assessments
P5 identify the sources of health, safety and security advice and describe how this information is communicated to staff and customers.	M3 communicate health, safety or security information.	D2 evaluate the advantages and disadvantages of different methods for communicating health, safety and security information.

Essential guidance for tutors

Delivery

Health, safety and security are critical to successful hospitality operations. Learners need to be made aware of the implications of health, safety and security to an operation and the importance of maintaining them. Learners should be aware that the skills and knowledge that they develop in this unit are largely transferable and are not dependent on the size of the operation.

Learners would benefit from guest speakers such as fire officers, event organisers, security officers, environmental health officers, police officers, and hospitality industry managers. Visits to hospitality operations would help learners to develop a first-hand awareness of various health, safety and security issues.

Case studies would be useful in helping learners understand the relevance and application of different laws and regulations to the hospitality industry. Learners could use work experience to undertake a risk assessment and recommend ways of improving/ensuring health, safety and security. The BBC Learning Zone programmes relating to the hospitality industry would be useful in helping learners identify hazards.

As learners are expected to undertake detailed investigations to meet the learning outcomes, the delivery of the unit may require the development of research skills. This would need to focus on sources of information, collating, selecting and analysing information.

Learners must be able to understand the process for identifying hazards and the risk of the hazard occurring. This should include how to identify and select appropriate control measures that are realistic in relation to the severity of the risk.

Effective communication of health, safety and security information is important in ensuring that staff and customers are aware of the hazards and how to prevent them from occurring. Learners should be able to identify common health, safety and security signage and notices and the different training methods available to make staff aware of the hazards and preventive measures.

Assessment

For P1, learners need to be able to state the purpose and importance of complying with health and safety and security requirements for organisations, staff and customers.

For P2, learners should be able to identify key legislation that demonstrates how an organisation ensures the safety and security of employees and customers. They should know how to find guidance and published documents which will guide and support them in providing and maintaining a safe and secure working environment. Learners are not expected to know legislation in detail, but to understand its focus and impact upon hospitality organisations. Learners should not simply regurgitate sections of the legislation, but rather should demonstrate their understanding by summarising as far as possible in their own words.

To evidence P3, learners must be able to describe an example of each health, safety and security hazard, and identify who would be affected by it. For instance, one hazard related to kitchen equipment is the possibility of chefs getting burnt when using an oven.

P4 requires that learners know about, and are able to carry out, risk assessments. Learners should carry out at least two risk assessments concerning different types of risk, for example one related to food safety in a kitchen and one related to the use of equipment. While carrying out these tasks, learners should demonstrate their knowledge of the process and accurate use of documentation. Learners should also identify and describe how to implement relevant control measures.

For P5, learners should identify the different sources of information and advice and describe how health, safety and security measures and hazards are communicated to staff and customers. This should include knowledge of common health, safety and security signs and warning notices, different types of fire extinguishers, the use of training manuals and task/activity cards.

M1 requires detailed consideration of the impact on the organisation, its employees and customers of not complying with legislation or providing a safe and secure working environment. Learners should be able to state the costs and penalties of not complying with legislation and good practice.

For M2, learners need to compare the risk assessment process in two contrasting hospitality and catering organisations. The evidence should include the staff responsible for risk assessment, how risk assessments are undertaken, the documentation used, and the control measures implemented.

M3 is an extension of P5 and requires that learners produce one type of communication using two or more sources of information. For example, they could write a page of a training manual that deals with the correct handling of heavy loads. If the communication is oral, this should be demonstrated (eg to other learners) and evidence of this demonstration recorded. The communication should include use of warning signs, eg mandatory, prohibition, emergency, selection of PPE and safe working practices.

D1 requires learners to analyse the impact on a hospitality organisation of implementing changes recommended by risk assessments. These recommendations could be those produced as evidence for P4. For example, a recommendation that involves additional staff training might mean that fewer staff are available for normal service at a particular time, which might in turn reduce capacity and affect takings.

D2 requires learners to evaluate the different methods for communicating health and safety information. Learners should be able to state the positive and negative aspects of different communication methods. This could include an evaluation of the materials they have produced for M3, with reference to the quality of the communication, eg clarity, comprehensiveness, conciseness etc.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with most other units within this qualification, particularly the following:

- *Unit 8: Kitchen Organisation and Food Safety*
- *Unit 9: Food Service Organisation*
- *Unit 22: Accommodation Operations*
- *Unit 23: Front Office Operations in Hospitality.*

This unit relates directly to all Catering and Hospitality NVQs at Levels 2 and 3 as a general introduction to health, safety and security issues relating to the hospitality industry. It has particular links to the following units:

- Unit 1GEN1: Maintain a safe, hygienic and secure working environment
- Unit 3GEN1: Ensure appropriate food safety practices are followed whilst food is prepared, cooked and served
- Unit HS04: Maintain the health, safety and security of the working environment.

Essential resources

Centres should have access to health and safety publications, food safety publications and copies of current legislation and regulations. Up-to-date information can be obtained from the Health and Safety Executive and from the Food Standards Agency.

Indicative reading for learners

Textbooks

Brimson T – *Health and Safety Survival Guide: A Comprehensive Handbook for Managers* (McGraw Hill, 1995) ISBN 0077090497

Chartered Institute of Environmental Health – *Health and Safety: First Principles* (Chadwick House Group, 1998) ISBN 0900103728

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE, 1994) ISBN 071760716X

MacAuslan E – *Effective Food Hygiene Training* (Highfield Publications, 2003) ISBN 1904544134

Satin M – *Food Alert: The Ultimate Sourcebook for Food Safety* (Facts on File Inc, 1999) ISBN 0816039356

Websites

www.food.gov.uk

Food Standards Agency

www.hse.gov.uk

Health and Safety Executive

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating the role of regulatory authorities in the hospitality industry communicating health and safety information researching relevant legislation designing documentation to communicate health and safety information. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1,000 words long.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching relevant legislation. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertaking risk assessments and describing the implementation of relevant control measures. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertaking risk assessments and describing the implementation of relevant control measures. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>

Unit 4: Hospitality Business Operations

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit will introduce learners to how physical resources within the hospitality industry are selected, controlled and accounted for. It will also introduce them to aspects of costing, pricing and operational finance procedures used in the day-to-day operation of hospitality outlets. Learners will examine basic concepts and procedures and learn to apply them in relevant industry scenarios. As future supervisors, learners will develop the knowledge and skills to interpret, understand and explain basic operational financial information used in the hospitality industry. This is an important part of operational requirements, encompassing key responsibilities in the hospitality industry, and this knowledge will be readily transferable across the industry.

Learning outcome 1 allows learners to explore fundamental principles relating to the ways that goods are selected and the criteria that need to be applied in order to make these decisions.

Learning outcome 2 looks at costing and pricing, including cost control systems, the relationship between costs, sales and selling price, and the effect of pricing on profit and loss.

In learning outcome 3, learners will have the opportunity to explore the ways that controlling and accounting methods are used in the hospitality industry. They will carry out calculations that show the path of materials from purchase, through storage and production, to sale of the finished product.

The need to measure performance is at the heart of business operations, and it is important for learners to appreciate how financial statements can be used as a tool for supervisors and management to evaluate effectiveness. Learning outcome 4 provides learners with an understanding of these issues and the ability to interpret the value of relevant financial reports in a hospitality business environment.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the principles of goods selection in hospitality
- 2 Understand costing and pricing in hospitality
- 3 Be able to apply controlling and accounting methods for resources
- 4 Understand the use of financial statements to measure business performance.

Unit content

1 Understand the principles of goods selection in hospitality

Selection: criteria, eg specification, suitability for purpose, new/second hand; price; financial constraints; availability; lead time; physical considerations (access, delivery, storage); upkeep (maintenance, replacement, service agreements); contracts, terms and conditions; quality of goods

2 Understand costing and pricing in hospitality

Costing: cost control systems; categories of costs, eg materials, labour, overheads, fixed, variable, direct, indirect, apportioned; costing of complex products, eg accommodation packages, catering events; relationship between costs, sales and selling price; the effect of costing on profit and loss; comparing budgets with actual costs; cost allocation; appropriate formats

Pricing: cost-plus; mark-up; gross profit margin; market rate; full/marginal costing; discounts; subsidised pricing; service charges; VAT; pricing criteria/policy; effect of pricing on profit and loss

3 Be able to apply controlling and accounting methods for resources

Controlling: specification; ordering methods and systems; issuing goods/resources; minimum stock levels; safety and security of storage; computerised/manual control systems; performance indicators, eg sales mix, average spend, occupancy rates/levels; documentation (purchase order, delivery note, invoice, goods received note, credit note, goods returned note)

Accounting: systems, eg stock checks/valuation, bin cards, book, costed issue sheets; depreciation period; annual audit; calculating stock value, eg First In First Out (FIFO), Last In First Out (LIFO); costed recipes; portion control; yields and standard costs; computerised/manual accounting system; accuracy; records and documentation

4 Understand the use of financial statements to measure business performance

Statements: operating statement; trading profit and loss account; balance sheet; cash flow statement; budget; sales statistics; sales forecast; food and beverage cost reports; wage reports

Purpose: to measure performance, eg compare with forecasts, judge effectiveness of departments/management, highlight necessary changes; to provide information, eg for owners, shareholders, managers, supervisors, banks; to satisfy statutory requirements, eg tax reporting, company returns

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain how the principles of goods selection are applied in hospitality operations	M1 analyse the ways in which the principles of goods selection can be applied differently across the hospitality industry	D1 assess the value of selection, costing and pricing procedures in the operation of hospitality outlets
P2 describe how costing and pricing procedures are applied in hospitality operations	M2 compare different costing and pricing procedures using accurate calculations completed in industry-accepted formats	
P3 show how control and accounting methods for resources are applied in hospitality businesses	M3 explain how control and accounting methods assist hospitality businesses, giving worked examples using standard conventions.	
P4 describe how financial statements are used in the operation of hospitality businesses.		D2 evaluate the importance of financial statements and their use as a business aid.

Essential guidance for tutors

Delivery

Learners will benefit by studying this unit at an early stage in the programme. The learning outcomes are not dependent on prior knowledge, but, as the unit develops, knowledge from other subject areas will help learners to appreciate the context in which this unit is applied. This unit focuses on the selection, control and accounting of resources for a range of hospitality operations. These resources include food and beverage commodities, small equipment and supplies, as well as fixtures and fittings.

Tutors will require current information and understanding of industry accepted procedures and operational finance reporting systems. Although it is useful to focus on sectors of the industry with which learners are familiar, a broad approach is important and learners should be exposed to accounting information based on large organisations. Visits to a wide range of hospitality operations would help learners to develop an awareness of a wide range of resources and the criteria, sources and options used to procure, control and account for them. Learners would also benefit from understanding the systems used in the catering department within their own learning environment.

Learners should not be expected to construct financial documents such as a profit and loss account or a balance sheet, but it is important to their future supervisory roles in the hospitality industry that they are able to interpret and understand a range of financial reports and documents. The delivery of the unit may require the development of research skills. This would need to focus on sources of information, collating, selecting and analysing information.

It is important for learners to develop practical skills in identifying and completing records for the control and accounting of resources. Work placements, if available, can give learners first-hand experience of procurement and control processes for a range of resources. In agreement with their work experience providers, learners should be encouraged to take part in practical tasks, to develop their understanding of procurement, control and accounting for resources.

The application of evaluation techniques and criteria will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry. Development of numeracy competence is an integral component of the unit, and learners should be encouraged to estimate and check results without the use of calculators.

The delivery of this unit could be integrated with *Unit 9: Food Service Organisation* or *Unit 14: Hospitality Business Enterprise*.

Assessment

Evidence for P1 should focus on at least three types of establishment, which should be from different parts of the hospitality industry, eg a fast food outlet, a small family restaurant, and a hotel. The evidence should focus on the goods that are bought and how the selection criteria influence decisions on issues such as quality and quantity. Evidence could be obtained from work experience, from visits, or from case studies.

For P2, learners should describe how costing and pricing procedures are applied. It is unlikely that actual figures will be available as a result of visits or work experience, but examples of blank forms or reports could form the basis of the evidence required. Information produced for other units, such as costed recipes, could be a useful source of evidence when combined with relevant descriptions.

Evidence for P3 will build on that produced for P1 and P2 and will require learners to undertake calculations which illustrate typical control and accounting methods, tracing the path of materials from purchase, through storage and production to sale of the finished product. For P2 and P3, the use of workbooks or a case study may help learners to produce relevant evidence.

For P4, learners are not expected to produce evidence of their ability to produce valid financial statements and reports, but rather to show that they understand who uses them and for what purpose. The evidence should refer at least to those statements appearing in the unit content relating to learning outcome 4, and should focus on how such reports are used by management and supervisors. For example, this could include how a food cost report prepared following a specific event can be used by a chef or manager to compare the actual costs with the forecast, and thus improve future performance.

The evidence requirement for M1 reinforces the need to study selection procedures in different types of establishment. Evidence will need to focus on how selection procedures are applied differently because of the differing requirements of their chosen examples.

To meet the M2 criterion, learners will need to produce accurately completed calculations illustrating at least four procedures that require costing or pricing. The calculations should focus on how procedures can be applied in different situations, eg when costing simple items such as a single menu item compared to a complex item such as residential conference, or within pricing, showing how the same item can be priced using different concepts. While some worked examples could utilise evidence from other units (eg costed recipes), figures are likely to be based mainly on tutor-supplied material and should include procedures from both catering and accommodation operations. The use of industry-accepted formats, layout and terminology are integral to the evidence requirement.

M3 differs from P3 because at pass level learners have to undertake calculations, whereas at merit level they need to also explain how these control and accounting methods are important to businesses. Evidence submitted for M3 must be in industry-accepted formats and will explain how at least three of these control and accounting methods are important to businesses. This should reflect, where possible, methods observed during visits or work experience.

The evidence required for D1 draws together the evidence presented in M1 and M2 and focuses on the benefits brought by the use of the procedures revealed in the course of research. Evidence produced for M1 and M2 will have been mainly descriptive and explanatory but at distinction level learners need to show how and why the principles and procedures are helpful to the operation and management of an organisation. For example, this evidence could form the final task in a case study which traces the steps in organising an event, from enquiry, quotation, to costing the actual event and comparing actual and anticipated profit, and why good procedures will contribute to success from both customer and management perspectives.

Learners must provide evidence of evaluating financial statements and their use in order to meet the D2 grading criterion. The strengths and limitations of different sorts of statements should be addressed, as should the consequences of not using or producing such information in a timely way.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with the following units:

- *Unit 8: Kitchen Organisation and Food Safety*
- *Unit 9: Food Service Organisation*
- *Unit 14: Hospitality Business Enterprise*
- *Unit 22: Accommodation Operations*
- *Unit 23: Front Office Operations in Hospitality.*

Essential resources

Valid and current information may not be readily available in this subject area. Some company information may be accessed through the internet. Learners should be encouraged to investigate aspects of this unit in the course of work experience, visits to outlets and during part-time employment. Caution should be exercised if access is available to confidential information.

Case studies and scenarios based on fictional outlets reflecting the local business environment will aid the learning process. Local managers and business leaders within appropriate sectors of the industry may provide valuable resources and examples of current procedures.

Indicative reading for learners

Textbook

Drummond D – *Purchasing and Costing for the Hospitality Industry* (Hodder Arnold, 1998) ISBN 0340688335

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning how to apply control and accounting methods applying control and accounting methods. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the ways in which the principles of goods selection are applied. 	<p>C3.1a Take part in a group discussion.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> presenting the results of costing and pricing calculations. 	<p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • applying control and accounting methods. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>

Unit 5: Hospitality Team Leadership and Supervision

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The ability to lead and supervise teams is critical to the success of a hospitality outlet. However, teams can be ineffective and lacking direction, with members that cannot work together. This unit introduces learners to the principles of team leadership and supervision in a hospitality context. It focuses on assisting learners to put theory into practice when leading teams, ensuring that their teams achieve the required objectives.

Learners, therefore, need to be aware of the different types of teams operating within hospitality organisations. This unit considers the role of teams and how working in teams benefits both individuals and organisations. Learners will also explore the necessary pre-conditions for teams to be effective and objective-focused.

Understanding and applying team supervision and development skills is a key requirement of this unit. Learners will be introduced to the principles of team building, how teams can be managed effectively, and the factors that threaten team development and cohesion within hospitality organisations.

The ability to measure the effectiveness of team performance and achievement is a requirement for any successful hospitality outlet. Learners will therefore explore the key factors used to monitor work performance and team achievement. They will also be encouraged to review the role of the supervisor and manager in hospitality organisations, and their impact and influence on team achievement.

Learners will have the opportunity to explain and demonstrate team leadership skills. These skills can be developed and measured in practical situations where learners have to demonstrate personal organisation, flexibility and other interpersonal skills when leading a team towards achieving the desired objectives.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the role of teams within hospitality organisations
- 2 Understand the principles of team building, team management and the threats to team cohesion
- 3 Know how to monitor team performance and achievement
- 4 Be able to demonstrate team leadership and interpersonal skills.

Unit content

1 Understand the role of teams within hospitality organisations

Types of team: formal and informal; small versus large; temporary project/task teams versus permanent groupings

Benefits of teams: contribution to departmental and organisational effectiveness; 'positive synergy'; reduction of alienation; unit of accountability; focus of human resource contribution/performance; opportunities (to foster innovation, to share expertise, to implement change, to identify and develop talent, to spread knowledge base, to reduce reliance on one individual)

Requirements of teams: appropriate size; task-relevant experience; clear definitions of responsibility within and between teams; interdependence; involvement of all participants; peer respect and support; cohesion; responsibility for individual development; opportunities to take responsibility and ownership of tasks; willingness to adapt to meet changing needs

2 Understand the principles of team building, team management and the threats to team cohesion

Team building: recruitment; induction; motivation; training, eg deputisation, coaching, mentoring; clear articulation of performance expectations; planned staff development, eg of skill sets and morale; conduct of appraisal interviews; delegation; team knowledge, eg awareness of team members' strengths, weaknesses and sensitivities; capacity to support all team members; retention of team members

Team management: forming (reaching consensus about issues); storming (managing internal conflict constructively); norming and performing (determining and implementing solutions to problems); adjoining (implementing action plans, reviewing and evaluating team performance)

Threats to team development and cohesion: poor definition of team goals; high team member turnover; lack of opportunities for career progression; weak or authoritarian team leadership; persistent reliance on crisis management techniques; internal challenges to team leadership; lack of capacity of team to self-manage in absence of team leader; actual and potential conflict between individuals; personal problems; conflicting personal agendas

3 Know how to monitor team performance and achievement

Monitoring work performance according to schedules: review and evaluate work performance; possible adaptation or reallocation of tasks; possible extension of deadlines

Monitoring team performance and achievement: identify and agree team objectives; use of performance indicators; regular review of performance against targets; support and development of team members performing below target; possible revision of team responsibilities; review and evaluation of teamworking arrangements; application of corrective measures to remedy team underachievement; maintain team focus

4 Be able to demonstrate team leadership and interpersonal skills

Leadership skills: ability to motivate and lead a team; ability to take initiative; effective self-presentation; ability to envision; charisma; ability to encourage and build morale/confidence; awareness of need for consultation; ability to ask appropriate questions; willingness to be held accountable and take responsibility; ability to defuse and resolve conflict; professional management of stress and anger; flexibility to respond to the unexpected; decisiveness; willingness to seek support when necessary; ability to self-evaluate and recognise own weaknesses

Accessibility and approachability: effective listening skills; sincerity; concern for personal welfare of team members; observance of appropriate boundaries; discretion/sensitivity; fairness in decision making; ability to accept criticism

Personal organisation: effective preparation for meetings; effective diary/scheduling skills; reliability; time-management skills; ability to complete duties/responsibilities against timescales

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the different types of teams used in hospitality and the ways in which teamworking approaches benefit an organisation		D1 evaluate how customer expectations are changing and the effect this is having on teamworking approaches in the hospitality industry
P2 describe the principles of team building and team management and the threats to team development and cohesion	M1 explain the importance for a hospitality outlet of effective team building and team management processes	
P3 assess the effectiveness of the team performance and achievement in a chosen hospitality outlet	M2 explain how they would improve team performance in two contrasting hospitality outlets, explaining any differences in the strategies that they would use	D2 evaluate their ability to provide effective team leadership, making recommendations for own development and improvement.
P4 describe how to monitor team performance and achievement		
P5 demonstrate team leadership skills using appropriate interpersonal skills in a hospitality context.	M3 analyse the implications for a hospitality outlet if a manager has weak team leadership and interpersonal skills.	

Essential guidance for tutors

Delivery

This unit helps learners to appreciate the importance of teamworking and team leadership in the hospitality industry and focuses on the practical skills required when building and leading teams. The unit can be delivered with reference to actual examples of workplace team operations in different types of hospitality organisations. Guest speakers can be used to demonstrate the breadth of team approaches and the team leadership skills employed in different hospitality outlets.

Learners can use their own experiences of working in teams as a useful way of approaching the subject, for example from part-time employment, previous employment or work experience. Learners will also find it beneficial to visit organisations within the hospitality industry to assess team performance in different outlets. Occupationally-related television programmes such as *Fawlty Towers*, *Gordon Ramsey's Kitchen Nightmares* and *Jamie's Kitchen* are useful in illustrating both effective and ineffective features of team activity and team leadership.

Role play and practical situations should be used as much as possible in developing team leadership and supervisory skills. To cover the supervisory aspects of this unit, learners should have the opportunity to demonstrate team leadership skills in a hospitality context. If real work situations are not available (the centre's training restaurant, coffee shop, etc), then role plays can be used. These can be particularly useful for practising how to deal with difficult team members, or for dealing with conflicts between team members. Learners should develop criteria to evaluate performance relating to each scenario and practise evaluating their own and others' performance. Recording role plays using video and/or audiocassettes would assist self-evaluation.

Case studies and scenario-based activities can also be used to enable learners to demonstrate their team leadership skills.

This unit could be integrated, or delivered jointly with, *Unit 6: Food Service Operations*. This would offer the opportunity to organise and supervise a team in the delivery of food and beverage service. Another possibility would be to integrate delivery with other units, such as *Unit 20: Conference and Banqueting Operations* or *Unit 21: Planning and Managing a Hospitality Event*, either of which could provide opportunities for learners to demonstrate their team leadership skills.

Assessment

For P1, evidence could be produced in the form of a report which shows understanding of the different types of teams used in hospitality and the benefits of teamworking approaches to a hospitality organisation. Learners should also show that they appreciate what is required for a team to be successful.

Evidence for P2 could be in the form of a presentation which combines learners' experience of working in teams and theoretical research. Learners should also include a consideration of those factors which threaten team development and cohesion. Again, this can be based on learners' own experiences working in teams either in the hospitality industry on work-based learning, or in the centre's RWEs (realistic work environments).

For P3, learners need to visit a hospitality outlet to assess the effectiveness of the team performance and achievement within that outlet. This could be within a hotel, a town centre fast-food restaurant, the centre's refectory, or any other suitable hospitality outlet. The learner will need to be a customer in this environment, observing the teamworking approaches during the visit.

To achieve P4, learners need to produce a checklist of criteria that they would use to monitor team performance and achievement. Each criterion on the checklist then needs to be described more fully to ensure that learners appreciate the complex cyclical process from objective setting to performance evaluation.

To achieve P5, learners need to demonstrate team leadership skills in a hospitality context. They should demonstrate at least half of the skills and abilities listed in each of the three areas of content for the fourth learning outcome. Ideally this should be achieved during a period of work experience or in the centre's training restaurant. Other units may also offer opportunities for demonstration of these skills. Witness testimonies or observation sheets completed by the assessor are ideal evidence. If this is not possible, a series of simulated role-play exercises can be used to measure this criterion. These exercises should be recorded using video and/or audio cassettes so that learners can review their performance.

To achieve M1, learners could make a verbal presentation or submit a written report explaining the importance of team building and team management processes for a successful hospitality outlet. This exercise could be based on an actual hospitality outlet, combining theory and practice, or learners could take a purely theoretical approach.

Evidence for M2 further develops and builds on the evidence provided for P3. Learners now need to compare team performance in two contrasting hospitality outlets. These may be outlets in contrasting hospitality sectors, or outlets of different sizes, or in different geographical locations attracting different types of customers. The key factor for this criterion is that the outlets must be different. Learners will then explain how they would improve team performance in these two outlets and why there may be differences in the approaches used.

For M3, learners need to make a presentation or submit a report in which there is a careful analysis of the problems that a hospitality outlet experiences if a manager has poor team leadership skills. Ideally this will be based on learners' experiences working in the hospitality industry in a part-time job or during a period of work experience. Care will have to be taken not to identify the outlet or the manager. Where this is not possible, a research-driven, scenario-based assignment could be used in which the assessor produces a series of problems based on a manager in a hospitality outlet who has poor team leadership and interpersonal skills. Learners would have to analyse the scenario, reflecting on the likely implications for the outlet if this situation is not addressed.

To achieve D1, learners will need to research the impact on teamworking approaches of increased customer expectations in the hospitality industry. It would be useful to contrast the approaches in larger hospitality organisations with smaller outlets. Attitudes to appraisal, staff training, etc vary across the industry, and learners will need to evaluate the effect of these differences on teamworking approaches and how they impact upon the service received by the customer.

Evidence for D2 is based on learners' ability to self-reflect and evaluate their effectiveness in providing team leadership. Again this criterion can be based on previous employment, current part-time work, or industrial work experience in the hospitality industry. A key component of this grading criterion is the learner's ability to make realistic and achievable recommendations for their future development and improvement in providing team leadership and supervision.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with most other units within this qualification, for example:

- *Unit 6: Food Service Operations*
- *Unit 18: Human Resources in Hospitality*
- *Unit 20: Conference and Banqueting Operations*
- *Unit 21: Planning and Managing a Hospitality Event*
- *Unit 24: Personal and Professional Development in Hospitality*
- *Unit 25: Work-related Project in Hospitality.*

This unit relates to units from the Level 3 NVQ in Hospitality Supervision, for example:

- Unit C1: Manage yourself
- Unit HS1: Supervise the work of staff
- Unit HS2: Establish and develop positive working relationships in hospitality.

Essential resources

The use of real examples will make the unit relevant and show how different organisations have developed approaches to team leadership and supervision. Role-play exercises and case studies will support this approach.

Industry work experience and realistic work environment experience in the centre training restaurant will provide an invaluable source of information for the unit.

Indicative reading for learners

Textbooks

Browning G – *Grass Roots Management* (Pearson Professional Education, 2002)
ISBN 0273662996

Kay F – *Making Management Simple* (How To Books, 2003) ISBN 1857038118

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing the different types of teams used in hospitality and the ways in which teamworking approaches benefit an organisation explaining the importance for a hospitality outlet of effective team building and team management processes. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching ways of monitoring team performance. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> demonstrating team leadership skills using appropriate interpersonal skills in a hospitality context. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> demonstrating team leadership skills using appropriate interpersonal skills in a hospitality context. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 6: Food Service Operations

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to basic concepts of food service and to the skills, knowledge and responsibilities required in food service throughout the sector. The knowledge and skills acquired in this unit will prepare learners for a supervisory role in food service outlets. Throughout this unit, 'food service' and 'food service skills' should be taken as including non-alcoholic drinks. Alcoholic drinks are covered in *Unit 7: Alcoholic Beverage Service Operations*.

Learners will explore the factors involved in the meal experience and will have the opportunity to relate issues concerning value, quality, skill levels, satisfaction, service and environment to customer expectations in a variety of operations.

Learners will need to organise the preparation and layout of a food service operation, taking into account various factors such as equipment, staff organisation and particular customer needs. Learners are required to demonstrate a professional approach and practical customer care and food service skills. Throughout the unit learners have the opportunity to develop the skills appropriate to a range of different outlets, such as restaurants, fast food establishments, pub food courts and coffee bars.

It is important for learners to appreciate factors essential to customer satisfaction and the result of these needs not being fully met. Learners will be required to understand and apply evaluation techniques to food service operations.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance of the meal experience in food service operations
- 2 Be able to organise the preparation and layout of a food service operation
- 3 Be able to provide food service and customer care in a professional, safe and hygienic manner
- 4 Be able to apply evaluation techniques and criteria in food service provision.

Unit content

1 Understand the importance of the meal experience in food service operations

Meal experience: value for money; quality of product and service; environment; ambience; suitability for purpose; level of customer care; timing

Situations: eating for pleasure or necessity, eg business lunch, special occasion, meal with friends, wedding celebration, conference, function, during a shopping trip, in hospital, when travelling

2 Be able to organise the preparation and layout of a food service operation

Operation: types, eg restaurant, pub, banquet, fast food, food court, coffee bar, transport providers (rail, air, sea)

Preparation and layout: health and safety considerations; checking cleanliness of environment; checking furnishings and equipment; obtaining and preparing equipment; determining layout of environment, the reception, bar area, tables and eating area; menu requirements; staff organisation; briefing; customer needs, eg wheelchair access, children; contingency planning

3 Be able to provide food service and customer care in a professional, safe and hygienic manner

Requirements: product knowledge; technical skills; appropriate procedures for operation, eg welcoming customer, taking order, confirming choice, serving food and/or beverages using appropriate method, ensuring payment

Food service: methods, eg silver service, plate service, buffet, self-service, assisted service, room service, counter service; suitability of method for different operations; constraints, eg cost-effectiveness, customer demand, timescale, staff skills, environment, layout

Beverage service: non-alcoholic, eg soft drinks, bottled waters, teas, coffees; service procedures and techniques; cleaning and maintaining equipment, eg juice dispensers, coffee machines; trends, eg designer waters, healthy drinking options

Customer care situations: communication method (face-to-face, on the telephone, in writing, by email); purpose, eg providing information, giving advice, keeping records, providing assistance, dealing with problems, handling complaints, dealing with food allergies

Professional approach: attitude; personal appearance; dress; hygiene; attentiveness; body language; attention to detail; relationships with colleagues; communication skills, eg listening, speaking, relaying messages and orders accurately and promptly; teamwork; codes of practice

4 Be able to apply evaluation techniques and criteria in food service provision

Techniques: collecting information; sources of information, eg customers, colleagues; feedback methods (qualitative, quantitative), eg questionnaires, comments books, staff meetings; making reasoned judgements based on available information

Criteria: suitability of food service provided; environment, preparation and layout; service provided (quality, speed); level of customer satisfaction; value for money

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the importance of the meal experience in food service situations	M1 analyse the suitability of different methods of service, operational procedures and levels of customer care in food service operations	
P2 organise the preparation and layout of a food service operation	M2 show independence and confidence in providing food service	D1 show high levels of confidence, product knowledge and skills when providing food service
P3 demonstrate competent skills in providing food service with appropriate tutor support	M3 review a food service operation and make recommendations for improvement using agreed criteria and relevant data.	D2 evaluate a food service operation, making justified recommendations for improvement, and produce an action plan for implementation.
P4 show a professional attitude at all times with relevant personal, social, technical and customer care skills		
P5 describe techniques and criteria used to evaluate food service provision, indicating how these can assist a food service operation.		

Essential guidance for tutors

Delivery

Professionalism in the hospitality and catering industry is vital to both the success of the hospitality organisation and to the learner's future career. Future employers will expect recruits to demonstrate a professional attitude to their work, to themselves, to colleagues and to their employers. Tutors must take great care throughout their work to reinforce the importance of maintaining the right professional attitude, in terms of personal, social, technical and customer care skills when working with and communicating with others.

It is important that learners are made aware of different types of food service operations and the situations and contexts to which they are suited. Whilst some centres may prefer to concentrate on traditional restaurant operations, the unit is designed to ensure that learners are prepared for employment in a range of food service operations. It should be noted that this unit includes non-alcoholic beverages, and delivery should include the preparation and service of a range of teas, coffees and other non-alcoholic drinks. Tutors should be aware of developing trends in food and drink products and services in the hospitality and catering industry, and should ensure that learners understand both the nature of the trends and their impact on hospitality operations.

Much of the delivery will be through practical sessions. These could be supported through work placement prior to assessment to enable learners to develop food service skills. Both practical sessions and work placements should be planned to enable a range of food service situations to be considered and to enable learners to apply their skills to these varied situations. Learners will also need to consider a variety of customer service situations that may arise through food service. They could practise their skills through role plays of simulated scenarios.

Learners should develop criteria to evaluate performance relating to each scenario and practise evaluating their own and others' performance. Recording role plays using video and/or audio cassettes would assist self-evaluation.

This unit could be delivered jointly with *Unit 7: Alcoholic Beverage Service Operations*. *Unit 5: Hospitality Team Leadership and Supervision* could also be delivered alongside the current unit as it offers the opportunity to organise and supervise a team in the delivery of food service. The application of evaluation techniques and criteria will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

Evidence for P1 should include an explanation of the importance of the meal experience and could be obtained through work experience or visits to a variety of establishments. Learners should include a minimum of three different situations in their explanation, covering each of the meal experience criteria.

In order to meet the evidence requirement for P2, learners will need to show they can organise and implement the preparation and layout of the environment before starting the service. Evidence could be gathered through observation by the tutor of team briefings or a written brief together with evidence of a single practical exercise when the learner has had specific responsibility.

For P3, learners need to demonstrate food service skills. This can be evidenced in the form of video tapes or witness testimonies from assessors and supported by written descriptions of the practical scenario. The evidence could, for the most part, come from the same practical situations as for P2. Although learners must show competent skills, at pass level it is expected that they will require guidance and support.

Evidence for P4 could be in the form of video or witness testimonies from assessors. The witness testimonies should give sufficient information to confirm that the requirements of achieving a professional approach to personal, social, technical and customer care skills have been met, as have levels of teamwork and communication.

P5 requires learners to describe evaluation techniques and criteria that can be used and should provide evidence which shows understanding of the need to measure the performance of a food service operation. The criteria should be specific and measurable. Examples of appropriate criteria could be 'all tables are to receive orders within 15 minutes' or 'the menu should reflect good value for money compared to other similar establishments'. It should also explain the benefits of this approach. This can be done in general terms and need not be linked to a specific food service project, although evidence could be linked with *Unit 25: Work-related Project in Hospitality*.

M1 requires evidence to be submitted by learners in the form of a detailed analysis of at least two different food service operations, focusing on all aspects of the meal experience, operational aspects and customer service.

The evidence for M2 must show that the learners are capable of using initiative and can demonstrate unaided competence in food service and customer care skills. Evidence should come from real-life food service situations, and could be linked with *Unit 25: Work-related Project in Hospitality*. Learners' competence in meeting this criterion should be evidenced by an observation sheet with reference made to how and why the learner has achieved M2.

In M3, the evidence will build on the criteria identified in P5. The criteria used could be predetermined by the assignment brief, but learners should relate the evidence to a specific practical scenario and produce valid recommendations for improvement. Learners should collect data from reliable sources, eg customer comment cards and feedback from colleagues, rather than basing the whole review on their own opinion.

In order to achieve D1, witness testimonies and/or observation sheets should give detailed information to confirm that the learner has demonstrated a high level of personal and technical skills. Examples of effective technical skills at this level could be a learner who is able to anticipate customer needs and can demonstrate customer service to a standard which is over and above that normally expected.

The evidence of the evaluation for D2 could be in the form of a presentation or a written report. Joint evaluation as part of a team would not be acceptable. There should be evidence that learners have set their own criteria for evaluation and make recommendations for improvement that they can be justified and prioritised. The action plan should be realistic and achievable in the context of the chosen food operation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 7: Alcoholic Beverage Service Operations*
- *Unit 8: Kitchen Organisation and Food Safety*
- *Unit 9: Food Service Organisation*
- *Unit 10: Introduction to European Cuisine*
- *Unit 25: Work-related Project in Hospitality.*

This unit could be delivered jointly with *Unit 5: Hospitality Team Leadership and Supervision*, offering the opportunity to organise a team in the delivery of food service.

This unit has links to units in the Level 3 NVQ in Food Service Advanced Craft.

Essential resources

It is essential for the delivery of this unit that learners have access to a food and beverage service outlet. This does not have to replicate a realistic working environment, although learners will benefit from as much realism as possible. Appropriate food and beverage service equipment must also be provided.

Indicative reading for learners

Textbook

Lillicrap D, Cousins J and Smith R – *Food and Beverage Service, 7th Edition* (Hodder and Stoughton, 2002) ISBN 0340847026

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the importance of the meal experience presenting an evaluation of a food service operation and an action plan. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> providing food service evaluating own performance. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> organising a food service operation. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> organising a food service operation providing food service. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 7: Alcoholic Beverage Service Operations

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to alcoholic beverages in the hospitality industry, the principles of beverage service and how to complement food with alcoholic beverages.

It starts by exploring different types of alcoholic beverage, their origins and ingredients, and common food matches, which will include a basic knowledge of wines. Learners will gain an understanding of correct storage procedures and dispense equipment for beer and wine and will develop and demonstrate professional skills in the service of alcoholic beverages.

The unit deals with cocktails, which are growing in importance to the industry. It explores the concepts of bases, main flavourings and special flavourings, and goes on to look at examples of different types of cocktail, including those based on vodka, rum, whisky and tequila. There is no requirement to prepare and serve the cocktails as part of the assessment.

Learners must understand the responsibilities concerning the sale of alcohol in terms of relevant legislation, the negative and positive effects of alcohol on health, and socio-cultural issues surrounding the promotion and sale of alcohol. This will include the problems caused by excessive alcohol consumption, such as anti-social behaviour and drink-related crime.

Learners will need access to the necessary resources in order to demonstrate the service of alcoholic beverages. If this is to be done in the centre rather than in the workplace, then the centre will need to have its own bar facilities and the appropriate licence.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the different types of alcoholic beverages and common matches with food
- 2 Know the storage, equipment and presentation requirements of common types of alcoholic beverages
- 3 Be able to serve alcoholic beverages
- 4 Understand the main types of cocktails and the ways in which they are mixed and served
- 5 Understand the issues concerning the sale of alcoholic beverages.

Unit content

1 Know the different types of alcoholic beverages and common matches with food

Categories: fermented beverages (beer, lager, cider, perry); wine, fortified wines; distilled beverages, spirits; alcopops (ready to drink (RTDs), flavoured alcoholic beverages (FABs))

Origin and ingredients: origin, eg country, region, new world, old world; ingredients, eg grapes, barley, apples, potato

Types: traditional beers (cask, keg, ales, lagers); speciality beers (wheat beers, fruit beers); wines (red, white, rose, sparkling); spirits (whisky, gin, vodka, rum, brandy; fortified wines, eg sherry, port

Alcohol content: alcohol by volume (ABV); weight by weight (w/w); proof; yeast; ethanol; fermentation; distillation

Matching alcoholic beverages with food: taste sensations, eg sweet, sour, salty, bitter; tactile sensations, eg density/body, textures, spiciness; aroma and flavour; common combinations, eg cabernet sauvignon with red meats, chardonnay with seafood

2 Know the storage, equipment and presentation requirements of common types of alcoholic beverages

Storage: chilled, eg bottle fridges, display fridges, wine fridges; ambient, eg shelves, promotional displays; hot dispense, eg mulled wine, Glühwein

Dispense equipment: beer dispense, eg cask hand pulled, keg electric pump; wine dispense, eg cork, screw caps; chilling equipment

Glassware: measured, eg wine, beer; cocktail, eg old fashioned, highball; spirits, eg balloon, liqueur, shot; other, eg toddy, liqueur coffee, plastic glassware

Presentation: traditional accompaniments, eg ice, lemon, lime, olives

3 Be able to serve alcoholic beverages

Methods: over the bar service; table service; room service; function service; wine service

Professional service standards: customer service, interpersonal skills; dispensing skills

4 Understand the main types of cocktail and the ways in which they are mixed and served

Definition and cocktail basics: base, eg vodka, whiskey, tequila; main flavouring, eg fruit juices, cream; special flavouring, eg grenadine, blue curacao

Types of cocktail: gin cocktails, eg dry martini, gin sling, negroni; vodka cocktails, eg bloody Mary, black Russian, Long Island ice tea; whisky cocktails, eg rusty nail, whisky sour, Irish coffee; brandy cocktails, eg sidecar, brandy sour, Singapore sling; rum and tequila cocktails, eg mai tai, margarita, pina colada; liqueur cocktails, eg B52, grasshopper; vermouth and sherry cocktails, eg americano, Manhattan; wine and champagne cocktails, eg black velvet, bucks fizz

Mixing cocktails: shaking; stirring; blending; building

Serving cocktails: garnish and decoration, eg fruit slices, cocktail sticks, ice, frosting

5 Understand the issues concerning the sale of alcoholic beverages

Legal responsibilities: relevant legislation; permitted age; licensing; trade descriptions; weights and measures

Health responsibilities: alcohol consumption and health; negative and positive effects of alcohol; recommended maximum units of alcohol consumption per week

Socio-cultural and moral issues: religious issues; sale of alcopops; alcohol and violence; spiking drinks; changing attitudes to alcohol consumption; anti-social behaviour; drink-related crime

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe different types of alcoholic beverages and common matches with food	M1 justify the selection of alcoholic beverages for different types and styles of food	
P2 describe the storage, equipment and presentation requirements of alcoholic beverages	M2 show independence, confidence and appropriate interpersonal skills when serving alcoholic beverages	D1 evaluate own skills in serving alcoholic beverages and cocktails, making realistic suggestions for improvement
P3 demonstrate how to serve alcoholic beverages	M3 assess the importance to the organisation of the responsible sale of alcoholic beverages.	D2 evaluate the socio-cultural, health and legal responsibilities that affect the sale of alcohol.
P4 identify the main types of cocktail and the ways in which they are mixed and served		
P5 explain the issues that affect the sale of alcoholic beverages.		

Essential guidance for tutors

Delivery

Learners will need access to the necessary resources in order to demonstrate the service of alcoholic beverages. If this is to be done in the centre rather than in the workplace, then the centre will need to have its own bar facilities and the appropriate licence.

Alcoholic beverages are a key product in the hospitality and catering industry. Learners need to be made aware of the breadth and diversity of alcoholic beverages and the responsibility of hospitality operations concerning the promotion and sale of alcohol. Learners need to develop the knowledge and skills to serve a range of alcoholic beverages in order to meet the diverse needs of the hospitality and catering industry.

The unit also considers responsibilities concerning the sale of alcohol. Changing public attitudes and government initiatives have put a focus on issues such as alcohol consumption and health, the negative and positive effects of alcohol, alcohol and violence, anti-social behaviour, and the maximum recommended units of alcohol consumption per week. Other legal issues such as licensing legislation, weights and measures, and trades descriptions are included.

Learners will benefit from visits from guest speakers such as wine buyers or specialist retailers, cocktail bar staff, brewery representatives or brewers, food and beverage managers or restaurateurs. Visits to wine warehouses, cocktail bars, fine restaurants, breweries, vineyards etc will help develop learners' interest in the subject and give them first-hand experience of the part that alcoholic beverages play in the hospitality industry.

As the unit involves the development of knowledge, understanding and technical skills to achieve the learning outcomes, the delivery of the unit should include both theory and practical sessions. It is appreciated that it is not always feasible to allow learners to mix cocktails and serve alcoholic beverages in the centre, but, wherever possible, the required technical skills should be developed through demonstrations and/or simulation exercises.

This unit could be integrated with, or delivered jointly with, *Unit 6: Food Service Operations*.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

To achieve P1, learners should give a description of different types of alcoholic beverages, including their origin and main ingredients. They should identify and describe the main categories of alcoholic beverages and then describe three types of alcoholic beverages within the category. The description should include the main ingredients, production method and alcohol content. Learners should also provide examples of food matches for the alcoholic beverages.

For P2, learners should include written notes, pictures, charts or diagrams describing and, where possible, demonstrating (eg observation or witness statement) different storage, equipment and presentation methods for beer (cask, keg and lager), wine (white, red, rose and sparkling), spirits (optic and free-pour), and bottled drinks (alcopops, beers, mixers, fruit drinks).

To achieve P3, learners need to demonstrate the service of at least two of the main categories of alcoholic beverage. The evidence could be in the form of a witness statement, photographs or video, and it could come from a real service situation or from a realistic work environment. Evidence should cover at least one of the service methods but should demonstrate competence in all of the professional service standards listed.

For P4, learners should be able to identify the key features of four different types of cocktail, eg whisky base, brandy base, liqueur base, wine base. Where possible the cocktails selected should use different methods of mixing, ie shaking, stirring, blending and building. Learners could provide this evidence in the form of a cocktail recipe card (with pictures) or notes of the ingredients, mixing method and presentation. It is not a requirement that learners have to make the cocktails for P4.

Evidence for P5 requires learners to explain the issues regarding the sale of alcoholic beverages. This criterion should be evidenced in the form of a report that should include the identification of relevant legislation, an overview of safe alcohol consumption and the socio-cultural and moral issues that affect the sale of alcohol.

M1 is an extension of P1 and requires learners to justify their selection of alcoholic beverages for different types and styles of food. Learners should either present a written report or make a verbal presentation in which they explain the food matches for at least three categories of alcoholic beverages.

M2 is an extension of P3, with learners needing to demonstrate independence, confidence and appropriate interpersonal skills when serving alcoholic beverages. Interpersonal skills include the selling and customer service skills used when dealing with customers during the preparation and service of alcoholic beverages. This could be evidenced in a similar way to P3, with the tutor providing a commentary as to the level of independence, confidence and the interpersonal skills employed against pre-determined criteria/checklist.

M3 requires learners to assess the importance to the organisation of the safe sale of alcoholic beverages. This is a development of P5 and could be evidenced as a report or a verbal presentation. In this evidence learners should assess how to ensure legislative compliance and the penalties of non-compliance. Learners should also include issues relating to the safe sale of alcohol and the impact of alcohol on anti-social/criminal behaviour.

To achieve D1, learners must provide a detailed evaluation of their skills in serving two of the main categories of alcoholic beverage in relation to professional service standards. Customer feedback could be collected using a pre-determined checklist.

Learners should use feedback from both their tutor and customers to determine the actions, skills and knowledge are required to improve service standards.

For D2, learners need to evaluate the socio-cultural and legal responsibilities that affect the sale of alcohol. This should include reference to current health guidelines, changes in legislation, reasons for legislation, and changes in alcohol consumption. Learners should also explore the ways in which organisations need to take into account religious and cultural sensitivities.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 6: Food Service Operations*
- *Unit 9: Food Service Organisation.*

The unit also has links with the Level 3 NVQ in Drink Service Advanced Craft.

Essential resources

Learners will need the necessary resources to demonstrate the service of alcoholic beverages. If this is to be done in the centre rather than in the workplace, then the centre will need to have its own bar facilities and the appropriate licence.

Indicative reading for learners

Textbooks

Beckett F – *How to Match Food and Wine* (Mitchell Beasley, 2002) ISBN 1840005769

UK Bartenders Guild – *International Guide to Drinks* (Ebury Press, 2006)
ISBN 0091912024

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing the storage, equipment and presentation requirements of alcoholic beverages. 	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> identifying the key features of different types of cocktail. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> demonstrating how to serve alcoholic beverages. 	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.

Unit 8: Kitchen Organisation and Food Safety

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to kitchen organisation and food safety, two very important aspects of the catering industry. Appropriate kitchen organisation ensures effective workflow within a safe and hygienic environment, whilst the importance of correct food storage must be highlighted to ensure that learners are aware of both safety and legal compliance issues.

The unit begins by looking at the role that production systems play in kitchen organisation. This will include cook to order, cook-chill and cook-freeze, together with centralised production and satellite systems. Staff organisation covers topics such as traditional brigades, modern-day brigades and the chef de partie system.

Learners will consider the ways in which correct food storage systems, procedures and appropriate record keeping and documentation contribute to kitchen organisation and food safety. The supervisory aspects of kitchen organisation and food safety are a significant part of the unit, and learners will explore the relevance of current food safety legislation and its importance for staff, customers and organisations.

Learners will carry out an analysis of kitchen workflow and identify potential safety hazards, and they will develop their communication skills by learning how to communicate essential information about food safety and kitchen organisation.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the role that production systems and staff organisation systems play in kitchen organisation
- 2 Know the common food storage procedures and documentation
- 3 Know realistic measures to ensure compliance with food safety legislation
- 4 Be able to carry out a workflow analysis of kitchen operations
- 5 Be able to communicate food safety and kitchen organisation systems.

Unit content

1 Understand the role that production systems and staff organisation systems play in kitchen organisation

Production systems: cook to order; cook-chill; cook-freeze; regeneration; centralised production and satellite systems; organisation of each kitchen system and the suitability for particular outlets and organisations; cost and feasibility implications of each system to an organisation

Staff organisation: traditional brigades; modern-day brigades; chef de partie system; teams; sole worker; support staff, eg kitchen porter, still room

Resources: equipment; layout; size

2 Know the common food storage procedures and documentation

Food storage: types (dry store, refrigerator, freezer); containers; storage areas (design, layout, cleanliness); techniques for monitoring and maintaining food safety and quality of food (audit, stock rotation, checklists, monitoring)

Procedures: goods and commodities (receiving, monitoring, storing, labelling, issuing); security; measures for improvement

Record keeping and documentation: computerised systems; bin cards; stores ledger; order book; stock sheets; delivery notes; invoices and statements

3 Know realistic measures to ensure compliance with food safety legislation

Key laws and regulations: food hygiene regulations, including temperature control; food labelling regulations; food standards legislation; hazard analysis critical control point (HACCP) procedures; risk assessment legislation; food premises registration regulations

Compliance: importance (to the organisation, to staff, to customers); statutory obligations (legislation, regulations); employer/employee responsibilities; Food Standards Agency; voluntary measures, eg guidance documents, industry/organisational codes of practice; consequences of non-compliance

Good practice in food hygiene: temperature control; procedures to control contamination (physical, biological, chemical, allergenic) and cross contamination (direct, indirect); personal hygiene; cleaning and disinfection; workplace and equipment design; waste disposal; pest control

4 Be able to carry out a workflow analysis of kitchen operations

Resources: staff; materials; equipment

Analysis: hygiene monitoring; HACCP; risk assessment; workflow efficiency

Influencing factors: production systems, equipment; food safety; staff training; kitchen design; layout

5 Be able to communicate food safety and kitchen organisation systems

Systems: eg temperature monitoring and recording, HACCP monitoring, risk assessment, hygiene compliance and monitoring

Communication methods: eg training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the role that production systems and staff organisation play in kitchen organisation	M1 explain the importance of appropriate production systems and staff organisation systems for different types of kitchen operations	D1 assess the strengths and weaknesses of different food production systems, making recommendations for improvements
P2 describe food storage procedures and documentation	M2 explain the importance of correct food storage procedures and documentation	
P3 identify measures to ensure compliance with food safety legislation	M3 design documentation for communicating food safety systems.	D2 evaluate different methods for communicating kitchen organisation and food safety systems.
P4 analyse kitchen workflows and identify potential safety hazards		
P5 communicate food safety measures and kitchen organisation systems.		

Essential guidance for tutors

Delivery

This unit makes an important contribution to the supervisory aspects of kitchen organisation and food safety. Whilst the unit will cover the theory of kitchen organisation, it should, wherever possible, be related to practical commercial working environments.

A programme of guest speakers would be beneficial. Speakers could include the local environmental health officer and other industry representatives. Visits to a range of catering outlets are essential in order to enable learners to identify key safety and organisational issues. The range of visits should be varied to ensure learners can compare the specific requirements for various types of outlets. Learners can use work-based experience to evidence particular organisational systems and food safety practices. This work experience should be complemented by the use of case studies that would help learners to understand the importance of appropriate kitchen organisation and food safety.

Learners must be supported in their research and investigations, and should be given the opportunity to discuss their findings with peers and their tutor. Discussion will encourage learners to develop their own approaches to kitchen organisation under guidance from their tutor and industry representatives.

Learners should have the opportunity to observe a range of both good and poor workflow through industrial visits to ensure they appreciate the implications and influences that can affect good practice.

Assessment

Evidence for P1 should be in the form of a written report or presentation about kitchen organisation and food safety. Learners should base their report/presentation on their own experience of working in a kitchen environment. This experience may have been gained working in the centre's realistic working environment (RWE), or during a period of work experience, or in part-time employment.

To evidence P2, learners must be able to describe food storage procedures and the associated necessary documentation. This should cover dry stores, refrigerators and freezers, including procedures for monitoring and maintaining food safety and storage. Learners should also describe the role of each of the different types of documentation used in the record-keeping system. A case study based on a commercial operation or the centre's own food storage systems and compliance procedures would generate appropriate evidence to describe the role of each of the different types of documentation and record keeping systems used.

P3 requires learners to identify good practices for safe and hygienic food production processes. This should include compliance with current legislation and hygiene monitoring. Learners need not quote from the different pieces of legislation but they should know how they collectively impact upon kitchen systems and procedures. Evidence for this criterion could include the compilation of a food safety checklist for an industrial kitchen environment that learners are familiar with.

P4 requires learners to analyse workflows in a kitchen environment. They should identify potential safety hazards caused by poor planning, organisation and inefficient workflow. The hazards considered should include hygiene and control points, and the report should take into account all of the influencing factors listed in the unit content. The evidence may include a report or presentation and should be based on three different kitchen operations, one of which could be the centre's training kitchen.

For P5, learners need to use three different methods for communicating food safety and kitchen organisation systems. The systems should include the use of three of the following: temperature monitoring and recording, HACCP monitoring, risk assessment, hygiene compliance and monitoring. This could involve the use of pre-published materials which are communicated orally to other learners and peer groups.

M1 requires learners to explain the importance of having the appropriate production system and staff organisation system for particular catering operations. The three different kitchen operations identified in P4 should be used as examples. A written report should clearly identify three contrasting types of catering operation and the staffing structures needed to maximise efficiency.

For M2, learners should explain the importance of correct storage for six different commodities. This could take the form of a presentation to their peer group. The foods chosen must include frozen, chilled and ambient products. An explanation of the types of documentation used for recording and monitoring the storage of any three of these products must be included in this presentation using appropriate handouts.

M3 requires learners to design three documents that will communicate to staff appropriate information about food safety systems. These may include a handout following a training session, a notice for a staff noticeboard, an article for inclusion in a staff newsletter, etc. This evidence will further develop previously generated evidence from P2, P3 and P4 connected to working practices and hazards.

To achieve D1, learners should assess the strengths and weaknesses of three different food production systems, making recommendations for possible improvements to each system. As for previous criteria, the food production systems chosen should be based on the learner's experience in the centre's training kitchen, work experience, and/or part-time employment.

D2 requires learners to evaluate three different methods of communicating food safety and kitchen organisation information. Learners should produce an evaluation which assesses the positive and negative aspects of the various communication methods used (eg training sessions can be both active and passive, whereas staff newsletters are entirely passive).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 3: Health, Safety and Security in the Hospitality Industry*
- *Unit 9: Food Service Organisation*
- *Unit 10: Introduction to European Cuisine*
- *Unit 11: Introduction to Asian Cuisine*
- *Unit 12: Introduction to Contemporary Cuisine.*

This unit has links to the following unit of the Level 3 NVQ in Professional Cookery:

- Unit 3GEN1: Ensure appropriate food safety practices are followed whilst food is prepared, cooked and served.

Essential resources

A commercial kitchen environment with associated storage areas and access to up-to-date legislation are essential for the delivery of this unit. Up-to-date information can be obtained from the Food Standards Agency.

Indicative reading for learners

Textbooks

Ceserani V, Kinton R and Foskett D – *Practical Cookery, 10th Edition* (Hodder-Arnold, 2004) ISBN 034081148X

Kinton R – *Theory of catering, 10th Edition* (Hodder-Arnold, 2004) ISBN 0340725125

CD ROM

Practical Food Hygiene (Croner Publications)

Croner Publications Ltd
Croner House
London Road
Kingston upon Thames KT2 6SR
Telephone: 020 8547 3333

Website

www.food.gov.uk

Food Standards Agency

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating different kitchen organisation systems communicating food safety measures and kitchen organisation systems describing food storage procedures and documentation analysing kitchen workflows and identifying potential safety hazards investigating food safety legislation. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1,000 words long.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching key food safety legislation. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> designing documentation for communicating food safety systems. 	PS3.1 Explore a problem and identify different ways of tackling it.

Unit 9: Food Service Organisation

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit gives learners an overview of the procedures associated with the organisation of food service. In learning outcome 1 they will investigate why staff organisation and methods of operation and service vary in different hospitality outlets depending on the particular requirements and capabilities of the organisation. The cost implications of the choice of service methods will also be covered.

Learning outcome 2 looks in depth at the importance to a food service outlet of effective supervisory and organisational practices, including following procedures and maintaining good liaison with other departments within the organisation. Learners will gain insight into staff management, effective preparation, use and control of resources, and the maintenance of adequate operating and sales information.

In learning outcome 3, learners will develop an understanding of the importance of relevant legislation, particularly in respect of hygiene, safety and effective trading in the food service. This is important as it underpins all aspects of food service operations, minimising potential risks of non-compliance and assisting learners in their preparation for work.

Good workflow systems are essential to ensure success in hospitality outlets. In learning outcome 4, learners will analyse appropriate workflow systems, and to consider influencing factors in their design and how they contribute to successful food and beverage operations.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the organisation of staff and service methods within food service operations
- 2 Understand food service practices and procedures and liaison with other departments
- 3 Understand the importance of legislation and regulations within food service organisation
- 4 Be able to describe a workflow system within a food service environment.

Unit content

1 Understand the organisation of staff and service methods within food service operations

Staff organisation: staff structure and roles (traditional brigades, partie system, teams, sole worker); support staff (still room staff, casual staff, cleaning staff)

Food service operations: types, eg restaurants, pubs, banquets, fast-food outlets, food halls/courts, rail/road/sea/air operations

Service methods: methods (silver service, plate service, buffet, self-service, assisted service, room service, counter service); suitability for hospitality outlet and cost implications, eg customer demand, speed of delivery, staff skills, ambiance, appropriate equipment and furniture

2 Understand food service practices and procedures and liaison with other departments

Practices and procedures: communications; staff planning; rotas; work allocation; motivating staff; training; monitoring preparation of food service operation; use of equipment; stock control; monitoring food service provision; developing repeat sales; after-sales service; ensuring customer satisfaction; greeting procedures and handling customer arrivals/departures; sales procedures (reservations, cash handling, maintaining records, sales analysis)

Liaison with other departments: eg front office, reservations, linen room/laundry, stores, bar, cleaning, maintenance, sales and marketing

3 Understand the importance of legislation and regulations within food service organisation

Importance of legislation: sale of goods; misrepresentation; consumer protection; food labelling; supply of goods and services; licensing

Compliance: importance (to the organisation, to staff, to customers); statutory obligations, legislation and regulations; employer/employee responsibilities and voluntary measures; guidance documents; industry/organisational codes of practice; non-compliance consequences

Hygiene: codes of practice relating to personal hygiene; food hygiene (display, replenishment, rotation, storage temperature)

Safety: codes of practice relating to location and use of equipment, layout and presentation; staff roles and responsibilities; storage procedures; electrical equipment; manual handling; cleaning materials; potential hazards, eg spillage, breakages, handling of hot food; behaviour of self, staff and customers

4 Be able to describe a workflow system within a food service environment

Systems: design and layout; presentation; staffing; stock; equipment; monitoring and control points; efficiency

Influencing factors: food service practices and procedures; types of operation; equipment; available staff and expertise

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe staff organisation and service methods for differing food service operations	M1 compare the organisation and staffing of two food service operations	D1 evaluate the effectiveness of organisation and staffing in food service operations
P2 describe organisational practices and procedures in food service operations and their liaison with other departments	M2 assess the importance of effective organisational practices and procedures and liaison with other departments	
P3 summarise the legislation and regulations that are relevant to food service operations and ways in which compliance is monitored		
P4 describe the workflow system in a chosen food service environment.	M3 explain how a range of factors can influence the design of workflow systems in a food service context.	D2 evaluate a workflow system in a food service context, explaining strengths and weaknesses and making recommendations for improvement.

Essential guidance for tutors

Delivery

This unit makes an important contribution to the supervisory aspects of food and beverage service organisation, particularly those relating to the organisation and supervision of people and resources.

It is important throughout the delivery of this unit that learners are made aware of different types of food service operation and the situations and contexts in which they take place. Although some centres will prefer to concentrate on traditional restaurants, the unit is designed to prepare learners for supervisory roles in a range of food service operations. There will need to be theoretical input on different types of operation and their staffing structure, but additionally learners could provide their own examples from their experience as a customer, employee or as a result of work-based experience. Encouraging learners to draw on their own industry experience will be beneficial when discussing practices, procedures and liaison with other departments.

Learners need to be able to understand the importance of regulation and legislation. Industry speakers from local establishments are often able to illuminate the subject with first-hand evidence. Investigation of workflow systems may benefit from a series of directed visits to a variety of local outlets, where learners can form their own judgements on the effect of workflow design on customer service.

In order to analyse and evaluate workflow situations, learners will need some practical experience. This could be based on the centre's own training or commercial operations, case study materials, or real commercial operations. The delivery of the unit may require the development of research skills. This could focus on sources of information, collating, selecting and analysing information.

This unit could be delivered jointly with *Unit 6: Food Service Operations*. *Unit 4: Hospitality Team Leadership and Supervision* could also be delivered alongside the current unit as it offers the opportunity to organise and supervise a team in the delivery of food service. The application of evaluation techniques and criteria will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Assessment

Evidence for P1 could be obtained through work experience or through visits to a variety of establishments. Alternatively, learners may wish to undertake research to determine the link between staff organisation, style of operation and methods of food service in different situations. The evidence should focus on at least three distinct types of food service establishment and identify staff organisation and service methods within each. At least two of the establishments should be of roughly similar scale in terms of the numbers of staff and customers.

For P2, evidence could be obtained at the same time as research for P1 through work experience or visits to a variety of establishments. Learners will need to undertake some primary research in different situations into operational practices and procedures, and they will need to describe how local labour market and local environment are reflected in these practices and procedures. They should use their research and experiences to identify the role of inter-departmental communication.

When evidencing P3, learners are not expected to reproduce lengthy descriptions of relevant legislation and regulations. Instead they should provide evidence in their own words showing that they have an understanding of the practical considerations of regulations, good practice and guidelines connected to hygiene and safety. Systems and ways of ensuring compliance will form an important part of the evidence. Use of relevant terminology is critical to achieving this criterion.

P4 requires learners to show a clear understanding of the principles of workflow as applied to an outlet with which the learner is familiar. The evidence should focus on one establishment, describing the passage of products from the point of delivery or preparation to the point of service. They should relate this path to the layout, equipment, staffing and show how presentation, stock and equipment are important to ensuring effective workflow and good customer service.

M1 requires learners to compare two of the food service operations identified in P1 (which should be of similar scale to make valid comparisons), explaining why service methods and staffing are appropriate for each organisation, and amplifying evidence presented in P1.

The evidence required for M2 must focus on the reasons why good practices and procedures are important to the organisation, and the results of poor procedures and liaison (for example a lack of product knowledge will lead to incidents and complaints). It should also focus on the need to take account of outside influences (eg knowledge of local events which may create unusual demand) and their effect on efficiency and customer care.

In M3, the evidence will build on the systems identified in P4, referring to more than one outlet. P4 requires evidence in the form of a description of workflow system, but the evidence required to meet the M3 criteria should identify relevant factors and show why they have to be considered to create effective workflow. For example, in the design of a self-service area, customers should not be expected to join food queues if all they require is a drink.

In order to achieve D1, learners will need to identify and analyse the interlinked components of operation type, service and operating methods, and staffing. They should evaluate strengths and weaknesses within the organisations identified in M1, and suggest improvements which could be made. For example, a study of a particular organisation might lead them to suggest reasons why the service of hot drinks should not be provided by the cashier.

For D2, the evaluation must be independent work and should be in the form of a presentation or written report expanding the M3 evidence. It should contain precise and detailed information related to more than one organisation, objectively reviewing relevant factors, identifying strengths or weaknesses and justifying viable and realistic recommendations for improvement. An example might be a suggestion to relocate hot and cold drinks to join the sales point for biscuits and pastries.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 6: Food Service Operations*
- *Unit 7: Alcoholic Beverage Service Operations*
- *Unit 8: Kitchen Organisation and Food Safety*
- *Unit 10: Introduction to European Cuisine*
- *Unit 25: Work-related Project in Hospitality.*

Essential resources

It is essential for the delivery of this unit that learners have access to food service outlets to observe real life situations.

Indicative reading for learners**Textbook**

Cousins J, Foskett D and Gillespie C – *Food and Beverage Management, 2nd Edition* (Longman, 2001) ISBN 0582452716

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing food service practices and procedures describing workflows researching legislative and regulatory requirements of food service. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1,000 words long.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching legislative and regulatory requirements of food service. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> making recommendations to the improvement of workflow systems. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p>

Unit 10: Introduction to European Cuisine

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

European cuisine encompasses a diverse range of traditions, from the Mediterranean to Scandinavia and from the Atlantic to the Balkans. Some of these cuisines have played a long-standing and important role in the UK hospitality industry, and their influence shows no signs of diminishing. Learning outcome 1 deals with the equipment, commodities and preparation methods that are necessary in order to be able to plan and produce a range of European cuisine dishes. In learning outcome 2 learners will develop an understanding of different types of European cuisine and their specific influences and requirements.

Learning outcome 3 gives learners the chance to practise and develop their skills in the preparation and cooking of a range of European dishes, whilst ensuring that safe, professional and hygienic practices are followed at all times. In learning outcome 4, learners will be introduced to the process of reviewing and evaluating their dishes and then recommending any appropriate improvements. The application of evaluation techniques and criteria will make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Learners will consider the influence that other European countries have had on UK cuisine and explore the factors which have promoted the incorporation of European culinary influences.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the equipment, commodities and methods required to produce different examples of European cuisine
- 2 Know the styles of cuisine and range of dishes that are produced in Europe
- 3 Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when producing European dishes
- 4 Understand the evaluation techniques used in the monitoring of the completed dishes.

Unit content

1 Know the equipment, commodities and methods required to produce different examples of European cuisine

Equipment: conventional ovens; combination ovens; steamers; microwave cookers; rice cookers; brat pans; flare grills; salamanders; bains-marie; griddles; deep fat fryers; hot smoking ovens; pasta machines; knives; chopping boards; mixers; blenders; processors; moulds

Commodities: meat; poultry; fish; vegetables; fruit; pasta; seafood; pastries; confectionary; breads

Methods: preparation methods (peeling, chopping, blending, boning, skinning, blanching, refreshing, coating and seasoning); cooking methods (roasting, braising, baking, poaching, frying, grilling, smoking, pot roasting, curing and stewing); storage methods (fresh, chilled, frozen, dried, tinned, vacuum packed)

2 Know the styles of cuisine and range of dishes that are produced in Europe

Styles of cuisine: countries, eg France, Spain, Portugal, Italy, Belgium, Greece, Germany, Russia, Poland, Switzerland, Hungary, Sweden and Norway

Range of dishes: eg tapas, appetisers, salads, hors d'oeuvres, soups, fish, meat, vegetables, desserts, savouries and cheeses

3 Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when producing European dishes

Safety and hygiene: food safety and correct storage and labelling; cross-contamination; temperature monitoring; critical control points

Preparation: time planning; food orders; selecting and using appropriate equipment in a safe manner, demonstration of hygienic practice

Cooking skills: methods; processes; timing; quality; selecting and using appropriate commodities and equipment

Professional skills: attitude; appearance; communication; teamwork

4 Understand the evaluation techniques used in the monitoring of the completed dishes

Techniques: qualitative; quantitative; sources of information, eg customers, colleagues; dish analysis sheets; timing schedules; working methods; recommendations for improvement

Criteria: timing; appearance; taste; colour; texture; cost; presentation; feedback; recommendations

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the equipment, commodities and methods used to produce different European cuisines	M1 describe the recent influences of European cuisine on British food with regard to the equipment and ingredients now used	D1 analyse the extent to which different European cuisines have influenced British culinary trends
P2 describe the characteristics of different European cuisines	M2 demonstrate creativity in the production of European-style cuisine	D2 evaluate own performance using quality monitoring criteria, and make realistic recommendations for areas in which skills could be developed and enhanced.
P3 demonstrate food preparation and cooking skills that are safe, hygienic and professional in producing European dishes	M3 use quality monitoring techniques and criteria to review European cuisine dishes.	
P4 suggest quality monitoring techniques and criteria that could be used to review European cuisine dishes.		

Essential guidance for tutors

Delivery

Professionalism in the hospitality and catering industry is vital both to the success of the hospitality organisation and to learners' future careers. Employers will expect recruits to demonstrate a professional attitude to their work, to themselves, and to their colleagues, customers and employers. Tutors must reinforce the importance of maintaining a professional attitude, in terms of personal, social and technical skills and safe and hygienic working practices.

This unit has a practical component and focuses on the development of food preparation and cooking skills. Learners must have the opportunity to explore different types of European cuisine, as well as to develop a wide range of knowledge and practical skills. Dishes must be produced to a standard that is acceptable to paying customers, although learners will need extensive support during the initial stages of delivery.

The evaluation of dishes, when they have been prepared and cooked, is an important part of the unit, and learners will initially need guidance on how best this can be achieved. Later in the unit, learners should take greater control over the evaluation of dishes, whilst still involving the tutor as an informed observer.

In order to deliver learning outcome 1, learners must learn to recognise specific pieces of large equipment such as combination ovens, salamanders and brat pans. Learners should have the opportunity to use large-scale equipment in a practical situation and also, if possible, visit a large-scale catering organisation to be able to observe specialist equipment being used. Learners should develop practical skills such as peeling and blanching, together with basic cooking skills to produce examples of European dishes.

Learning outcome 2 requires learners to know specific influences, menus and dishes from various European countries. The characteristics of European cuisine could be researched through the internet, recipe books and discussions, with learners then identifying menu examples for each country and describing the historical influences of the dishes. Traditions and influences should be discussed, and learners can then compile a list of appropriate dishes for each European country. It is not necessary to deal with every type of cuisine, nor with every type of dish for each country, but it would be useful to deal with as wide a range of cuisines as possible and to focus on classic dishes for which the countries are best known.

Learning outcome 3 will need to be delivered within a practical environment and involves evidencing good practical skills alongside safe work practices and hygiene monitoring. Learners should build up evidence for this learning outcome through witness statements, digital photographs, monitoring records and tutor feedback from practical sessions. The feedback from the learner's peer group and customer feedback from learning outcome 4 would also be appropriate sources of evidence.

To achieve learning outcome 4, it is necessary for learners to undertake detailed reviews and evaluations of the dishes that have been produced and for this feedback to be used in a constructive manner to achieve an improvement in performance. This evaluation will need to involve both internal and external customer groups, and feedback will need to be analysed and presented in an appropriate format.

Although this unit develops essential practical skills in food preparation and cooking, it could be delivered jointly with *Unit 5: Hospitality Team Leadership and Supervision*, offering the opportunity to organise and supervise a team in the preparation and cooking of European cuisine. The application of evaluation techniques and criteria will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

For P1, learners should identify and describe the equipment, commodities and methods used in European cuisines. As an example a raclette or pasta machine could be described and its purpose identified. This criterion is designed to ensure learners have an appreciation of the different types of equipment and commodities available throughout Europe. For this criterion, it is not necessary to link the equipment, commodities and methods to different countries' cooking.

For P2, learners should choose at least six different European cuisines, using at least two different dishes from each country as examples, describing specific ingredients, equipment and methods. This evidence should make clear reference to the research sources used.

For P3, learners should apply the knowledge about different European cuisines in order to produce one dish from each of six different countries. Ideally, the dishes chosen should be from the same countries identified in P2. For this criterion, it is essential that learners are able to apply appropriate standards of hygiene and safety while they are producing these dishes. It is therefore important that evidence is not restricted to outcomes (eg digital photos of the finished dishes) but that there is also evidence of the processes that the learner has followed in producing the dishes. Appropriate evidence would be planning sheets, observation reports and feedback.

In order to achieve P4, learners should suggest criteria and techniques that could be applied to dishes that they or other learners have produced. Not all techniques or criteria will be equally relevant. Learners could apply different techniques and criteria to different dishes, but should use each at least once.

For M1, learners should describe the influence of at least four European countries on British cooking over the last 25 years. It would be appropriate here for learners to show examples of how European techniques, commodities or methods have been incorporated into mainstream British food and adapted. At this level, there is some expectation that learners can use independent research skills to generate evidence.

M2 builds upon the skills shown in P3. For M3, it is not enough for learners to follow a well-known recipe; they should demonstrate creativity. For example, learners could take a traditional European dish and give it a modern style of presentation or interpretation such as a classic mushroom risotto flavoured with a sun-blushed tomato pesto and topped with a Parmesan tuille biscuit. A further example could be the dessert panna cotta but served with poppy seeds stirred through it and presented in a martini glass with a mixed berry compote topping. The evidence will be practical and will need to include an observation sheet supported by other forms of evidence, such as digital photographs or tasting notes.

For M3, learners should apply the criteria that they identified in P4 to at least six dishes. These criteria could be applied to dishes produced by themselves, by other learners, or by professional organisations, eg canteens, restaurants, pubs.

For D1, learners are expected to show an understanding of how the relative importance of different countries upon British cooking has changed in recent years. It could also include an analysis of some of the underlying causes of these changes such as package holidays, public demand, modern farming, year-round availability of produce, political changes, eg accession of Eastern European countries into the EU.

To achieve D2, learners will evaluate their own performance. This should be based upon feedback and analysis of the dishes produced during this unit, but should also, where necessary, incorporate other relevant areas, such as specific preparation or cooking skills. Areas of strength and weakness should be identified, and realistic suggestions for improvement should be made.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 3: Health, Safety and Security in the Hospitality Industry*
- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 8: Kitchen Organisation and Food Safety.*

Essential resources

Commercial catering equipment is an essential requirement for the delivery of this unit to ensure learners have sufficient opportunity to demonstrate vocational competence. Links with industry will ensure that learners have a broader appreciation and insight into the Hospitality industry and give a broader European perspective.

Indicative reading for learners

Textbooks

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

Ceserani V, Kinton R and Foskett D – *Theory of Catering, 10th Edition* (Hodder Arnold, 2003) ISBN 0340850418

Ceserani V and Foskett D – *Advanced Practical Cookery* (Hodder and Stoughton, 2002) ISBN 0340848537

Cracknell H and Kaufman R – *Practical Professional Cookery* (McMillan, 2001) ISBN 0333778901

Gillespie C – *European Gastronomy into the 21st Century* (Butterworth-Heinemann, 2003) ISBN 0750652675

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning the quantities of ingredients required to prepare European cuisine dishes. 	N3.1 Plan an activity and get relevant information from relevant sources. N3.2 Use this information to carry out multi-stage calculations to do with: <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae.
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> evaluating dishes researching European dishes. 	C3.1a Take part in a group discussion. C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching European dishes. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> suggesting and then using quality monitoring criteria to evaluate dishes and own skills. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> suggesting and then using quality monitoring criteria to evaluate dishes. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 11: Introduction to Asian Cuisine

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Asian cuisine plays an important role in the UK hospitality industry, and this unit introduces learners to the many types and styles of Asian cuisine that are featured. Through structured research and investigation, learners will find out about the specific types of equipment, commodities and preparation methods needed to produce the various styles of Asian cuisine.

Learners will develop an appreciation of the historical influences and origins of a range of Asian cuisines and the types of dishes that are produced.

Learners will be able to practise and develop their skills in the preparation and cooking of a range of Asian cuisine dishes from a country of their choice. An understanding of the relevant health and safety issues relating to food production, service and storage is crucial as learners are expected to follow safe, professional and hygienic working practices.

The unit introduces learners to the process of reviewing and evaluating specific dishes that they have produced and then proposing any appropriate improvements. The application of evaluation techniques in the quality monitoring and review process will make a very valuable contribution to the learner's potential future supervisory role within the hospitality industry.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the equipment, commodities, storage and cooking methods required to produce different examples of Asian cuisine
- 2 Know the historical influences on Asian food, the styles of cuisine, and the types of dishes that are produced in Asia
- 3 Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when producing Asian dishes
- 4 Understand the evaluation techniques used in the monitoring of the completed dishes.

Unit content

1 Know the equipment, commodities, storage and cooking methods required to produce different examples of Asian cuisine

Large equipment: conventional stoves; combination ovens; Chinese burner wok cookers; rice cookers; open ring stoves; griddles; salamanders; flare grills; tandoori ovens; deep fat fryers; atmospheric steamers; brat pans; bain-maries; bamboo steamers; grinders; blenders; mixers; processors

Smaller equipment: clay pots; handis pans; tawa pans; makisu mats; mortar and pestles; chop sticks; rice bowls; woks; knives; cleavers; chopping boards

Commodities: rice; seaweed; herbs and spices; meat; fish; dried fish; vegetables; shellfish; poultry; fats and oils; breads; starches; fruit; nuts; seeds; pastries and confectionery

Preparation methods: eg peeling, chopping, blending, boning, skinning, blanching, refreshing, fruit and vegetable carving

Storage methods: fresh; chilled; frozen; dried; tinned; vacuum packed

Cooking methods: poaching; steaming; braising; stewing; frying; grilling; baking; roasting; pot roasting; stir fry

2 Know the historical influences on Asian food, the styles of cuisine, and the types of dishes that are produced in Asia

Historical influences on Asian food: religious; geographical

Styles of cuisine: countries, eg India, Japan, China, Thailand, Burma, Vietnam, Malaysia, Indonesia, the Philippines

Types of dishes: dim sum; appetisers; salads; soups; sauces; snacks; fish; meat; side dishes; vegetables; vegetarian main dishes; desserts; fresh fruits; savouries

3 Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when producing Asian dishes

Safety and hygiene: food safety; correct storage and labelling; cross contamination; temperature monitoring; critical control points

Preparation: time planning; food orders; selecting and using appropriate equipment in a safe manner; demonstration of hygienic practices; safe storage after preparation

Cooking skills: methods; processes; timing; quality; selecting and using appropriate commodities and equipment

Professional skills: organisational; attitude; appearance; communication; teamwork

4 Understand the evaluation techniques used in the monitoring of the completed dishes

Evaluation techniques: qualitative and quantitative; sources of information eg customers, colleagues; dish analysis sheets; timing schedules; working methods; recommendations for improvement

Monitoring: timing; appearance; taste; colour; texture; cost; presentation; feedback and recommendations

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the equipment, commodities, and the storage, preparation and cooking methods used to produce different styles of Asian cuisine</p> <p>P2 describe the historical influences on Asian food, the styles of cuisine, and the types of dishes that are produced in Asian countries</p> <p>P3 demonstrate safe, hygienic and professional food preparation and cooking skills when producing Asian cuisine dishes</p> <p>P4 suggest quality monitoring techniques that could be used to review Asian cuisine dishes.</p>	<p>M1 describe the influence of a style of Asian cuisine on British food with reference to the equipment, commodities and cooking methods used</p> <p>M2 demonstrate independence and high standards of food preparation and cooking skills when producing Asian cuisine dishes</p> <p>M3 use quality-monitoring techniques and criteria to review Asian cuisine dishes.</p>	<p>D1 analyse reasons for the changes in popularity of Asian cuisine in Britain</p> <p>D2 evaluate own performance using quality monitoring criteria and make realistic recommendations for areas in which skills could be developed when preparing Asian cuisine dishes.</p>

Essential guidance for tutors

Delivery

Professionalism in the hospitality and catering industry is vital both to the success of the hospitality organisation and to learners' future careers. Employers will expect recruits to demonstrate a professional attitude to their work, to themselves, and to their colleagues, customers and employers. Tutors must reinforce the importance of maintaining the right professional attitude, in terms of personal, social and technical skills and safe and hygienic working practices when working and communicating with others.

This unit has a practical component and focuses on the development of food preparation and cooking skills. Learners must have the opportunity to explore different styles of Asian cuisine, as well as to develop a wide range of knowledge and practical skills. Dishes must be produced to a standard that is acceptable to paying customers, although learners will need extensive support during the initial stages of delivery.

The evaluation of dishes, when they have been prepared and cooked, is an important element, and learners will initially need guidance on how best this can be achieved. Later in the unit, learners should take greater control over the evaluation of dishes, whilst still involving the tutor as an informed observer.

In order to deliver learning outcome 1, learners must recognise various pieces of large equipment including tandoori ovens, rice cookers, turbo woks and atmospheric steamers. Smaller items of cooking equipment include handis pans (large surface area saucepans) and tawa pans (griddle pans). Commodities used in Asian cuisine are often very different from those used in traditional European cooking and visits to delicatessens, food halls, food wholesalers and distributors would give learners an initial insight into the range of produce available. Learners should have the opportunity to use appropriate large-scale and small equipment in a practical situation and in addition, if possible, visit a large-scale catering organisation to observe specialist equipment being used. Partnerships with Asian restaurants would ensure learners have opportunities to see exactly how the equipment is used to produce specific menu items. This partnership could result in the restaurant putting on skills workshops and demonstrations within the learning environment for learners to experience specific styles of Asian cuisine.

To achieve learning outcome 2, the characteristics of Asian cuisine could be researched through the internet, recipe books and tutor-led discussions, with learners then identifying menu examples for specific countries and styles of cuisine. The historical influences of the dishes should be researched. The traditions and influences should be discussed and learners would then be able to compile a list of appropriate dishes for specific Asian countries. It is not necessary to deal with every type of Asian cuisine, or with every type of dish for each country, but it would be useful to deal with as wide a range of cuisines as possible and to highlight particular specialist dishes from specific countries.

Learning outcome 3 will be delivered within a practical environment and involves evidencing good practical skills alongside safe work practices and hygiene monitoring. Learners will need to develop practical skills such as cutting, chopping, peeling, blanching and refreshing, together with basic cooking skills to produce examples of Asian dishes.

Learners should build up evidence for this learning outcome through witness statements, digital photographs, monitoring records and tutor feedback from practical sessions. The feedback from the learner's peer group and customer feedback from the learning outcome 4 would also be appropriate sources of evidence.

Learning outcome 4 deals with quality monitoring. It is important that learners develop a firm understanding of the techniques that can be used before they are applied to evaluations of their own and other learners' dishes.

Although this unit develops essential practical skills in food preparation and cooking, it could be delivered jointly with *Unit 5: Hospitality Team Leadership and Supervision*, offering the opportunity to organise and supervise a team in the preparation and cooking of Asian cuisine. The application of evaluation techniques and criteria will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

To achieve P1, learners should identify and describe the types of equipment, commodities and methods used to produce various Asian cuisines. An example in Japanese cuisine is a makisu mat (a bamboo mat/sushi rolling mat) and in Chinese cuisine an example would be a Chinese burner (wok cooker). This equipment could be described by learners and their purpose identified. The criterion is designed to ensure learners have an appreciation of the different types of equipment and commodities available throughout Asia.

For P2, learners should describe the cuisines used in six different Asian countries using at least two different dishes from each country. Recipes should be sourced and the specific ingredients together with preparation methods and equipment should be identified. This evidence should make reference to the research sources. Learners should also identify any historical influences on the cuisine for the dishes and countries chosen.

For P3, learners should apply the knowledge gained from their research in order to produce six different dishes from one Asian country. There must be coverage from the whole menu to include examples of appetisers, main courses, vegetarian options and desserts. For this criterion, it is essential that learners are able to apply appropriate standards of hygiene, safety and professionalism while they are producing these dishes. It is therefore important that evidence is not restricted to outcomes (eg digital photos) but that there is also evidence of the processes that learners have followed in producing the dishes. Appropriate evidence would be planning sheets, observation reports and feedback. It is expected that at pass level there will be appropriate tutor guidance and input provided to assist learners.

In order to achieve P4, learners should suggest criteria and techniques that could be applied to dishes that they or other learners have produced. Not all techniques or criteria will be equally relevant. Learners could apply different techniques and criteria to different dishes, but should use each at least once.

For M1, learners must describe how Asian techniques, commodities and cooking methods have been incorporated into mainstream British food and adapted. At this level, there is some expectation that learners can use independent research skills to generate evidence.

M2 builds on the skills shown in P3. However, the key difference is the level of independence displayed by learners, and the ability to achieve a high standard working alone using initiative. The evidence will be practical and may include a tutor observation sheet supported by other forms of evidence, eg digital photographs and feedback from the peer group and external customers.

For M3, learners should apply the monitoring techniques and criteria that they identified in P4 to at least six dishes. These criteria should be applied to dishes produced by themselves, by other learners, or by professional catering organisations, eg Asian restaurants and takeaway outlets.

For D1, learners are expected to show an understanding of their chosen Asian cuisine to include why there has been such an upsurge in the popularity of Asian cooking and how and why it has changed in recent years. It could also include an analysis of some of the underlying causes of these changes such as package holidays, public demand, year-round availability of produce, takeaway restaurants, Asian food stores and increased interest in healthy eating.

To achieve D2, learners must evaluate their own performance. This should be based upon feedback and analysis of the dishes produced, but should also, where necessary, incorporate other relevant areas, such as specific preparation or cooking skills. Areas of strength and weakness should be identified, and realistic suggestions for improvement should be made.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 3: Health, Safety and Security in the Hospitality Industry*
- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 8: Kitchen Organisation and Food Safety.*

Essential resources

Commercial catering equipment is an essential requirement for the delivery of this unit to ensure learners have sufficient opportunity to demonstrate vocational competence. Partnerships with local restaurants, caterers and food distributors will help to support learners and ensure they have an understanding of the range of commodities used in specific Asian cuisines. Research skills will need to be developed and supported by the tutor to ensure learners understand the specific chosen Asian cuisine and its requirements.

Indicative reading for learners

Textbooks

Booth S – *Food of Japan* (Grub Street Publications, 1999) ISBN 1902304160

Brissenden R – *South East Asian Food* (Grub Street Publications, 2004)
ISBN 1904010423

Hom K – *Foolproof Far Eastern cookery* (BBC publications, 2003) ISBN 0563488697

Solomon C – *Encyclopaedia of Asian Food* (Grub Street Publications, 2004)
ISBN 1864366443

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning the quantities of ingredients required to prepare Asian cuisine dishes. 	N3.1 Plan an activity and get relevant information from relevant sources. N3.2 Use this information to carry out multi-stage calculations to do with: <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae.
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the historical influences on a specific Asian cuisine describing the style of cuisine, the menus. 	C3.1a Take part in a group discussion. C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching the historical influences on a specific Asian cuisine. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> evaluating own performance using quality monitoring criteria and making recommendations for areas in which skills could be developed. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> suggesting and then using quality monitoring criteria to evaluate dishes. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 12: Introduction to Contemporary Cuisine

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to a variety of innovative and contemporary styles of cuisine from a broad spectrum of catering outlets. These may range from fashionable restaurants owned or franchised by celebrity chefs with large budgets and the ability to charge high prices, to schools and residential establishments such as care homes that have to meet strict budgetary constraints whilst maintaining nutritional balance and interest for the consumer.

Learners will develop planning skills in the development of menus, which will then be prepared, cooked and presented to invited guests. This could involve a banquet menu suited to a special occasion in the academic timetable, or it might involve an extensive menu based on regional or nationally renowned ingredients or commodities. This is similar to chef's taster menus, which are found in many good quality outlets today. From this, they will develop a wide knowledge of a variety of modern styles of cuisine and the ability to safely use equipment involved in its preparation and presentation. Learners will have opportunities to develop practical skills in preparing, cooking and presenting locally, nationally and globally available commodities, following safe, professional and hygienic practices.

Learners will investigate how and where to obtain commodities required for the production of dishes, their seasonal availability, origins and cost and how to order them. The unit also introduces learners to the processes involved in evaluating and suggesting improvements to or modifying dishes, and will allow them the opportunity to reflect on their skills and identify areas for future improvement.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan menus taking into account recent developments in contemporary cuisine
- 2 Know the commodities used in contemporary cuisine
- 3 Be able to prepare, cook and present contemporary dishes, using professional, safe and hygienic working practices
- 4 Understand the criteria and techniques used in quality monitoring of contemporary dishes.

Unit content

1 Be able to plan menus taking into account recent developments in contemporary cuisine

Plan menus: well-balanced; suitable for the establishment, eg restaurant, hotel, hostel, schools, residential homes, prisons; within financial constraints; nutritionally sound

Recent developments: healthy eating (fresh ingredients, recommended daily intakes, special dietary requirements, additives, government initiatives, school menus); ethics and the environment (fair trade, local sourcing, food miles, organics); eating out (grazing, gastropubs, fusion menus, innovative menus, increased spending power)

2 Know the commodities used in contemporary cuisine

Commodities: meat (red, white); poultry; game (feathered, furred); fish (fresh-water, salt-water); crustaceans; molluscs (bi-valve, uni-valve); vegetables; fruits; pasta; pastries; breads; regional and national specialities, eg Parma ham, Rouen duck, stilton cheese, Welsh lamb, Scotch beef; seasonal availability

Preservation: frozen; chilled; dried; tinned; bottled

3 Be able to prepare, cook and present contemporary dishes using professional, safe and hygienic working practices

Prepare: researching contemporary dishes; composing balanced menus; compiling effective time plans; writing food orders; selecting and using appropriate equipment, commodities and methods

Cook: use appropriate methods, processes, timings and equipment

Present: present the finished product to specification (quality, quantity, appearance, correct temperature, within budget, within an appropriate time-scale, ready to be served at the correct time and place)

Professional, safe and hygienic practices: professional attitude and appearance in correct uniform; effective communication; teamwork; safe and hygienic practices; compliance with relevant legislation; monitoring critical control points

4 Understand the criteria and techniques used in quality monitoring of contemporary dishes

Techniques: collecting information; sources of information, eg customer questionnaires, colleagues; feedback (qualitative, quantitative); dish analysis sheets; timing schedules; working methods; making reasoned judgements based on available information; recommendations for improvement

Criteria: timing; appearance; taste; colour; texture; cost

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 plan menus for two different catering outlets taking into account recent developments in contemporary cuisine	M1 compare menus and commodities used in contemporary cuisine	
P2 identify commodities that could be used in contemporary menus and compile food orders	M2 demonstrate professional working practices and independence when using technical skills to prepare, cook and present food	D1 demonstrate innovation in producing contemporary cuisine
P3 prepare, cook and present contemporary dishes with appropriate tutor support	M3 review contemporary dishes, making recommendations for improvement.	D2 evaluate own skills and make realistic recommendations for improvement.
P4 demonstrate professional, safe and hygienic working practices when preparing and cooking food		
P5 suggest quality monitoring techniques and criteria that could be used to review contemporary cuisine dishes.		

Essential guidance for tutors

Delivery

Learners may need extensive support during the initial stages of delivery but they must show self-reliance as the unit progresses. A professional approach to the hospitality and catering industry is vital, and professionalism in their attitude to their work, to themselves, staff, colleagues, guests and to their employers must be shown. Tutors should actively reinforce the importance of maintaining the correct approach in terms of personal, social and technical skills, as well as safe and hygienic working practices when working and communicating with others.

This unit is primarily practical and focuses on the development of food preparation and cooking skills, the use of commodities in contemporary cuisine, their availability and alternatives, and menu planning.

To find out about the commodities used in contemporary cuisine, learners could visit retail or wholesale outlets such as London's Billingsgate or Smithfield markets or other regional distribution centres. Learners should also be given the opportunity to gather information from different sources such as their own part-time employment or work experience, previous courses, the internet, television programmes, books and magazines, meetings with professional chefs, eating out and any other pertinent way. This will enable learners to explore contemporary culinary thinking and practice and to develop a wide range of knowledge and practical skills. These should be used when compiling and executing original and creative menus for contrasting outlets in the trade. Learners should be encouraged to experiment with contemporary developments and trends, develop recipes, and be creative in their work, while keeping in mind traditional values, methods and ingredients.

The evaluation of dishes when they have been prepared, cooked and presented is an important part of this unit, and learners will initially need guidance on how best this can be achieved and how changes or substitutions may be made when required. Later in the unit, learners should take greater control over the evaluation of dishes whilst still involving the tutor as an informed observer/mentor.

All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated outcomes. This unit could be delivered jointly with *Unit 5: Hospitality Team Leadership and Supervision*, offering learners the opportunity to organise and supervise a team in the preparation and cooking of contemporary cuisine.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

Evidence should primarily be practical and assessed through observation of learners' skills in preparing and cooking a range of contemporary dishes from two different and contrasting areas of catering. Themed catering would provide an appropriate opportunity for learners to express their development within a production environment from one area, and inviting local pensioners to lunch could provide another realistic outlet.

To achieve P1, learners must research and plan menus for two contrasting catering outlets, taking into account current developments and trends in contemporary cuisine. The outlets should be significantly different so that they would not normally have the same items on the menu. For example, one could be fine dining and the other could be meals for pensioners, school or prison lunches. Menus should be produced to a standard that is acceptable to paying customers, or, in the case of a public or private institution, to an accepted budget (set realistically after research). The menus should also be balanced and nutritionally sound.

For P2, learners must identify commodities appropriate to the menus planned in P1. Learners should identify where they could find the commodities in the quantities required, and compile food orders, using the appropriate sizes and quantities for their requirements. Success will be demonstrated by *placing* appropriate orders, rather than by actually obtaining them.

For P3, learners must demonstrate the skills required to prepare, cook and present each menu in a 'live' situation with appropriate tutor and team support. The tutor should allow learners maximum free hand to produce the menu of choice, but it is likely that the tutor will need to be available as a source of advice and guidance. Team support would come from other members of the same or related courses. The dishes produced must be of a standard acceptable to paying customers, or, in the case of a public or private institution, to an accepted budget (set realistically after research). Dishes must be finished to specifications in terms of quality, quantity, appearance and temperature, within an appropriate time scale, and at the correct time and place.

To achieve P4, learners must also demonstrate professional, safe and hygienic working practices when preparing, cooking and presenting these menus and dealing with others.

In order to achieve P5, learners suggest describe criteria and techniques that could be applied to dishes that they or other learners have produced. Not all techniques or criteria will be equally relevant. Learners could apply different techniques and criteria to different dishes, but should use each at least once.

To achieve M1, learners should compare the menus produced in P1. For instance, learners may comment on different potential markets for the menus or on how different financial constraints have affected the commodities selected. The explanations given should take into account developments and trends in contemporary cuisine.

For M2, learners must demonstrate sound professional, safe and hygienic working practices in a 'live' situation, organising their own team support with minimal tutor input. This criterion should be evidenced by an observation sheet completed by the assessor that states how and why the learner has achieved the pass or merit criteria. If necessary, a witness statement from an employer may also be used to provide further evidence.

M3 requires learners to review the dishes produced in P3 and make recommendations for change on the basis of cost, availability of ingredients, suitability and customer acceptance. Recommendations should be realistic and appropriate for the type of establishment that the menu has been designed for.

Evidence for D1 could occur at the same time as that for P3 and M2. The difference is that to achieve D1 learners need to show evidence of innovation, for example in the creation of an original dish or dishes which relate to contemporary cuisine, or in modifying existing recipes to reflect and utilise regional or national specialities.

To achieve D2, learners need to evaluate their own skills. This should be based upon and analysis of the dishes produced, but should also, where necessary, incorporate other relevant areas, such as specific preparation or cooking skills. Areas of strength and weakness should be identified, and realistic suggestions for improvement should be made.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 3: Health, Safety and Security in the Hospitality Industry*
- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 8: Kitchen Organisation and Food Safety*
- *Unit 13: Principles of Healthy Eating.*

Essential resources

The provision of commercial catering equipment and an outlet is essential to the delivery of this unit. Centres must be able to provide learners with the commodities required in order to produce their menus.

Indicative reading for learners

Textbook

Alain Ducasse – *Grande Livre de Cuisine: Alain Ducasse's Culinary Encyclopedia* (Harry M Abrahams, 2005) ISBN 2848440007

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning menus for two different catering outlets identifying quantities of commodities required in order to cook dishes. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae.
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing recent developments in contemporary cuisine researching menu ideas. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1,000 words long.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching menu ideas. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • setting evaluation criteria, reviewing dishes, and evaluating own dishes. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • preparing and cooking contemporary cuisine dishes. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 13: Principles of Healthy Eating

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

There is increasing awareness of diet and nutrition and their effect on people's health, wellbeing and even behaviour: recent and well-publicised campaigns have aimed to improve the nutritional content of meals in care homes and schools. This unit allows learners to explore some of the issues connected to healthy eating. They will look at the factors that promote this, including changes in customer demand, media attention and governmental policy.

Learners will look at advice connected to the nutritional requirements of a balanced diet, including government guidelines, the concept of Reference Nutrient Intake, food groups and nutritional classifications.

This unit also covers the requirements of customers of different ages in different situations including those with special dietary requirements, such as diabetes, allergies and intolerances. It is particularly important to ensure a balanced diet is available for customers who rely on the caterer for a large part or all their nutritional needs over a period of time. These 'captive' customers can be found in hospitals, schools and even on cruise ships. However, this unit is not limited to food that is provided in an institutional context, and the principles of healthy eating are equally applicable to any type of catering operation.

Learners will have the opportunity to plan and adapt menus with suitable ingredients for a variety of customers such as school children, restaurant customers, people in care homes, and those with food allergies and intolerances, diabetes, and obesity. However, they will not be required to prepare any food.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand factors that influence and promote healthy eating
- 2 Understand advice about the nutritional requirements of a balanced diet
- 3 Know the nutritional requirements for a variety of customers and special dietary needs
- 4 Be able to apply the principles of healthy eating to recipe and menu planning.

Unit content

1 Understand factors that influence and promote healthy eating

Factors: changes in customer demand; trends in food production, eg organic, free range; body image; government initiatives and agencies; reports on supplements, eg omega oils; media promotion of fresh foods over convenience; quality and range of manufactured food available to the caterer; additives; food labelling; educational policy, eg breakfast clubs, vending machines, school meals

Healthy eating: regular meals; balanced diet; body mass index (BMI); health development agency and guidelines

2 Understand advice about the nutritional requirements of a balanced diet

Nutritional requirements and advice: government guidelines, eg portions of fruit and vegetables, lean meat, healthy cooking methods, water intake, fat intake, salt intake; Reference Nutrient Intake (RNI); calorie requirements (by gender, age)

Balanced diet: food groups (cereals and potatoes, fruit and vegetables, meat and fish, milk and dairy, fats and sugars); nutritional classifications (carbohydrates, protein, fat, fibre, vitamins, minerals) and how the body uses them

3 Know the nutritional requirements for a variety of customers and special dietary needs

Age groups: children; teenagers; young adults; adults; elderly

Situations: hospitals; schools (day, boarding); prisons; care homes; hotels; restaurants; sports clubs; spas; ships

Special dietary needs: diabetes; food allergies; intolerances, eg coeliac disease; special diets, eg low fat, dairy free, vegetarian, low salt

4 Be able to apply the principles of healthy eating to recipe and menu planning

Recipes and menus: for different situations; to cater for different special diets

Factors to consider: cooking methods to be used; availability of ingredients; choice and variety; skills available; time available; costs

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the factors that can promote healthy eating		D1 assess the relative importance of factors and advice that promote a healthy diet
P2 describe the nutritional content of a balanced diet	M1 explain the nutritional content of a balanced diet	
P3 describe the nutritional requirements for groups in different situations and with different dietary needs	M2 compare the nutritional requirements of different groups and of different situations	
P4 identify examples of healthy recipes and menus and describe what makes them healthy	M3 analyse the suitability of menus for their given situations, making suggestions for improvements.	D2 recommend ways of adapting menus for different situations and needs.
P5 plan a set of menus which apply the principles of healthy eating to a given scenario.		

Essential guidance for tutors

Delivery

This unit is a mixture of practical and investigative work. Learners must have the opportunity to explore a range of healthy eating options as well as developing knowledge and skills.

Learning outcome 1 requires learners to investigate trends and healthy lifestyles. Learners may use resources such as newspapers and magazine articles or visits to gain a wider perspective. Learners could explore ideas such as different food production methods, the benefits of free-range produce, and the nutritional value in processed and convenience foods, tinned and frozen foods. Learners should be introduced to different ways of collecting and analysing dietary information, such as that provided on food labelling. They should also explore the issues around additives in manufactured foods, including what their purposes are. Learners could produce posters and/or do a presentation in groups to illustrate their research.

Learning outcome 2 requires learners to understand the terms 'nutrition', 'nutrient' and 'diet', and introduces learners to the five nutrients essential to health: fats, carbohydrates, proteins, minerals and vitamins. They will also need to look at the functions of fibre and water as essential dietary components and how these all work in the body. Tutors can support learners' investigations by directing them to useful websites, by arranging visiting speakers or visits to organisations such as hospitals or residential homes, and by encouraging them to read specialist publications. The food groups system of dietary analysis should be explained and learners made aware of how the Reference Nutrient Intake is used. Learners should then identify and analyse the main nutrient(s) in a range of different foods and how they can contribute to sensible healthy eating and appropriate menus to promote healthy eating. This is an essential section of content for learners to understand and they will not be able to achieve P3, P4 and P5 without it.

It is important in the learning outcome 3 that learners explore the nutritional requirements of different age groups and situations. They must develop an awareness of how these change with age and also with dietary-related conditions such as diabetes and food intolerances. Visits, such as to a primary school or a hospital, could be useful.

For learning outcome 4, existing recipes could be used and made healthier or adapted for a diet-related disorder. Learners will be expected to produce menus, preparation for which could be done as a class exercise; but for assessment purposes individual work must be produced. It would be useful to have a number of examples for learners to be able to work with.

Assessment

P1 is designed to ensure that learners have an appreciation of the factors that affect and promote healthy eating. Learners should identify what changes have taken place in customer demand, such as the increased popularity of organic and free-range foods, and the ways in which the media promote these trends. Learners should be able to identify at least one government initiative, eg 'five a day', and explain its impact on healthy eating and recent changes to educational policy. Learners must also discuss the quality and range of manufactured food available to the caterer and examples of their place in the industry.

For P2, learners must show understanding of nutrition, eg what vitamins, minerals, carbohydrates are, what foods they are found in, and the government guidelines that are relevant to nutrition. It is important for learners to be aware of such things as the recommended water intake and nutritional intake. This description need only be at a general level rather than for a specific situation or age group. Learners must make references clear in their work and identify sources used.

For P3, learners will use the knowledge gained for P2 to discuss the nutritional requirements for at least two different age groups and situations, eg children in schools and adults in hospitals. It would be topical to discuss the changes to the school meal nutritional requirements and the decrease in fried foods and sugar. Learners also need to identify the requirements of groups with specific dietary needs, which can be achieved as part of the same task, eg describing the nutritional requirements of a child in a school who is a coeliac or diabetic.

To achieve P4, learners should source at least four menus or recipes for a range of customers and special dietary needs identified in P3. Learners need to talk generally about what makes them healthy. These can be sourced from magazines, hospitals, schools etc. Learners may use this information when completing P5.

For P5, learners will be required to plan a set of menus for a given scenario, eg a school. The menus must be for at least one week as they need to show a healthy balance over a period of time. These menus must be realistic in cost and the types of food that people in that situation or age group will enjoy. Some learners will need a fair degree of tutor support in completing this task, but learners who have researched their topic well in P3 will have a good understanding of the requirements of their chosen situation.

For M1, learners need to explain the effect that various nutrients have on the body, the way the body uses them and the effects of deficiencies or excess of particular nutrients. Whereas for P2 learners had to describe a balanced diet, at merit level they are expected to show an understanding of the relative importance of constituent parts and the consequences of imbalances, eg what is likely to happen when someone's diet is too high in fat or lacking in minerals. At this level, learners will be able to demonstrate independent research skills to generate evidence.

For M2, learners need to apply the knowledge gained in P3 and focus on what the similarities and differences are between the two chosen situations, for example the required amount of carbohydrates in a child's diet compared to a resident in a residential home, or the needs of a diabetic in each situation. It is important that learners demonstrate application of their knowledge and explain the consequences of people with different special dietary needs eating the wrong types of food.

For M3, learners will need to use either the evidence gathered for P4 or their own menus from P5 and assess the suitability of the menu to the situation and the given client. Learners will need to identify areas of the menu that could be improved, and they should also take into account, and comment on, the constraints such as time, skills available and costs.

To achieve D1, learners need to discuss in some detail how important the different factors and published advice are in raising public awareness and changing habits and how important this is for public health. Learners need to judge the evidence available and conclude how successful the changes and initiatives are in a broader health context. For example, they might consider how successful changes in school meals policy have been from a public health perspective and whether the current changes are having an impact on wider eating habits of children. Learners could also consider the controversy surrounding organic and free-range food: it may taste better, but is it really healthier?

For D2, learners can take the menus and recipes identified in P4, P5 and M3 or use others if they wish. They should take the menu and adapt it for a different situation, eg adapting a hospital menu for use in a school. Learners need to pay particular attention to the dietary requirements of the changed situation and ensure the menu remains healthy and nutritionally balanced. They may need to take into consideration that other constraints may change, such as budgets, the skills of staff and the style of service.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to *Unit 12: Introduction to Contemporary Cuisine*.

Essential resources

Learners must have access to sufficient library and other resources that provide information on nutrition. Access to the internet will provide learners with the opportunity to research many aspects of this unit.

Indicative reading for learners

Textbooks

Bender A and Bender B – *Food Tables and Labelling* (Oxford University Press, 1999) ISBN 0198328141

HMSO – *Catering for Health: a guide for teaching healthier catering practices* (The Stationery Office Books, 2002) ISBN 0112430678

HMSO – *Manual of Nutrition* (The Stationery Office Books, 1995) ISBN 0112429912

Kinton R, Cesarani V and Foskett D – *The Theory of Catering, 10th Edition* (Hodder and Stoughton, 2003) ISBN 0340725125

Readers Digest – *Eat Well, Stay Well* (Reader's Digest Association, 1999) ISBN 0762101245

Appropriate journals

BBC Good Food Magazine (BBC Publications)

Caterer and Hotel Keeper (Reed)

Health Development Today (online publication). To receive an email alert when the latest issue of Health Development Today is published on the website, send an email to hdtoday@hda-online.org.uk and write 'HDT alert' in the title.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching the recommended nutrition intakes and dietary requirements for different types of people. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching government policy, initiatives and advice. 	<p>C3.2 Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1,000 words long.</p>

Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching information about dietary requirements. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information.
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning and adapting menus for different types of customer in different situations. 	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 14: Hospitality Business Enterprise

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The hospitality industry offers a diverse range of opportunities for the entrepreneur. This unit will allow learners to explore the issues involved in starting a business and to put some of them into practice. The business idea could be almost anything, such as a market stall, a cleaning service, outside catering, farmhouse holidays, or diversification into a range of related activities or service provision within an existing hospitality outlet.

However, starting a small business enterprise can be difficult and the original business idea may not always be successful. People starting such a venture will need to consider a number of issues, such as laws, regulations, financing, the potential market, and the competition.

Learners will develop their understanding of the legal status and trading terms and conditions of their proposed business, legal aspects such as fire regulations, trading standards and taxation, and financial aspects, such as start-up and operational costs.

Learners will have the opportunity to devise a proposal for a simple business enterprise and to put their proposal into action. Their proposal is likely to include such considerations as the type of business, its target market, available resources, financial information, forward planning and goals for the business. The proposal must be realistic because learners will then have to plan and implement it. They will be required to collect feedback and apply evaluation criteria to judge the extent to which they were successful in meeting their original goals.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the legal and financial considerations that affect the start-up of small hospitality businesses
- 2 Be able to produce an outline hospitality business enterprise proposal
- 3 Be able to plan and set up a hospitality business
- 4 Be able to apply evaluation and improvement criteria to a hospitality business enterprise.

Unit content

1 Know the legal and financial considerations that affect the start-up of small hospitality businesses

Legal considerations: legal status, eg sole trader, partnership, limited company, franchise, cooperative; legal liabilities; trading terms and conditions; trading standards; licences, eg premises; record keeping; national/local laws; regulations and bylaws; health and safety; fire regulations; licensing; planning permission; contracts, duties and responsibilities; regulatory bodies; sources of advice; resolving problems

Financial considerations: start-up costs, eg cost of premises, market research, equipment, fixtures; running costs, eg rent, bills, salaries, materials and supplies, maintenance; assets and liabilities; personal survival budget; pricing policy; break even; cash flow forecasting; profit and loss budgets/accounts; sources of finance, eg grants, loans, borrowing, sponsorship; record keeping

2 Be able to produce an outline hospitality business enterprise proposal

Business proposal: models; generating ideas; researching and collecting information; reviewing information and ideas; setting targets and goals; purpose of plan; components of plan (type of business, market, human/physical/financial resources, financial and profit forecasts, cash flow, growth and development, contingencies)

3 Be able to plan and set up a hospitality business

Planning objectives: key factors, eg anticipated income, promotion of the event, availability of required resources, service providers, meeting key regulatory requirements, financial flow charts, role allocations, contingency planning

Participate: role, eg own contribution, skills and knowledge required, carrying out working procedures; lines of authority; responsibilities; reporting procedures

Variations: necessary changes to the plan, eg timings, roles, services, costs, planned/unplanned contingencies

4 Be able to apply evaluation and improvement criteria to a hospitality business enterprise

Feedback: eg event statistics, financial data, oral, written, formal, informal; sources, eg customers, guests, delegates, colleagues, line manager, supervisor

Evaluation: achieving objectives of the plan; use of working procedures; use of resources; meeting financial targets; customer satisfaction; quality of service and products; meeting key regulatory requirements; dealing with variations; dealing with guests/delegates; maintaining standards; own contribution

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the legal and financial aspects which will affect the start-up of a hospitality business enterprise	M1 assess the implications of legal and financial considerations when starting up a hospitality business enterprise	
P2 produce an outline proposal for starting up a small hospitality business enterprise	M2 demonstrate independence and initiative in producing an outline proposal for a hospitality business enterprise	
P3 plan and set up a small hospitality business enterprise	M3 analyse the factors that affected the planning and operation of the enterprise and justify any changes which were made to the original proposal.	D1 evaluate the small hospitality business enterprise, making realistic recommendations for improvements.
P4 use evaluation criteria to assess the planning and running of a small hospitality business enterprise.		

Essential guidance for tutors

Delivery

This unit enables learners to investigate the skills needed to run a simple business enterprise. The focus of the unit is on 'small business' and is related to people operating on their own as sole traders or partnerships and limited companies employing 10 or fewer staff. To begin developing thoughts and ideas, a discussion group could brainstorm a wide range of small business opportunities, such as a coffee shop, a cleaning service, outside catering, farmhouse holidays, opportunities for diversification into a range of related activities, or service provision within an existing hospitality outlet.

Learners should be encouraged at this early stage to begin to focus on a possible small business idea. They should not be deterred if their ideas change during this unit. They need to concentrate on the processes involved as well as the practicality establishing the enterprise with their broad learning environment. The idea could be related to a single event, eg selling food at a fete, or a longer-term activity.

Learners will need some theoretical input to develop their understanding of the criteria for a business idea. Tutors could use case study materials to illustrate a range of examples and help learners to focus their thoughts during the formulation of their ideas, including how the business idea will relate to its target market.

They could investigate similar businesses and talk to their operators to see what factors are need to be considered and whether these correspond to learners' proposed plans. Such investigations could also usefully inform learners' knowledge of market research.

When considering legal and financial aspects of establishing new enterprises, learners would benefit from guest speakers such as those operating a small business, business start-up advisers, accountants and representatives from banks, the HM Revenue and Customs, training and advice services, and local enterprise agencies. Visits to local small businesses or presentations by representatives from local trade associations such as the chamber of commerce would help learners to develop an awareness of what is needed to run a small enterprise.

Delivery of the proposal will ensure that learners understand the full implications of setting up a new enterprise, appraising their survival needs and how much money and other resources will be required to fund and operate the enterprise. It is important for learners to be guided to establish criteria by which they will be able to evaluate both the success of the enterprise and their own contribution to the planning and operation of the enterprise.

Assessment

For P1, learners must describe the legal and financial aspects that will affect the start-up of a business enterprise. They may need to consult with specialists (this should be guided by the delivery of the unit) and should address aspects such as the legal status of the businesses, the forms of trading, together with specific relevant legal and financial issues. At this level, learners would not be expected to demonstrate detailed understanding of these, but rather to understand what they are and how they relate to business start-up.

To meet the P2 criteria, learners must produce an outline business enterprise proposal using relevant criteria. These criteria should be clear from the business proposal, for example the type of business, what its unique selling points may be, any external influences (eg location) and so on. Learners should discuss the development of their ideas with their tutor and presume that these can become reality. They should also consider legal and financial aspects which are relevant to their proposal. Evidence can be in the form of a formal report or a presentation to a group. The proposed business can relate to a single event, such as a stall selling food at a summer fete, or it could be an ongoing activity, such as selling food at college. At this level, it is expected that learners will require significant guidance and support from the tutor.

In order to provide evidence for P3, learners will need to show they have been actively involved in the planning and operation of the enterprise. This could be recorded in a log or diary, supported by personal and witness statements. It may be useful if the diary or log was supplemented by material such as photographs and videos clips, notes of meetings and the like which relate to both the planning and participation in the enterprise. Learners can, if they wish, work in teams to run the business. This will require the groups to select a minimum of one of the business proposals from P2. If they choose to work in teams, each learner should create and present their own evidence.

For P4, learners should assess the planning and operation of the business that they planned and ran for P3 in order to measure success against the evaluation criteria. They should collect a variety of types of feedback and use this to assess the success of their business enterprise. If learners have worked in teams, each person should produce their own evaluation.

For the M1 criterion, learners need also to assess the impact of the different legal and financial considerations. For example, at P1 learners have to understand what a sole trader, partnership and limited company are, whereas for M1 they need to be able to explain what the implications of different forms of ownership mean in terms of costs, risks and benefits.

The evidence for M2 must show that learners are capable of using a degree of initiative and demonstrate unaided competence in the formulation of sound business ideas and how they relate to the target market. For example, at this level it is expected that learners will require little guidance in generating ideas and carrying out background research.

To meet the M3 criterion, learners need to demonstrate an understanding of why particular financial, legal and other aspects needed to be considered in order to operate the enterprise. This will require them to analyse a range of factors that were considered and to provide reasons for their decisions rather than just a descriptive account of how they were applied. The evidence will also need to justify any aspects of the original plan which were changed in the transition from the planning to the operational stages of the enterprise.

To achieve D1, learners need to evaluate the success of their business enterprise. Learners should reflect upon the original business proposal, the planning and the execution of that plan. Whereas at pass level learners are expected to assess the extent to which they achieved their aims, for D1 they are expected to identify factors that contributed to, or hindered, their success. They also need to show that they can learn lessons from their experience in the form of suggestions about how they could have done things differently and what would do differently next time. For example, this might relate to the original proposal, financial forecasting, the products or services offered, or the skills required to run the business.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 4: Hospitality Business Operations*
- *Unit 6: Food Service Operations*
- *Unit 21: Planning and Managing a Hospitality Event.*

This unit has links to the following units of the Level 3 NVQ in Business Start Up:

- Unit 1: Check how successful your business idea will be
- Unit 2: Check your ability to run the business
- Unit 3: Check what law and other regulations will affect your business
- Unit 4: Work out what money you need to start the business and keep it running
- Unit 11: Develop the plan for your business.

Essential resources

None.

Indicative reading for learners

Textbooks

Barrow C – *Financial Management for the Small Business, 6th Edition* (Kogan Page, 2006) ISBN 0749426454

Deakins D – *Entrepreneurship and Small Firms* (McGraw-Hill Publishing Company, 1999) ISBN 0077094522

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> producing an outline proposal for starting up a small hospitality business enterprise. 	N3.1 Plan an activity and get relevant information from relevant sources.
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> producing an outline proposal for starting up a small hospitality business enterprise planning and setting up a hospitality business enterprise. 	C3.1a Take part in a group discussion. C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching considerations that relate to starting up small businesses. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • setting goals for the proposed business • planning and running the enterprise • reviewing the planning and running of the enterprise. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • researching the business proposal and planning the business. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • planning and running the business. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 15: E-business for Hospitality

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

The term 'e-business' relates to business activities that are carried out using the internet (the web and email). It encompasses e-commerce, which relates to buying and selling, but also includes servicing customers (ie business to consumer) and collaborating with business partners (business to business).

E-business is having a huge impact on the hospitality industry, an impact that looks set to continue. An increasing number of people are booking and viewing restaurants and hotel rooms online, and they are working with the smartest time-saving electronic systems. Businesses are using the internet to communicate better with suppliers, and are increasingly bypassing intermediaries in order to communicate directly with customers.

Learners will explore the benefits for consumers and businesses. However, alongside the benefits there are also barriers. For businesses, these barriers include issues connected to employee resistance, planning, resources and training, while for consumers, they include website design and payment security. Learners will look at ways in which these barriers can be overcome.

Learners will have the chance to evaluate hospitality websites. They will identify the main criteria by which websites can be judged, both in terms of usability for consumers and the usefulness for hospitality organisations. For consumers this includes issues of usability, such as navigation, quality of information, ability to make bookings and user friendliness. For businesses it includes search engines, advertising, and the capture of information about customers.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand e-business and its impact on the hospitality industry
- 2 Know the benefits of e-business for hospitality organisations
- 3 Understand the barriers to the development of e-business within hospitality organisations
- 4 Know the relevant features of effective hospitality websites and key sales and marketing issues.

Unit content

1 Understand e-business and its impact on the hospitality industry

E-business: definition (conducting business using the internet); business to consumer, eg promotions, bookings, advertising; business to business, eg e-procurement, advertising

Impact on customers: increased choice; speed; greater independence; more information, eg services, appearance, location, virtual room tours; ability to compare prices; increase in direct booking, less use of intermediaries

Impact on businesses: better communication with suppliers and customers; ability to bypass intermediaries; marketing opportunities; effect on prices (increased transparency, downward pressure); costs of meeting technological requirements for e-business

2 Know the benefits of e-business for hospitality organisations

Benefits: increased visibility; 24-hour information; up-to-date availability information; worldwide accessibility; ease of taking bookings and payment processing; low promotional costs; opportunity to use web and email marketing; ability to obtain customer information; opportunity to protect and build brand; better access to suppliers

Hospitality organisations: eg hostels, hotels, restaurants, conference and banqueting, caterers, B&Bs, theme parks, self catering

3 Understand the barriers to the development of e-business within hospitality organisations

Barriers: technological barriers for organisation and customers, eg slow connections, inadequate hardware, slow download times, staff resistance to change, lack of staff training, requirements for web maintenance; inflexibility of business structure; lack of business planning, eg cash flow forecasting, marketing strategy; poor website design; security for payments (perceived and real)

Overcoming barriers: organisational issues eg business planning, staff development, recruiting new staff; customer education and awareness campaign; support issues, eg government support, commercial organisations, support for web design, dedicated technical support

4 Know the relevant features of effective hospitality websites and key sales and marketing issues

Types: service providers, eg hotels, restaurants; suppliers, eg food and beverage, equipment; other industry bodies

Features of effective websites: ease of navigation, eg navigation bars, links back to home page; content that is up-to-date and trusted by consumers; provision of information, eg prices, services, availability, maps, contact details, virtual tours; ability to take bookings; user friendliness, eg site map, search tools, foreign language pages; well-written content; professional appearance; fast download times for pages

Sales and marketing issues: use of website optimisation strategy; importance of search engines as source of traffic; positioning on search engines; use of pay-per-click advertising; capture of customer contact details; email marketing, eg e-newsletters and promotions; analysis of traffic, eg cookies

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe e-business and list the ways it can impact on the hospitality industry	M1 compare the ways in which hospitality organisations make use of the benefits of e-business	D1 assess the impact of e-business on the hospitality industry as a whole, highlighting the extent to which benefits have been recognised and barriers overcome
P2 identify the benefits of e-business for hospitality organisations	M2 analyse the effects of the different barriers to e-business and the strategies that are used to overcome them	
P3 identify barriers to the development of e-business within hospitality organisations and strategies used to overcome them	M3 compare different types of hospitality organisation websites and assess their overall effectiveness.	D2 evaluate a website from a hospitality organisation and make recommendations for improvement.
P4 describe the features of effective hospitality organisation websites		
P5 outline the key sales and marketing issues of which hospitality organisations need to be aware.		

Essential guidance for tutors

Delivery

E-business is a major growth area for all industries and this unit should give learners an understanding of the range of e-business and its impact on the hospitality industry.

Learners will need to develop a clear understanding of how e-business is likely to affect hospitality operations. This can be achieved by visits to providers or commercial users within the context of hospitality. First-hand experience will clarify the potential impact of e-business on hospitality operations.

Because of the nature of e-business, visits to organisations that are involved in e-business would be useful. Learners would then be able to see first hand how big a role e-business plays in hospitality and the ways that enquiries and bookings are handled. Visiting speakers would provide a valuable resource for the development of learners' understanding of the opportunities, benefits and barriers. Such speakers will be able to offer direct experience of these areas, which will generate discussion groups to expand on them. Although learners should be encouraged to suggest imaginative solutions to potential barriers to the development of e-business, these should be workable solutions and learners should also have a clear understanding of the constraints that may prevent smaller hospitality operations pursuing e-business opportunities.

Evaluation of websites will involve practical work, investigating a range of websites online with particular regard to aspects such as user-friendliness, ease of navigation and the quality of information provided. Visiting speakers can also make a positive contribution by sharing with the group evaluations of commercial websites and how they could be developed and improved.

Learners are expected to carry out investigations to meet outcomes, and so the delivery of the unit may require the development of research skills. These would need to focus on sources of information, collating, selecting and analysing information.

Learners need to be encouraged from the start of the unit to use relevant e-business terminology throughout. It should be noted that website design is not a part of this unit and therefore would be unsuitable as a way of presenting evidence because of the skills and time required to prepare the site.

Assessment

The evidence produced for P1 must firstly identify different types of e-business, eg business to consumer, business to business. Then learners need to describe the way e-business can impact on the hospitality industry. For instance, learners could identify how hospitality industries use the internet to gain more business, such as using websites to advertise their company and sell rooms. They could then describe how this impacts on the company itself in the form of greater sales, access to customers from all over the world 24 hours a day, and so on. Learners could present this information in written format or by means of a presentation.

The evidence produced for P2 and P3 must explore the opportunities and benefits of e-business, along with potential barriers and ways of overcoming these. One way of researching this would be to use questionnaires or interviews with one or more employers from the hospitality industry. At least three examples of hospitality organisations should be covered. Information could be collected regarding what the employers believe to be the benefits of e-business, together with the barriers that they have experienced and how these have been overcome.

For P4, learners should select three or four websites from hospitality organisations anywhere in the world. Learners will benefit from the tutor demonstrating the features of several websites together with the group evaluating the sites against the content criteria. As part of their descriptions, learners need to identify the extent to which each of the websites fulfils the requirements of being a good website; depending on the type of organisation, not all features will necessarily be relevant. The choice of how learners present their work is left open, but one way would be to use a PowerPoint presentation with hyperlinks.

For P5, learners should demonstrate an awareness of sales and marketing issues. For example, they should be able to outline in general terms what a website optimisation strategy is and why search engines are so important at directing traffic to websites. However, they do not need to understand the technical issues in carrying out optimisation strategies or how websites can improve their ranking on search engines.

To meet the merit criteria, learners could select several hospitality companies to base their work on. One possible way of generating evidence for M1 and M2 would be for learners to interview company representatives. Where learners are asked to analyse strategies used to overcome barriers (M2), they could offer their own suggestions either in writing or by conducting a presentation to the employers they interviewed. This way the employer would receive something in return for the time that they spent with the learner.

M1 is a development of P1 and P2. Whereas at pass level learners are expected to identify the ways in which e-business impacts upon the hospitality industry, at merit level learners are asked to compare the different ways e-business is used across hospitality organisations and to judge the extent to which organisations are aware and making use of the benefits. For example, they could consider which organisation is making the best use of web and email marketing, and which is most aware of e-business as a way of getting better access to suppliers. It should be noted that this grading criterion does not relate to the effectiveness of these organisations' websites, as this is covered in M3.

M2 builds on P3, but whereas at pass level they are just describing the barriers and strategies, at merit level they have to judge and analyse the strategies used to overcome the barriers, offering their own suggestions and solutions. These could differ from one organisation to the next. For example, in one organisation a barrier could be getting customers to purchase services over the internet, the barrier being the perceived threat to security and customers' personal information. Strategies to overcome this barrier could include finding software to help prevent fraud. Another example could be a barrier to the implementation of new technology: in a kitchen, managers may want to update the ordering system so that all orders are placed electronically; chefs may initially be resistant, but a strategy to overcome this would be to offer training to the chefs and to point out the time and money the new system would save. Learners will be required to analyse the effectiveness of the different strategies used. Learners could use the same organisations used in P3.

The evidence for M3 should build on P4 and P5, with learners comparing the websites identified in P4. Again this could be included in a presentation, demonstrating how easy to use and accessible the website may or may not be. What sets this apart from P4 is that at merit level learners are expected to compare the relative effectiveness of the websites and attempt to assess how well the issues highlighted in P5 have been addressed.

For D1, learners need to take a more critical perspective. Learners should use analytical skills to look at the extent to which the hospitality industry as a whole (not just a few organisations) has embraced e-business. It is likely that they will find certain parts of the hospitality industry have recognised the benefits and addressed the barriers more effectively than others. Learners will need to be given general information on the range of e-business resources but should be encouraged to use the internet to research the topic area. They should also identify how e-business has evolved in recent years.

The evidence for D2 builds on P4, P5 and M3, asking for an in-depth evaluation of one of the websites. What sets this apart from M3 is that learners have to make detailed recommendations for improvements, which should be prioritised and justified in terms of the benefits that they would bring to customers and the organisation. Learners should be able to demonstrate the knowledge that they have learned across the unit and put this into practice in their recommendations. If they are making recommendations on a website linked to the companies used for M1 and M2, then once again they could present these recommendations to the employer.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links to *Unit 16: Marketing for Hospitality* and to units in the Edexcel Level 3 BTEC Nationals in Business (eBusiness Strategy).

Essential resources

Internet access is essential in order to achieve this unit.

Indicative reading for learners

Textbook

Chaffey D – *E-Business and E-Commerce Management, 2nd Edition* (FT Prentice Hall, 2003) ISBN 0273683780

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> identifying the benefits of e-business identifying the barriers to the development of e-business describing the features of effective websites. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching examples of effective hospitality websites. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p>

Unit 16: Marketing for Hospitality

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to the concept of marketing, the marketing process and the importance of marketing to hospitality organisations.

Learners will explore the marketing principles of understanding the customer, ensuring that products and services meet with customer needs and how marketing can influence customer behaviour. They will have the chance to research the marketing strategies of a variety of hospitality operations. They will investigate the basic principles of marketing through an understanding of marketing objectives, marketing mix, market segmentation and marketing communications. Learners will identify the constraints which affect marketing for hospitality organisations.

Different methods of market research used by organisations will be dealt with. These include the range of data-collection techniques and an understanding of how these data may be used to support decisions made by hospitality businesses.

Learners will look at the principles of marketing environment analysis through an understanding of the elements of PEST and SWOT analysis. They will identify how these elements may be influenced and how they affect hospitality businesses.

Learners will explore marketing strategies used by hospitality organisations including the principles of market segmentation and use of the marketing mix as a method of developing products and services.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand marketing strategies and principles as used in the hospitality industry
- 2 Know how marketing research is used in hospitality organisations
- 3 Know how market environment analysis is used to identify opportunities and potential strategies
- 4 Understand how the marketing mix is used to develop products and services in hospitality operations.

Unit content

1 Understand marketing strategies and principles as used in the hospitality industry

Principles and strategies: definitions; concept of marketing; objectives, functions; market segmentation; marketing communication methods, eg advertising, sales promotions; public relations; personal selling and direct selling; marketing planning; AIDA model (attention, interest, desire, action)

Constraints: financial (budgets, spending linked to sales targets); social (environmental issues, ethical concerns, consumer issues); legal (contract law, consumer law, data protection, labelling regulations); standards of practice (advertising standards, codes of practice)

2 Know how marketing research is used in hospitality organisations

Research: types (primary, secondary); purposes of marketing research (understanding customers, competitors and the market environment, evaluating, planning)

Focus: customer types; customer behaviour, preferences, lifestyles and values; sales trends; products and services; market share; market segmentation; competitor activities

Methods: primary, eg questionnaires, surveys, interviews, sampling; secondary, eg published information, internal records and statistics; sources of information; types of questions and suitability for different purposes; advantages and disadvantages of different methods

Data: types of data, qualitative and quantitative information; use of data; development of strategies from collected data

3 Know how market environment analysis is used to identify opportunities and potential strategies

Techniques: analysis (the market, macro environment, micro environment, customers and competitors); PEST factors (political, economic, socio/cultural, technological); SWOT analysis (strengths, weaknesses, opportunities and threats); product life cycle

Opportunities and strategies: new markets; new product/service development; diversification; extending product life; brand building; loyalty schemes; in-house selling and promotion; market penetration; implications of change and their effects on existing business

4 Understand how the marketing mix is used to develop products and services in hospitality operations

Marketing mix: definition; elements of marketing mix (the 5 Ps: products and services, price, place, promotion, people); combining elements of the mix

Product development: use of market research data; differentiation of products and services; identifying appropriate target markets; market segmentation; niche marketing; mass marketing

Objectives of marketing mix strategies: increase volume of sales, new/repeat business, customer and brand loyalty, increased market share and customer awareness; analysing results and feedback; identifying weaknesses and problems, proposing improvements

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the principles and strategies of marketing for hospitality organisations		
P2 identify the constraints which affect marketing strategies in hospitality organisations	M1 explain how constraints affect marketing strategies in hospitality organisations	D1 analyse the importance of a range of constraints on the marketing principles and strategies used in hospitality operations
P3 outline the use of primary and secondary market research in hospitality organisations	M2 explain how data from market research are used in product and service development in hospitality businesses	
P4 apply market environment analysis techniques in the hospitality industry	M3 explain the use of marketing environment analysis when developing new products and services in hospitality organisations.	D2 analyse the use of information from all sources on the development of the marketing mix for hospitality products and services.
P5 describe how the marketing mix is used in relation to hospitality products and services.		

Essential guidance for tutors

Delivery

This unit introduces learners to the basic principles and strategies of marketing in the hospitality industry. Delivery of the unit should use a variety of approaches, and learners should research the principles of marketing under tutor guidance, using a range of resources. Textbooks, internet research and visits to industry, talks by visiting speakers or case studies are some of the resources which could be used in the delivery of the unit content.

Learners should be encouraged to design questionnaires and carry out a limited amount of market research themselves to develop understanding of research types and implementation. This activity should be applied to a real product or service, possibly within the college environment in order to promote understanding of the analysis of data and the application of market research results. Visiting speakers and visits to industry will also ensure currency and vocational relevance to the delivery of the unit.

Links to real hospitality organisations may provide learners with an opportunity to investigate actual marketing strategies or develop new materials for use in real businesses.

Learners may be able to devise marketing strategies for specific hospitality products or design marketing materials for events. The unit provides an ideal opportunity for learners to carry out investigations and presentations related to existing hospitality products, services and organisations.

Use of case studies can support the understanding of marketing environment analysis and development of hospitality products and services. This may be particularly useful when investigating the elements of PEST and SWOT analysis and marketing mix, and it may be supported by visiting speakers.

Assessment

The evidence for P1 needs to show that learners understand the basic principles of marketing and the strategies which may be used by hospitality organisations. Learners should define and explain the objectives of marketing for hospitality organisations. Learners could describe the marketing objectives for two different organisations, eg a fast-food business and small private hotel. They should provide evidence related to marketing communications used by different hospitality organisations and identify target market segments for specific products and services, eg the marketing communications used by coffee shops to attract their target market.

For P2 learners should show that they are aware of constraints which have an impact on marketing. One way of doing this would be for learners to identify budgets, skilled personnel, timing of marketing campaigns and competition for at least two contrasting hospitality businesses, eg a large fast-food operator and a small independent hotel.

For P3, learners should define what is meant by primary and secondary research and identify the type of data that each can generate for hospitality organisations. This should include reference to quantitative and qualitative data. Evidence for this criterion should demonstrate knowledge of the methods of research for each type, such as questionnaires, websites, and the advantages and disadvantages of different methods. One way of doing this would be for learners to design and implement questionnaires for a specific product in a college environment or for a real hospitality business.

For P4, learners need to be able to apply a PEST analysis to a hospitality organisation, for example identifying the political, economic, social and technological developments which may affect a large four-star hotel. Learners could conduct a SWOT analysis on a different hospitality business, eg their own part-time employer. They could also explain the relevance of each type of analysis to hospitality organisations, in terms of how they are linked to the opportunities and strategies listed in the unit content.

To achieve P5, learners should identify the elements of the marketing mix, describing at least the five Ps. They should describe the objectives of the marketing mix and show how each element is used to develop new and existing products and services in hospitality businesses, eg how price, promotion strategy and design of product combine to produce a hospitality product aimed at a specific customer group.

Evidence for M1 should show that learners can clearly explain the relationship between the constraints which apply to different hospitality organisations and their marketing decisions. For example, using the information from P2, learners could describe how the identified constraints affect the marketing of products and services for their chosen businesses.

Evidence for M2 should show detailed understanding of the types of data generated through market research and how these data are used. Learners could analyse the questionnaires used to generate evidence for P3 and explain how the data influence decisions related to product development. For example, a questionnaire for a college cafeteria may investigate the need for a new range of sandwiches/wrap fillings. This could lead to a premium range being offered at a higher price.

For M3, learners should show how elements of PEST and SWOT analysis can affect hospitality operations and show how analysis of each factor may contribute to the development of products and services, eg how a large hotel operator may develop products if business is affected by new legislation or how a contract caterer is affected by changes in technology in food production.

For D1, learners should demonstrate their ability to make judgements about how constraints affect the marketing process by analysis of the relative importance of different constraints upon the strategies adopted. For example, learners could consider how changes to identified constraints may affect the marketing decisions by businesses identified in P2 and M1.

D2 requires learners to analyse how marketing research data and market analysis information influence the marketing mix for new and existing hospitality products and services. Using a specific hospitality organisation, learners could show how information about product satisfaction, PEST and SWOT factors and changes to the elements of the marketing mix impact upon product and service development. Learners could provide analysis of a new, real product to show how these factors may have influenced its final design and delivery, eg changes in menus for fast food operators.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 6: Food Service Operations*
- *Unit 15: E-business for Hospitality*
- *Unit 17: Personal Selling and Promotional Skills for Hospitality*
- *Unit 22: Accommodation Operations*
- *Unit 23: Front Office Operations in Hospitality.*

This unit also has links to the National Occupational Standards for Marketing.

Essential resources

None.

Indicative reading for learners

Textbooks

Bowie D and Bottle F – *Hospitality Marketing: an Introduction* (Butterworth-Heinemann, 2004) ISBN 0750652454

Kilter P, Bowen J and Makens J – *Marketing for Hospitality and Tourism, 4th Edition* (Pearson, 2005) ISBN 0132017733

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> collecting and analysing market research data. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing market analysis techniques identifying the constraints that affect marketing strategies in hospitality organisations. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p>

Unit 17: Personal Selling and Promotional Skills for Hospitality

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Personal selling is the marketing function that deals with the customer on a direct or face-to-face basis. Personal selling attempts to inform and educate prospective customers and to persuade them to purchase products and services. Promotional activities are essential within marketing to create awareness and to stimulate interest in the product or service offered.

This unit introduces learners to the various types of personal selling and promotional activities to be found within the hospitality industry. The promotional activities include the promotional mix, public relations and direct selling.

Learners will investigate the types of consumers relevant to hospitality organisations, including individuals, groups, business and private customers, as well as customer profiles such as income, class, age and gender. Learners will also look at factors that influence the decision to purchase and the decision-making process itself.

Learners will take part in practical activities. First they will design promotions for use in hospitality organisations, which will be linked to an overall business strategy and take into account the costs and resources required and the benefits to the consumer and the organisation. Then they will then put into practice their personal selling skills, such as their knowledge of the promotion and their ability to create awareness, identify the product/service features and benefits, handle objections, and close the sale.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how personal selling and promotional activities benefit hospitality organisations
- 2 Know the various types of consumers and the factors that affect their decisions to purchase
- 3 Be able to design promotions for use in hospitality organisations
- 4 Be able to use personal selling skills to promote and sell products and services.

Unit content

1 Understand how personal selling and promotional activities benefit hospitality organisations

Personal selling: definition; benefit to the organisation, eg increased occupancy/usage, increased sales, repeat business, brand loyalty, customer loyalty, new business, increased market share; keeping within budget; resources and support needed; staff training; staff benefits

Promotional activities: definition; promotional mix, eg advertising, merchandising, publicity; public relations, eg press releases, sponsorship, corporate communications; direct selling; benefit to organisation, eg public awareness, community relations, improved image, new sales opportunities

2 Know the various types of consumers and the factors that affect their decisions to purchase

Consumers: types, eg individuals, groups, business, private, residential/non-residential; customer profiles, eg age, gender, cultural background, lifestyle, disposable income, social class, special needs, special interests; identifying needs and wants; satisfied/dissatisfied consumers

Decision to purchase: factors, eg price, quality, ability to purchase, reputation, customer loyalty; decision process, eg recognition of need, identifying availability, evaluating alternatives, purchase decision; post-purchase behaviour

3 Be able to design promotions for use in hospitality organisations

Criteria: aims and objectives; links to overall business strategy; consumers; benefits; costs to business; resources required; type of selling

Products and services: eg accommodation, food and beverage, leisure facilities, conference and banqueting facilities, business support, audio visual, e-commerce, corporate hospitality; ancillary services; unique selling points (USPs) of products and services

4 Be able to use personal selling skills to promote and sell products and services

Personal skills: personal presentation; verbal communication, eg listening, questioning; non-verbal communication; assertiveness; negotiation; delegation

Selling skills: types of selling, eg face-to-face, telephone selling, customer oriented, product oriented; type of sale, eg single, multiple, current, new; features of successful selling, eg knowledge of products and services, creating awareness, identifying product/service features and benefits to customer, handling objections, closing the sale, up-selling, encouraging repeat business, recording the sale

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe a range of personal selling and promotional activities used by hospitality organisations, outlining the benefits of these activities	M1 explain why specific promotional activities are used for hospitality products and services	D1 assess the use of specific promotional activities and personal selling skills, showing how they influence decision making for a range of hospitality consumers
P2 describe different types of hospitality consumers and the factors that influence their purchasing decisions	M2 assess the factors which contribute to consumer purchasing decisions for hospitality products	D2 evaluate the promotion and their own selling skills, making recommendations for improvements.
P3 design promotions that could be used to demonstrate personal selling skills	M3 demonstrate high levels of personal selling skills to implement the hospitality promotion.	
P4 promote hospitality products using appropriate personal selling skills.		

Essential guidance for tutors

Delivery

Personal selling should be defined as the marketing function that deals with the customer on a direct or face-to-face basis. Personal selling attempts to inform and educate prospective customers and to persuade them to purchase products and services. Promotional activities should be defined as essential within marketing to create awareness and to stimulate interest in the product or service offered.

The theory that underpins the personal selling and promotional process needs to be related to practical activities. Learners need to appreciate that different types of hospitality consumers have different needs for products and services, and how personal selling and promotional activities can influence the consumer's decision to purchase. This can be reinforced by learners' experience of promotional messages, gained from working in the industry or as a consumer of hospitality products and services.

Use should be made of existing, relevant industry materials to demonstrate the variety of strategies adopted to sell hospitality products and services. There are extensive opportunities for role play and for 'real' selling and promotional situations that will give learners the opportunity to develop their skills.

This unit should allow learners to develop their communication and ICT skills. Whilst theory should underpin the delivery and learner activities, learners should be allowed to develop technology and communication skills that reflect the nature of promotional and personal selling skills and activities in the industry. Learners should be encouraged to produce promotional materials using appropriate software.

A practical, activity-based approach should form the basis of the assessment for this unit. Knowledge and understanding of the theory and research that underpins personal selling and promotion should be evidenced through the development of a plan for personal selling and promotional activities.

Selling skills can be demonstrated through real or simulated situations. Learners should practise using a range of communication methods and tools, combining text and images to present the promotional message in a format that will influence the customer's decision to purchase the specified product/service.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

The evidence for P1 should show learners' ability to describe a range of personal selling and promotional activities used by hospitality organisations. One way of doing this would be to carry out an investigation into the range of promotions used by a large organisation such as a multinational fast-food organisation.

For P2, learners should describe hospitality providers or outlets and their customers. For instance, a description covering a large coffee shop chain, an independent hotel, a licensed retail organisation and a restaurant brand would allow learners to deal with a range of customer types and influences on purchasing decisions.

P3 should be a practical activity which enables learners to design specific materials or strategies to promote hospitality products. The criterion requires the promotion to be appropriate to the use of personal selling skills. Learners need to design two promotions that they will use to demonstrate their personal selling skills in P4. The promotions could relate to real organisations or a tutor-designed brief and should deal with more than one of the products and services listed. Learners should link the promotion to an overall strategy. For example, a hotel might have low occupancy at weekends because it is mainly used by business travellers, and so a promotion might focus on encouraging business travellers to extend their stays. Another example of a promotional activity would be a wine-tasting evening. The promotions should take into account the type of customers at which it will be aimed, as well as costs that would be incurred and the resources required. A promotion could be in the form of written material, eg a leaflet or a poster, or it could be a prepared sales pitch.

P4 is also a practical activity which requires learner evidence to demonstrate appropriate personal skills through application of selling skills, and use the promotional ideas generated in P3. Learners should provide evidence related to two hospitality products and show how they are able to use their individual skills and abilities. This could take place in a real situation or it could be simulated and demonstrated by role play. At pass level, some selling skills will be demonstrated successfully; as a minimum, learners should be able to communicate product knowledge and encourage customer awareness.

M1 should extend learners' understanding shown in P1. Learners should provide an explanation of the reasons for use of specific types of promotional activity in hospitality organisations, eg use of TV advertising for a fast-food operator.

M2 should include evidence which assesses the factors that influence consumer purchasing decisions. Learners should show which factors are the most important for different hospitality products. Using evidence related to purchasing decisions from P2, learners should assess the relative importance of these factors, eg comparing reputation and post-purchase behaviour for hospitality products.

To achieve M3, learners should show a higher level of skill than for P4. Whereas at pass level learners need to show that they can communicate product knowledge and encourage customer awareness, at merit level they need to show that they are successful at selling and handling objections in their personal selling and that they demonstrate their ability to close sales and encourage repeat business.

For D1, learners should assess the strengths and weaknesses of promotional activities and selling skills that are, or have been, used. This should relate to a specific hospitality product or service, such as a weekend break at a country house hotel or a conference package. Learners could evaluate the ways in which different promotions are used, how they seek to influence purchasing decisions of their target customers, and assess the relevance of personal selling to the product.

For D2, learners should evaluate the promotion that they designed and implemented in P3, P4 and M3. They should consider how successful the original idea was in terms of whether the assumptions on which it was based were valid, and how they would do it differently in future. They should also consider the execution of the promotion in terms of the extent to which their personal and selling skills contributed to their success and where their own strengths and weaknesses lie.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 6: Food Service Operations*
- *Unit 16: Marketing for Hospitality*
- *Unit 22: Accommodation Operations*
- *Unit 23: Front Office Operations in Hospitality.*

This unit also has links to the National Occupational Standards for Sales.

Essential resources

None.

Indicative reading for learners

Textbook

Kotler P, Wong V, Saunders J and Armstrong G – *Principles of Marketing* (Pearson, 2004) ISBN 0273684566

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing their experience of personal selling designing promotions for use in the hospitality industry. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1,000 words long.</p>
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> using selling skills to promote hospitality products. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> designing promotions that could be used to demonstrate personal selling skills. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>

Unit 18: Human Resources in Hospitality

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

The hospitality industry is frequently referred to as a 'people business'. The customer expects to be served by people who are bright and confident with good personal skills. The employer wants people who can quickly acquire the skills and knowledge to do the job. Matching these needs is the role of human resources. Supervisors in the industry require human resource knowledge and skills and the confidence to apply them to the area in which they are working.

One of the most challenging aspects of the hospitality industry is the need to recruit, select and retain employees, as the staff turnover in the industry tends to be rather high. In addition, like all other employment sectors, a supervisor in the industry needs to be aware of current employment legislation and how it should be applied to human resource policies and procedures.

Learning outcome 1 allows learners to investigate and compare human resource policies and techniques, which may be used in any hospitality organisation.

Learning outcomes 2 and 3 look at procedures that are used throughout an employee's working life. These include recruiting, selecting and inducting staff, as well as the procedures for appraisal, discipline, grievance and termination. Learners have the opportunity to investigate and examine the procedures, which will enable them to develop skills and knowledge. This will build their confidence before they need to practise the skills in the workplace.

Learning outcome 4 looks at legislation relevant to human resources and how it should be applied at all stages of employment.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the key human resource issues, responsibilities and policies in hospitality organisations
- 2 Understand recruitment, selection and induction procedures
- 3 Understand appraisal, grievance, disciplinary and termination procedures
- 4 Understand relevant legislation applicable to human resource policies and procedures.

Unit content

1 Know the key human resource issues, responsibilities and policies in hospitality organisations

Issues and responsibilities: ensuring organisational effectiveness; design and implementation of policies and procedures; staff resource planning (staffing and training requirements, job roles and responsibilities); labour turnover and absenteeism (understanding causes and cost implications, finding solutions); ensuring motivation, eg staff empowerment, job rotation/enrichment, personal and professional development, teamwork

Policies: aims and objectives of policies in general; types, eg leave, sickness, dress code, disciplinary, pay, parental leave, redundancy

Hospitality organisations: commercial sector; services sector

2 Understand recruitment, selection and induction procedures

Recruitment: job evaluation; job analysis and specification; job description; person specification; advertising; sourcing of staff, including using agencies

Selection: applications; short-listing; methods of selection, eg interviews, group methods, presentations, personality assessment; references; appointment; contract of employment

Induction: practices and procedures; benefits to employer and employee; use of mentors; documentation

3 Understand appraisal, grievance, disciplinary and termination procedures

Appraisal: planning; aims and objectives; criteria; outcomes; recording documentation; continuous professional development

Disciplinary and grievance: guidelines and procedures, eg verbal/written warnings, appeals; codes of practice; employment tribunal; sources of advice, eg Advisory, Conciliation and Arbitration Service (ACAS), Hotel and Catering International Management Association (HCIMA), Citizens Advice Bureau

Termination: redundancy; dismissal; job restructuring; resignation; procedures; records

4 Understand relevant legislation applicable to human resource policies and procedures

Relevant legislation: disability; employment protection; equal pay; working time; minimum wages; race relations; employee relations; age discrimination; sex discrimination; record keeping; statutory sick pay; maternity; paternity; youth employment; employer's liability insurance

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the key human resource issues, responsibilities and policies in hospitality organisations, giving appropriate examples	M1 compare human resource issues and policies in two different hospitality organisations	D1 analyse a selection of human resource policies, commenting on their relevance to the organisations
P2 describe procedures to recruit, select and induct a new employee in a hospitality organisation	M2 explain the effectiveness of human resource procedures together with relevant legislation in a hospitality organisation.	D2 analyse how human resource procedures could be improved in order to increase the effectiveness of a hospitality organisation.
P3 describe appraisal, discipline and grievance procedures used in hospitality organisations		
P4 select and apply relevant legislation to human resource policies and procedures.		

Essential guidance for tutors

Delivery

It is essential that the theory of human resource management, its application across business, and the many different types of organisation making up the hospitality industry are researched and understood. Learners will benefit from having access to copies of policies, procedures and documentation from organisations. Speakers who are members of human resource teams and department managers or supervisors from hospitality organisations will be able to help learners understand how policies, techniques and procedures are applied. Learners may also work in the hospitality industry and will be able to share their experiences with the group.

Copies of policies and documentation from organisations will help learners get to know policies and procedures used in the industry. A visit from a speaker could be used to identify the different parts of staff-resource planning, as well as their use and application in the industry. Contacting organisations or carrying out research using a library or the internet could form the basis of research into quality systems, such as Hospitality Assured (HCIMA), Investors in People (IIP), Total Quality Management (TQM) and ISO 9000. Pamphlets and other material could be built up into a research source.

Once the theory behind recruitment, selection and induction has been explored, learners can then apply it to case studies. A significant source of staff in hospitality is employment agencies, and a speaker from one of these could show how they operate. Parts of their procedures, such as selection interviews or short induction training programmes, could be put into practice to build learners' confidence.

The theory behind the development of appraisal, disciplinary, grievance and termination procedures could be taught using actual examples from hospitality organisations. How they have been applied to different situations could then be examined and case studies again used to demonstrate their application.

Assessment

While this unit has a large theoretical and knowledge base, it seeks to equip learners not only with this knowledge, but also the skills with which to apply it. Assessment of this unit should therefore involve the use of actual human resource policies and procedures, exercises, case studies and role play. Information could also be researched whilst carrying out work placements and/or from part-time jobs in the hospitality industry.

To achieve P1, learners are asked to describe the key issues, responsibilities and policies used in hospitality organisations. The description should be in general terms, and should include examples from several hospitality organisations from different parts of the industry. There should be reference to at least five different types of policy, although it is not necessary to refer to more than one organisation for each type of policy. Policies can be sourced through work placements, part-time employment, or through visits to both large and small organisations. It should also be noted that this criterion deals with policy, ie the guiding principles or rules (*what* is to be carried out), whereas P2 and P3 deal with procedures, ie the steps taken to implement the policy (*how* it is carried out).

The whole area of recruitment, selection and induction is covered in P2, in which learners should research procedures to be used for a new employee in a hospitality organisation. A case study could be used if it is not possible to access this information from a real organisation. The case study used should outline a situation where new supervisors in the industry might find themselves looking for a member of staff at an operative level. Procedures used should be appropriate, for instance advertising the job and using a method of selection. This assessment could include a practical element, such as carrying out a structured interview or part of the induction programme.

P3 asks learners to describe the main parts of appraisal, disciplinary and grievance procedures. A case study could be used if it is not possible to access this information from a real organisation.

P4 asks learners to select and apply relevant legislation for the policies and procedures covered in P1, P2 and P3. Learners should provide a summary of how each of the given areas of legislation is applied in the human resources process. The summary should be in the learner's own words, highlighting relevant aspects of the legislation, and not simply reproducing parts of the laws in their entirety. The most up-to-date versions of legislation should be used.

To achieve M1, policies and issues should be compared for two different organisations. While many of the issues will be common to different organisations, they are likely to be addressed in different ways and given different priorities. The explanation should include similarities and differences of the procedures adopted in the organisations.

In M2, learners bring together the work carried out for P2, P3, and P4, and are asked to examine how effective the application of procedures and relevant legislation is in an organisation. For example, they could investigate how effective the recruitment and selection procedure is, how effective the induction programme is, or whether the Working Time Directive is being followed. This could be done in a real situation or by using a case study if an appropriate organisation cannot be accessed.

For D1, an analysis should be made as to the success of an organisation's policies in addressing relevant key issues. This should include at least three policies and the learner's own commentary on any further issues these generate. For instance, a learner could comment on a large restaurant chain that has started to source workers from other EU countries as they find it hard to attract staff from the UK. One issue that has arisen out of this is the need to develop induction programmes including Tourist Board courses such as 'Welcome Host' and to ensure that employees understand the company's policies.

D2 requires learners to comment on how human resources policies and procedures in an organisation could be improved. For instance, learners could suggest ways of improving the appraisal process so that employees have clearer targets that are linked to performance related pay, that motivate and encourage retention of talented staff, increase productivity, improve customer satisfaction, and ultimately improve the success of the organisation. However, at this level, learners should also show an awareness of the possible negative consequences of changes in procedures, eg changes can bring uncertainty and insecurity for staff, pay-linked appraisal is potentially divisive and burdensome for management.

Links to National Occupational Standards, other BTEC units, other BTEC Qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 3: Health, Safety and Security in the Hospitality Industry*
- *Unit 5: Hospitality Team Leadership and Supervision.*

Essential resources

Learners will need access to examples of human resources policies and procedures. Ideally, these will be real examples, but if these are not available, case studies could be used.

Indicative reading for learners

Textbook

Boella M – *Human Resource Management in the Hospitality Industry, 8th Edition* (Butterworth-Heinemann, 2005) ISBN 0750666366

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching companies' human resources procedures 	<p>C3.2 Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1,000 words long.</p>
<ul style="list-style-type: none"> describing human resources procedures selecting and applying relevant legislation to human resources policies and procedures. 	<p>C3.3 Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1,000 words long.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching relevant legislation. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p>

Unit 19: Understanding Large-scale Events

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Large-scale event management is a growing employment sector. Worldwide it employs 1.5 million people, working in partnership with many service providers, especially the hospitality and tourism industry. Many learners will have observed events as customers or watched them on television, and some might have participated. In this unit they will not be required to participate in or plan an event, but they will examine the way that the events industry works and the importance of the smooth running of events in ways which minimise the risks and maximise the enjoyment for customers.

This unit has some similarities with *Unit 20: Conference and Banqueting Operations*. But whereas conference and banqueting takes place in venues that typically employ their own staff to organise and run events, large-scale event management companies usually do not own venues; rather, they hire venues and subcontractors according to the individual needs of an event. This unit also focuses on events that are on a larger scale, which could be defined as being more than 200 people.

Large-scale events are expensive, with high expenditure over a short period of time; careful planning is essential, not just to secure safety and provide a good customer experience, but also to reduce financial risk.

Safety, security and crowd management are key features of large-scale event planning. Safety of the event audience, staff and subcontractors is a major concern. Learners will develop an understanding of the methods used to eliminate risk and the services provided by police, fire officers and first-aid staff. Events management is a demanding but also an exciting industry in which to work, aiming to provide customers with an experience that is memorable and exciting. Learners will have the opportunity to discuss the skills required and get a clearer idea of the jobs available.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the features of different types of large-scale events
- 2 Understand the main tasks and skills required for large-scale event management
- 3 Understand the key planning considerations for large-scale event management
- 4 Understand essential requirements for safety, security and crowd management.

Unit content

1 Understand the features of different types of large-scale events

Types of event: corporate leisure, eg celebrations, parties, themed events; corporate business, eg conferences, product launches, brand promotions, awards ceremonies; exhibitions and fairs, eg art, fashion, antiques, jobs; festivals, eg music, food and drink, arts, fireworks display, carnivals

Features: locations; budgets; duration; types of client; guest profiles; event size

2 Understand the main tasks and skills required for large-scale event management

Tasks: taking client brief; developing ideas and themes to meet client needs; researching event venue; preparing proposal; deciding on venue appearance, eg layout, decorations; sourcing materials, suppliers and contractors; budgeting; setting up marketing, eg promotions, ticketing and sales; ensuring health and safety, eg risk assessment, crowd control; establishing tools for evaluation and feedback

Skills required: types of job, eg events officer/manager, entertainment manager, catering manager, registration and ticketing manager, pyrotechnic consultant, light and sound engineer; skills and attributes needed, eg project management skills, people skills, creativity, writing skills, ICT skills, willingness to travel and work unusual hours

3 Understand the key planning considerations for large-scale event management

Key planning: establishing operational plans, eg delegate entry/exit, crowd control, traffic (site and customers), complaints, safety, first-aid positions; event timings; procedures and checklists; contingency plans, eg weather, shelter, delays, cancellations; utilities, eg electrical supply, water supply, sewage and waste control; fire-fighting equipment; emergency planning, eg fire/bomb evacuation; logistics for set-up and take-down

Liaison with third parties: with police, eg routing and road closures, signage, transport requirements, parking; with venues, eg price, date; with catering providers, eg quantity, cost, food, staffing; arranging equipment hire, eg seating, staging, lighting, sound, portable lavatories; booking entertainment; applications for licences, eg music, alcohol sales; with the fire brigade and first-aid organisations

4 Understand essential requirements for safety, security and crowd management

Safety: employer and employee responsibilities under current legislation, eg workers' compensation insurance, public liability insurance; safe lifting techniques, eg appropriate machinery for lifting and securing heavy loads; risk assessments; safety steps and training for the use of electrical equipment (secure cords, cabling, lock-out areas of the grounds where necessary around generators); safety systems where fireworks are deployed; use of clear signage for staff and contractors; protective clothing

Security: situations in which police or security staff could be required; procedures and the importance of training for staff to meet security standards and prevent risks, eg employ or recruit sufficient numbers of security guards, marshals, safety officers, traffic coordinators; effective communications systems; secure management of cash and tickets, security badges, materials and other valuables, requisition procedures for the issue of materials

Crowd management: how to predict possible problems; crowd management and control procedures (barriers, walkways, emergency lighting); evacuation procedures; training of marshals and staff

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the different types of large-scale events and their features		
P2 identify the key tasks involved in the management of a large-scale event, and prepare two proposals	M1 explain the importance of the necessary skills and attributes in relation to the key tasks of event management	D1 evaluate the strengths and weaknesses of two large-scale event proposals
P3 describe the main attributes and skills for staff employed in the management of a large-scale event	M2 compare the planning and liaison requirements for two different types of large-scale events	
P4 describe the planning and liaison within large-scale event management	M3 compare the safety, security and crowd control requirements of two different types of large-scale events.	D2 evaluate the effectiveness of staff, security and crowd control measures taken at two large-scale events.
P5 describe the essential features of safety, security and crowd management.		

Essential guidance for tutors

Delivery

The delivery of this unit would be enhanced by a visit from an external speaker such as an event manager, or a visit to an event management company. It would be desirable, but not essential, for learners to undertake work experience at a local event or have some involvement with planning an event in their own centre, such as charity fundraising, prize giving, parents' evenings or a sports day.

The tutor will need to ensure that learners are able to access information about event management organisations, either through internet or text research. This information should include details of the types of employment opportunities and qualifications required.

Tutors could ask learners to research two different types of event and describe the typical features of each one, analysing whether the events were successful and stating why or why not in each case. Learners could produce image boards, collecting images that would inspire future event design. Recruitment websites are a valuable source of information about the skills and experience expected of personnel within the industry. Tutors could ask learners match their own skills and qualifications to chosen jobs in the event industry, and to identify any additional training or skills they would need.

It would be helpful to use case studies to illustrate legal compliance and practise using flow charts to identify the processes of event planning. Sample budgets can be used to identify break-even data, and a sample budget could be set for a local fundraising event. Risk assessments can be undertaken and safety checklists compiled to provide learners with the opportunity to practise the use of safety systems. The tutor will need to provide an input on protocols for different types of event and also direct learners to examine leadership roles, motivation and team responsibilities.

Planning is a key consideration and group exercises will enhance learners' ability to identify the logistics of an event and the need to bring all equipment and other resources together at the right time. The use of time plans, lists and performance standards are key to the development of the appropriate skills. Learners will need direction with regard to operational policies. It would be extremely useful to arrange for them to talk with representatives from the police and fire and ambulance services about fire, accident, crowd control and security issues, either through active research or arranging for a visit or speakers.

The following topics will need to be discussed in class: evaluation tools, setting objectives for measuring performance, and analysing the results, in terms of customer satisfaction, financial considerations and targets, teamworking skills, training and safety.

Assessment

In order to achieve P1, learners should provide written descriptions or presentations of the results of research into two different types of large-scale event. Typical features would include the purpose, the venue, audience, financial considerations (charitable fundraising or commercial revenue earning), timing (season, time of day, duration) event team members, contractors used, marketing, and any potential risks.

For P2, the tutor should provide an imaginary brief that requires learners to provide the following: a description or flow chart for an event to identify key tasks; the location of the venue; the features of the event; and identification of customer/audience needs; and key planning considerations to meet these needs, eg food, facilities, potential contractors, type of entertainment, staffing requirements, travel arrangements, parking. These key tasks should then be included in two draft written proposals for a client for the same event that identify different themes and options. A concept file containing graphic imagery would provide supporting evidence.

For P3, learners should provide a written description of the skills and attributes necessary to carry out the key tasks identified in P2 for people working in the event management industry. Supporting evidence could come from text or internet research to find job advertisements and basic job descriptions for jobs at a managerial, supervisory and operative level.

For P4, learners should describe in general terms the planning and liaison used in different types of event management, identifying key deadlines and lead times, perhaps using a time-line diagram for this. In addition, learners will need to identify the external parties who would liaise with the event management team, which, depending on the event, could include police, fire services, first aid, caterers, lighting engineers, and sound engineers. If learners were to participate in planning a large-scale event in their centre or locality, then the working documents that they use would provide additional evidence.

For P5, learners should produce a basic description of the key features of safety, security and crowd control which are necessary for different named types of events. This should include information about: occupational safety legislation, public liability insurance, local licences, and approval by health and safety officers; security and the use of security staff to protect materials, cash and equipment; police services and the use of marshals employed to control the crowds and deal promptly with any trouble makers; safety signage (for example entrance and exit signs, emergency evacuation routes). Also the use of first-aid posts, supplies and trained personnel; communications, loud speaker systems, radio telephones, emergency lighting. Learners could use a flow chart or checklists to identify the information in a succinct way.

For M1, learners should relate the key tasks in P2 to the skills identified in P3, explaining why the skills noted are so important.

To achieve M2, learners could compare either the same event type (eg a music festival) but on different scales (eg an audience of 200 versus an audience of 2000) or two different events of the same scale (eg a carnival and a country show for 600 people), identifying the similarities and differences necessary for the management of each event.

For M3, learners will need to compare two different events and use a fact sheet to compare the different requirements for safety, security and crowd control for each one. As for M2, the events should be similar either in scale or in type. The events chosen for M3 need not be the same events described in M2.

To achieve D1, learners should evaluate any relevant factors for two proposals, eg the management company used, the amount of overall work involved, staff employed or volunteers engaged, the contractors used, organisations liaised with, and the suitability of the venue location in terms of audience access, transport, and safety. The proposals evaluated could be those created by other learners for P2 or could come from case studies.

For D2, learners should produce an evaluation using appropriate methodology, eg customer feedback, staff feedback, health and safety records or reports. One or both of the events could be experienced first hand or they could be researched. Conclusions should be drawn and feasible recommendations made.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 3: Health, Safety and Security in the Hospitality Industry*
- *Unit 4: Hospitality Business Operations*
- *Unit 20: Conference and Banqueting Operations*
- *Unit 21: Planning and Managing a Hospitality Event.*

Essential resources

Centres must have access to information about event management organisations and job opportunities in the industry.

Indicative reading for learners

Textbooks

Van Der Wagen L and Carlos B – *Event Management* (Pearson, 2004) ISBN 0131149385

Torkildsen G – *Leisure and Recreational Management* (Routledge, 2005)
ISBN 0415309964

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing the different types of large-scale events and their features identifying the key tasks involved in the management of a large-scale event and prepare two proposals. 	C3.1a Take part in a group discussion.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching the main attributes of people employed in large-scale event management. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> preparing two proposals for the client brief. 	PS3.1 Explore a problem and identify different ways of tackling it. PS3.2 Plan and implement at least one way of solving the problem. PS3.3 Check if the problem has been solved and review your approach to problem solving.

Unit 20: Conference and Banqueting Operations

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The provision of conference and banqueting facilities, traditionally the preserve of large hotels, has grown significantly in the last decade. The development of dedicated conference centres and an increase in the number of leisure providers have changed the marketplace for clients who use conference and banqueting provision. Facilities exist at race-courses, large country houses, football clubs, local authority town halls, courts of law, local leisure centres and theme parks – in fact in any venue that has the space and facilities to offer the appropriate services. Many providers will use the services of an outside specialist to provide catering, entertainment, technical support and staffing. Developments in technology have had an impact on the methods companies use in order to advertise and provide support services to clients.

The unit will allow learners to understand the processes involved when providing a conference and banqueting service to a client. In learning outcome 1, learners will research the location of venues for conferences and banqueting, along with the services and activities they provide. Learning outcome 2 will look at the operational requirements associated with planning and delivering conference and banqueting services, as well as the different methods and procedures that are used in order to meet the needs of clients, delegates and guests.

Practical skills will be developed in learning outcome 3 through participating as a team member in an event or by working in local industry. In learning outcome 4, learners will be taught how to evaluate their own and their team's performance when providing a conference or banquet, using a variety of information sources.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about conference and banqueting venues, activities and facilities
- 2 Understand the operational processes and working procedures required for conference and banqueting operations
- 3 Be able to participate in the operation of a conference or banqueting event
- 4 Understand the evaluation process of a conference or banquet event.

Unit content

1 Know about conference and banqueting venues, activities and facilities

Venues: types, eg purpose-built centres, hospitality establishments, local authority venues, sports and leisure complexes, football clubs, halls of residence

Activities: meetings; conferences; seminars; functions; banquets; special events

Characteristics and facilities: location; number; availability; size, eg available space, seating capacity; access, eg for disabled; technology, eg audiovisual resources, telecommunications, wireless computer capabilities, business support services; details of function etiquette, religious and cultural guidelines, and protocols appropriate to different occasions, eg weddings, formal dinners; ambience, eg lighting, temperature, decor, themes; entertainment, eg guest speakers, musicians; car parking; accommodation

2 Understand the operational processes and working procedures required for conference and banqueting operations

Operational processes: systems (manual, computerised); marketing; sales; quotations; bookings; retrieving client records; financial control discounting arrangements; collating delegate information; delegate communication (web page, email links, print resources); billing; customer feedback; liaison with contractors

Working procedures and implementation: establishing customer needs; use of a function sheet for room layout; table plans; food and beverage service; stock control; ambience; entertainment; timings; contingency plans; establishing performance indicators (quality standards, key activities, critical time analysis)

Resources and requirements: types of staff, eg full-time permanent, casual, agency, specialist; equipment; regulatory requirements (licensing, hygiene, safety and security)

3 Be able to participate in the operation of a conference or banqueting event

Client brief: eg from employer, from a tutor-provided scenario

Participate: roles, eg own contribution, carrying out working procedures, function, lines of authority; responsibilities, eg customer care, dealing with guests or delegates, reporting procedures; variations to the original plan (timings, role, services, contingencies)

4 Understand the evaluation process of a conference or banquet event

Evaluation: customer satisfaction; targets met; quality of service provision; revenue generated; key regulatory requirements; dealing with variations; own performance; team performance

Feedback: eg from customers, guests, delegates, supervisor, colleagues

Recommendations for improvement: own contribution; team performance; use of resources; meeting service performance indicators; meeting key regulatory requirements

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the facilities of conference and banqueting venues and the activities that take place in them	M1 explain the differences in activities and facilities available in conference and banqueting venues	D1 analyse the conference and banqueting provision in the UK, making suggestions for how provision and operations could be improved
P2 identify the operational processes and procedures required for both a conference and a banquet	M2 compare the operational requirements for a conference and for a banquet	
P3 provide conference or banqueting services in response to a given brief, with appropriate support	M3 work independently to provide conference or banqueting services.	
P4 describe methods to evaluate their own and team performance when contributing to a conference or banqueting event, and the types of recommendations that could be made.		D2 evaluate own and team performance when providing a conference or banqueting service, making realistic recommendations for improvement.

Essential guidance for tutors

Delivery

'Conference and banqueting' is used as a generic term by the hospitality industry to encompass a wide range of activities, such as meetings, conferences, seminars and functions. Tutors and learners need not engage in extended discussions over definitions, but a working definition would be that a banquet is a formal occasion in which the provision of food and drink is the central activity, whereas with a conference, the provision of food and drink is an ancillary service. A conference could be a large residential event for dozens of delegates, or a smaller one-day meeting for fewer delegates.

A practical approach should be adopted, using real and simulated exercises to develop vocational skills, active research, text and internet searches and the use of case studies for client briefs. The purpose of this unit is to develop learners' knowledge and practical skills in conference and banqueting operations. Practical skills focus on participation in conference and/or banqueting services as a service provider responding to client needs, not as an organiser.

In order for learners to develop an understanding of the differing types of conference and banqueting venues, it would be beneficial to visit venues that contrast in size, operation, revenue, turnover and so on. It would be useful for learners to have the opportunity to talk to visiting speakers from the industry, and it would also be helpful, where possible, to involve someone from the industry in evaluating the event/s in which learners participate.

It is important that learners become familiar with systems and procedures used in conference and banqueting operations, including the increasing influence of ICT. This includes the use of the internet and telephone technology for marketing, selling and booking events, and computer-aided design for room design and layout. The industry can now provide additional technology to support conference services and entertainment. For example, many venues now provide wireless portals that enable cable free links for delegates' personal computers, interactive white boards, and wireless links from computers to photocopiers. PowerPoint projectors and video editing technology is readily available, enabling seminar speakers to be videoed and their performance to be recorded on CD disks within hours. Wrap-around, multi-video, television screens, computerised lighting, sound systems and stage pyrotechnics are all available to provide an impact.

Banqueting provision makes full use of new technologies in terms of food preparation systems, cuisine sous vide, cook chill and regeneration methods. Menus vary greatly from formal banquets with full silver service, to buffet-style, fork, finger or bowls of food, and hot and cold beverage service. New technology enables clients to view video clips of venues, themes, food, and entertainment, as well as other associated services such as weddings, toast masters, master-of-ceremonies, transport and overnight accommodation.

It will be necessary to take learners through the stages of the process of running a conference or banqueting event, in order for them to understand the requirements: information gathering, decision making, style, space-utilisation techniques, critical times, current legislation, budget predictions, menu-planning, service capabilities, staffing and resource needs, contingency plans and evaluation methods used. In addition, learners will need to understand the skills and attributes necessary to participate effectively, including attention to detail, organisational skills, administration skills, communication skills and flexibility. Learners will need to explore administrative needs and will need to understand how function sheets, internal and external control documents, letters, contracts, feedback forms and events diaries are used.

The practical work for this unit can be based on any suitable conference or banqueting event, for example a wedding, a formal dinner or a business meeting. The event may take place within the college/school/training centre, or through contact with community groups. Alternatively, centres may arrange to work with local industry to give learners appropriate work experience.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

P1 requires learners to describe in general terms the provision for conference and banqueting, covering the venues, facilities and activities. Descriptions need not cover specific facilities or provision, but could include examples. Learners should choose at least four types of venue and describe in general terms the characteristics and the features commonly available. They should describe the conference and banqueting activities that can occur in them, although at this level there is no need to identify which types of venue are most suitable for which activities.

P2 requires an identification of the operational processes and procedures required for a conference and banquet. Learners should identify operational requirements for both events and may find it useful to do this in two separate reports using function sheets. Learners will need to understand the purpose of the event, the needs of the client and the guests. The function sheet will need to include the venue, dates, times, number of guests or delegates, current legislative controls and security arrangements, the overall responsibilities, personnel, resources required, the room layout chosen, equipment needed, type of menu, service style, cost controls, requisition arrangements, stock control and operational lists and critical time data.

For P3, learners should provide services in a conference or banquet for a given client brief. This client could be external (such as an employer), internal (such as another department in a college), or fictitious (based on a scenario given by the assessor). The brief cannot be devised by the learners themselves. Learners are likely to work in teams to participate in providing services. An observation sheet should be used by the assessor to demonstrate that each learner has taken part and should evidence each learner's own contribution. At pass level, it is likely that learners will need support of tutors in order to carry out the conference or banquet tasks. However, they must actively participate and fulfil their given job role.

For P4, learners should describe how they could carry out an evaluation of their conference or banquet event. They should consider all of the types of evaluation and sources of feedback. It is possible that not all of them are applicable to their particular situation; if this is the case, learners should explain why this is so. They should also show that they understand the types of recommendations that can be made, how information can be gathered, and so on. They do not actually need to make the recommendations.

For M1, learners should explain why differences exist in conference and banquet venues, and the implications of this for the suitability of different venue types for different events. An example of an appropriate level of response for this criterion could be halls of residence, which usually have large numbers of delegate rooms, and so are suitable for large residential conferences. As they are used for student accommodation for the majority of the year and do not have the right ambience, they do not tend to be suitable for special events such as weddings. Nor are they suitable for conferences with VIPs, who require a high quality provision, such as luxury accommodation or fine dining.

For M2, learners should compare the operational requirements for a conference and a banquet, for example how differences in the requirements could affect layout of the rooms, ambience and staffing requirements. Learners need not contrast different types of conference or different types of banquet; the contrast should focus on the differences *between* conferences and banquets, and so could refer to one example of each.

What differentiates M3 from P3 is the level of independence shown by learners. While there is an expectation that a significant degree of tutor support will be required at pass level, at merit level learners are expected to work with minimum guidance from the tutor, eg completing their tasks with confidence and skill, and using the function sheet information as a checklist and control document.

D1 requires learners to look at the provision for conferences and banquets in the UK as a whole and to analyse the extent to which it meets the needs of the market. Examples of responses at this level could be 'there are a growing number of venues with wedding licences, such as stately homes and historic buildings, which are meeting market demand for weddings in attractive surroundings. However, there are very little of these at the budget end of the market, which means that there is a large client group that is not being catered for. More places, such as country pubs, could apply for licences, which would offer a cheaper option for couples who wish to have a smaller wedding.'

D2 requires learners to evaluate their own and their team's performance, considering what went well and the areas that could be improved. Learners should give full and detailed answers, rather than a list of bullet points such as 'I should have stayed within the budget' or 'the team should have met more regularly'. Responses should be comprehensive, eg 'We overspent on the marketing materials, and as such, we should have adjusted the budget for the decorations, rather than stick with the original plan. Next time, we should review the budget every week to see where the over- and under-spends are, and adapt the budget accordingly.' Learners may wish to evaluate the event as a whole with their team; where this is the case, all evidence submitted by individual learners should be their own.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 6: Food Service Operations*
- *Unit 19: Understanding Large-scale Events*
- *Unit 21: Planning and Managing a Hospitality Event.*

Essential resources

Learners must have access to resources that are necessary to provide conference or banqueting services.

Indicative reading for learners

Textbooks

Cousins J, Foskett D and Gillespie C— *Food and Beverage Management* (Longman, 2002) ISBN 0582452716

Shone A — *The Business of Conferences: A Hospitality Sector Overview for the UK and Ireland* (Butterworth-Heinemann, 1998) ISBN 0750640995

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing the facilities of conference and banqueting venues. 	C3.1a Take part in a group discussion.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> identifying the operational requirements of a conference and a banquet. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information.

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing methods to evaluate their own and team performance and the types of recommendations that could be made evaluating own and team performance when providing a conference or banqueting service, making realistic recommendations for improvement. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> providing conference or banqueting facilities in response to a client brief evaluating own and team performance when providing a conference or banqueting service, making realistic recommendations for improvement. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 21: Planning and Managing a Hospitality Event

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to the planning and managing of events within the context of the hospitality industry, a growth sector for specialist providers.

In learning outcome 1, learners will have the opportunity to explore a diverse range of events such as banquets, parties and receptions, and a variety of themes.

They will then be expected to deliver event services as part of a practical activity. As part of learning outcome 2, learners will produce a proposal to meet a client brief, which may be supplied by the tutor. A number of possible events could be considered, such as a small end-of-term party, a reception, a garden party, a school fete, a charity fundraising activity or a themed dinner. The proposal will cover essential criteria, such as a description of the event, numbers involved and costs that will need to be incurred.

Learning outcome 3 deals with preparation for the event, enabling learners to develop their ability to plan and monitor the timescales of the project and also to practise contingency planning. They will explore various issues such as access, staffing and facilities. As part of their planning, they will consider the ways in which they will be able to evaluate the success of the event, for example by collecting feedback from customers and participants. This event will then be staged as part of learning outcome 4 and its success reviewed.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the characteristics of events in the hospitality industry
- 2 Be able to produce a proposal for an event from a client brief
- 3 Be able to plan the event
- 4 Be able to stage the event and review how successful it has been.

Unit content

1 Know the characteristics of events in the hospitality industry

Events: types, eg receptions, banquets, outdoor events, parties, promotions, fundraising; themes, eg historical, 1970s, Hollywood, casino, murder mystery; trends

Characteristics: location and size of venues; decor and furnishings; equipment; staffing requirements; entertainment; food and beverages

2 Be able to produce a proposal for an event from a client brief

Understanding of client brief: purpose of event; client needs; constraints, eg time, location, costs; records of communication with client, eg meetings; feasibility

Proposal: date and time; description of event; numbers of attendees; duration; location; requirements, eg catering, staffing, ticketing, entertainments, publicity; costs

3 Be able to plan the event

Planning: objectives; time planning, eg timelines, critical times, lead times; venue, eg size, layout, decor, disabled access; number of guests; entertainments, eg music, speakers, entertainers; catering requirements, eg type of menu, style of service, quantities of food and drink; staffing requirements, eg numbers, roles; legal constraints, eg health and safety, negligence, hazardous substances, insurance requirements, fire, first aid; contingency arrangements; publicity; control of attendance, eg invitations, guest lists, ticketing, publicity; facilities, eg car parking, cloakrooms, toilets; ways in which success will be measured, eg numbers, feedback

4 Be able to stage the event and review how successful it has been

Stage the event: according to proposal and plan; adapting plan as required

Review: sources of information, eg numbers of attendees, client feedback, supervisor feedback; against initial proposal; against objectives; meeting needs of client and audience; organisation; time management; own contribution; contribution of others; catering; entertainments; facilities

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe four different events and their characteristics in the hospitality industry		
P2 produce a proposal for an event using a given client brief, with tutor support	M1 produce a proposal for an event, showing independent research skills and justifying their suggestions	D1 evaluate the original proposal and the planning and management of the event, making suggestions for improvements.
P3 plan an event, according to the client brief and proposal	M2 show a high level of independence and skills when planning and staging an event	
P4 stage an event and review how successful it has been.	M3 produce a review analysing how successful the event has been.	

Essential guidance for tutors

Delivery

The unit begins with an overview of the types of events in the hospitality industry and their characteristics. This could be introduced with a class discussion of different types of event, followed up with visits to local event providers, input from industrial speakers, and active text and internet research.

A given client brief will be required in order for learners to produce a proposal. This could be a real brief or could be produced by the tutor acting as the client. Learners could manage a small event alone or be allocated a particular area to manage within a larger event which allows them to meet all the grade criteria. Events that might be appropriate are small parties for christenings and birthdays, end-of-term college parties, formal receptions, garden parties, school fetes, charity fundraising activity, themed dinners or business breakfasts.

When considering planning requirements, the range of possible services that could be provided for the client needs to be discussed, for example venue searches, the hire of temporary structures for external events, audio-visual system hire, entertainment system hire, photographers, florists, printing, catering specialists, additional legislative controls, eg licensing laws for the sale of liquor, music and dancing, public liability insurance. This will introduce the major concepts and enable learners to explore ideas and collect materials. Recent advances in technology should be explored and the methods employed by organisations will need to be addressed in the research aspects of the programme and collect materials.

The Event Safety Guide (HMSO) provides additional support and outlines specific health and safety requirements.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

To achieve P1, learners are expected to carry out research about the different types of event and describe at least four different types of event, and the typical features of each one with real examples.

For P2, P3 and P4, learners may work in groups. However, each learner must present their own evidence and it must be clear (supported where possible by tutor observation sheets) the contribution that each learner has made to the group work.

For P2, learners will need to use a given client brief and produce a proposal for an event. The client brief could be real or it could be produced by the tutor. The type of event will determine exactly what is produced, but could include information about the location and venue, costs, decorations, menu, service styles, and entertainment. At pass level it is expected that learners will require tutor support in producing their proposal, and it should be presented in an appropriate format, which could be a written or oral presentation. It is important that learners show that the proposal is feasible within the constraints of the situation, such as costs, time and facilities.

To achieve P3, learners will use the client brief and their proposal and undertake the planning needed for the event. The exact requirements will vary depending on the type and scale of the event chosen, but learners should show that they have covered all of the areas that they suggested within their proposal, and that if any changes made, these are justifiable and agreed with the client. Learners should show that they have set objectives for the event and that they are able to plan and monitor the timescales of the project. Learners should also plan for contingencies, and consider how they will evaluate the success of the event. However, the contingency planning is likely to be fairly basic, and it is likely that the original timescales will require amendment. Depending on the nature of the event, learners may require significant tutor support in ensuring that staffing, liaison, material requisitioning and funding needs are met.

In order to achieve P4, learners will participate as organiser and manager for their allocated area of responsibility, and following the event they will review what took place. This review should consider the extent to which the plans were successfully implemented, and their own and others' performance. Evidence should come from their own experience and also from other sources, as originally planned, such as from customer feedback forms and feedback from staff. The evidence for this criterion will come mainly from the review, rather than from participation in the event.

For M1, the proposal produced should show evidence of independent research into the possible ways of fulfilling the brief, such as how other similar events have proved to be successful. Learners should be able not only to fulfil the client brief, but should also justify the suggestions made and should require minimal tutor support.

M2 can be differentiated from P3 and P4 by the level of skills and independence shown. Tutor input will be minimal, and learners will show not only that they can draw up and monitor timelines, but also that the timelines are realistic and effective. At this level there will be more evidence of contingency planning (eg adverse weather arrangements, additional staff available, additional sources of materials and equipment).

M3 builds upon P4, but at merit level, the review will consider not just the aspects of the event that were and were not successful, but also an analysis of why this was the case.

For D1, learners should produce an evaluation that synthesises the three stages of the event: the original proposal, the planning, and the staging. Learners should identify ways in which each of these contributed to, or hindered, the success of the event for the client, the audience, and other participants. Learners should reflect upon their own performance and suggest ways in which it could be improved, both in terms of what they would do differently in future, but also gaps in their skills and knowledge that will need to be remedied, eg more detailed cost planning skills, better team management skills or better time-management skills.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 4: Hospitality Business Operations*
- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 6: Food Service Operations*
- *Unit 19: Understanding Large-scale events*
- *Unit 20: Conference and Banqueting Operations.*

This unit has links to the following unit of the Level 3 NVQ in Hospitality Supervision:

- Unit HS8: Supervise a function.

Essential resources

If real client briefs are not available, then the tutor will be required to develop a range of simple client briefs. Learners must have access to the resources required to plan and manage their event.

Indicative reading for learners

Textbooks

Van Der Wagen L and Carlos B – *Event Management* (Pearson, 2004) ISBN 0131149385

Watt D – *Event Management in Leisure and Tourism* (Pearson, 2004) ISBN 0582357063

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> reviewing the success of an event. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the characteristics of different events producing a proposal for an event. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning an event, according to the client brief and proposal. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> producing a proposal for an event. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> staging an event and reviewing how successful it has been. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 22: Accommodation Operations

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Accommodation operations, traditionally known as 'housekeeping', is often overlooked and frequently carries a low profile. However, it is in this department that most of the profit is generated and it is therefore important for industry professionals to have an understanding of this area and the responsibilities of the accommodation manager or 'housekeeper'. Accommodation operations does not relate purely to hotels; it also covers cruise ships, holiday centres, time-share resorts, halls of residence, residential care homes and the growing private service sector.

The accommodation sets the standards of quality and service provided to customers in an organisation, particularly in the hotel sector, where star ratings can dictate the facilities and services offered to guests. The industry is diverse in terms of customers' needs and budgets. The hotel sector itself varies enormously, from luxury five star hotels to the growing availability of budget accommodation, such as roadside lodges.

This unit allows learners to identify and develop the skills necessary to provide accommodation services, including practical cleaning and room-servicing skills, as well as the supervisory aspects of scheduling work and using documentation to plan work and maintain standards. Environmental issues are increasing in importance, and accommodation supervisors and managers need to have an understanding of how they can contribute to the conservation of resources.

Any learner wishing to enter the hospitality industry, especially the hotel sector, will benefit from a sound understanding of accommodation operations. Professionalism is vital, both to the success of the hospitality organisation and to employees' future careers. This unit enables the learner to appreciate and demonstrate a professional manner whilst undertaking the practical activities within this unit.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the structure, role and responsibilities of staff in accommodation operations
- 2 Understand the methods and documentation used to maintain standards in accommodation operations
- 3 Be able to clean and service rooms, using appropriate cleaning agents, equipment, resources and methods
- 4 Understand the importance of safety, security and environmental issues for accommodation operations.

Unit content

1 Understand the structure, role and responsibilities of staff in accommodation operations

Accommodation operations: types of establishment (hotels, budget, self-catering); guest facilities; design and decor in different types of accommodation; trends

Structure: organisation of department, eg manager, floor supervisors; types of staff, eg room attendants, cleaners, linen porters, maintenance, florist

Role: cleaning; servicing of bedrooms; maintenance reports

Responsibilities: principles of cleaning; types of cleaning; cleaning systems; pest infestation and control methods; maintenance (planned, preventative, emergency); links with other departments, eg front office, food and beverage (room service); budget control; efficient use of resources; self-checking; conforming to relevant legislation; professionalism (attitude, appearance, hygiene, communication, teamwork, attention to detail)

2 Understand the methods and documentation used to maintain standards in accommodation operations

Methods: cleaning routines; task analysis; job procedure cards; work schedules

Documentation: types, eg work procedures, checklists, work schedules, duty rota, maintenance schedules; records

Standards: quality; inspection; specifications, eg Standards of Performance manual; contract hire; specialist services, eg window cleaning, Sanibin; legal; audits

3 Be able to clean and service rooms, using appropriate cleaning agents, equipment, resources and methods

Cleaning skills: different areas, eg bedroom, bathroom, public areas; core cleaning skills, eg dusting, mopping, polishing, shampooing, suction cleaning, using floor machines; other cleaning skills, eg glass cleaning, cleaning of sanitary fittings

Room servicing: bed making; replenishing supplies (stationery, courtesy tray, mini-bar); bathroom supplies (towels, toiletries); turn-downs

Cleaning agents: detergents; polishes; solvents; disinfectants; window-cleaning agents

Equipment: manual, eg cloths, brushes, mop; mechanical, eg vacuum cleaners, floor machines, wet pick-ups; room attendant's trolley

Resources: linen; towels; guest give-aways (stationery, toiletries); pillows; z-beds

Methods: cleaning routines; task analysis; job procedure; work schedules

4 Understand the importance of safety, security and environmental issues for accommodation operations

Safety: legal requirements, eg care of substances hazardous to health regulations, fire precautions, health and safety at work, risk assessment, manual handling; safe practices, eg use of electrical equipment, use of warning signs, disposal of cleaning agents; incidents, eg bomb alerts

Security: personal; guests; valuables, eg safes; control of keys; access to guest areas; storerooms; dealing with lost property

Environmental issues: wastage; cost effectiveness; waste disposal/refuse collection; energy conservation; heating and lighting control systems; water management; laundry services; pollution

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the facilities, design and decor in different types of accommodation		
P2 describe the staffing structure, roles and responsibilities in accommodation operations	M1 compare the facilities and the staff structure, roles and responsibilities in two accommodation operations	D1 evaluate the extent to which accommodation operations are meeting guests' needs in terms of the facilities and services offered
P3 explain the methods and documentation used to maintain standards, and identify the requirements for cleaning and servicing rooms		D2 assess the suitability of methods and documentation in an accommodation operation, making realistic suggestions for improvements.
P4 clean and service rooms in an accommodation operation, using appropriate methods, with appropriate support	M2 show high levels of independence and skills in cleaning and servicing rooms in an accommodation operation	
P5 outline safety, security and environmental issues relating to accommodation operations.	M3 compare the way in which safety, security and environmental issues are dealt with in two accommodation operations.	

Essential guidance for tutors

Delivery

This unit gives learners an insight into accommodations operations, whether a hotel, hostel, cruise ship, holiday centre, time-share resort, student hall of residence, residential care home or the growing private service sector.

Visits to a variety of establishments to observe and experience different types of accommodation operations, followed by focused discussion, will introduce learners to the different types of accommodation services and responsibilities. It is important for learners to understand the relevance of accommodation services and responsibilities to both residential and non-residential operations. They should develop a sound understanding of how the hospitality industry relates to the care sector, including hospitals, care homes and residential homes. Industry visits would enable learners to observe the use of cleaning agents, equipment and resources, which they may not have the opportunity to experience first hand.

Learners would benefit from talks from guest speakers, for example accommodation staff, laundry service providers and pest control officers. Pest control officers will be able to provide a comprehensive appraisal of pest control, which learners may otherwise not encounter.

Learners must have the chance to develop and demonstrate practical skills in cleaning and servicing accommodation operations. This could be done on a work placement or through part-time employment. It is important to stress the implications of health and safety within accommodation operations, with particular attention to the use of cleaning chemicals and the risk to colleagues and the public that may occur during cleaning and servicing operations. Equally important are environmental or 'green' issues, and learners need to have an understanding of how resources used in accommodation operations can be conserved, such as the laundering of guests' towels.

Examples of documentation used in the industry will be required to demonstrate how organisations define and maintain standards. This may include documentation used in setting star ratings and for joining franchised organisations and consortia. Learners will need to appreciate how this documentation can contribute to the efficient running of an accommodation operation; evaluating their use will also make a valuable contribution to the learner's future role as a supervisor in the hospitality industry.

Although this unit develops essential practical skills in accommodation operations, it could be delivered jointly with *Unit 5: Hospitality Team Leadership and Supervision*, offering the opportunity to organise and supervise a team in the provision of accommodation operations.

Professionalism in the hospitality and catering industry is vital both to the success of the hospitality organisation and the learner's career. Potential employers will expect recruits to demonstrate a professional attitude to their work, to themselves, to colleagues and to their employers. Tutors must take great care to reinforce the importance of maintaining the right professional attitude, in terms of personal, social, technical and customer care skills, when working and communicating with others.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

The evidence for P1 and P2 must include investigations into at least three different types of accommodation operation, giving a description of the facilities, design and decor, of organisational structures, and of the roles and responsibilities of the staff. At this level, the description can be in general terms and does not need to refer to specific examples.

P3 requires learners to give information about methods and documentation used to maintain standards for cleaning and room servicing within a particular accommodation operation. This may include copies of work schedules, a standards manual or checklists.

To achieve P4, learners must have observations and witness statements from the workplace showing that they have demonstrated good cleaning and room-servicing skills. Ideally this would be a work shadow exercise, for a minimum of three to five days. Tutors will also need to ensure that learners have the opportunity in the workplace to access and use copies of actual documentation which maintain standards provided by the host organisation, such as supervisors' checklists and work schedules, so that learners can also acquire some of the knowledge required to achieve P3 and P5.

For P5, learners will need to research the legal and organisational requirements for safety and security within accommodation operations in general, along with some research into environmental issues which should be taken into consideration when planning the efficient running of an accommodation operation. These will include an account of how cleaning agents, equipment and resources can be used and stored safely, how security procedures are laid down, and how organisations can be more environmentally friendly with regards to energy conservation and waste disposal. This explanation would need to cover issues such as how to enter guest rooms, the use of personal protective equipment, and the frequency of changing bed linen and towels in the bathroom.

For M1, learners need to compare two types of accommodation operation. These should be similar enough for the comparisons to be meaningful. For example, budget accommodation and a three-star hotel, or a mid-range hotel and a luxury five-star hotel. Ideally, this information will come from arranged visits. What sets this apart from P1 and P2 is that, at this level, learners are expected not simply to describe, but also to compare.

Evidence for M2 will arise from the skills and knowledge acquired in achieving P3, P4 and P5 through the opportunity and experience of the workplace. The witness statements or observations of performance must indicate that the host organisation feels confident in learners' ability to clean and service rooms on their own, to a high standard, once the work placement has been completed. P5, on the other hand, allows learners to work with support.

M3 is a development of P5. Learners are expected to make reference to the practices taking place at organisations they have visited and/or the organisation where they have worked, such as notices asking guests to leave towels on the floor if they wish them to be changed, the types of keys issued to guests (traditional keys or pre-programmed key cards), or the procedures in place to deal with fire evacuations.

To achieve D1, learners should evaluate the extent to which accommodation operations meet guests' needs, in terms of facilities and services offered. This should refer to at least two examples, and these could come from accommodation operations that learners have visited during the course of this unit. A guest is paying for somewhere to sleep, but can spend varying amounts, depending on the facilities and services available at different accommodation providers. This evaluation could also link these examples to the extent to which needs are being met, and to the wider availability of different types of accommodation within a given locality.

D2 requires learners to assess the suitability of the methods and documentation used in an accommodation operation, which should be one that the learner has worked in or visited. Learners will be expected to justify the methods and documentation used and to make suggestions for improvements, eg in terms of higher standards or greater efficiency. This should, where possible, link into the standards required for star ratings to be achieved, as awarded by various bodies, such as the AA or consortia such as Leading Hotels of the World. For example, a four star hotel has to offer a dry cleaning service, while a five-star hotel has to offer an evening 'turn down' service to guests.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 23: Front Office Operations in Hospitality*
- *Unit 25: Work-related Project in Hospitality.*

This unit has links to the following unit in the Level 3 NVQ in Hospitality Supervision:

- Unit HS17: Maintain the housekeeping service.

Essential resources

Centres will need access to documentation that is used by accommodation operations.

Learners will opportunities to work within in an accommodation operation in order to demonstrate cleaning and servicing skills.

Indicative reading for learners

Textbook

Allen D – *Accommodation and Cleaning Services: Operations v.1* (Nelson Thornes, 1990) ISBN 0748702903

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing the staffing structure, roles and responsibilities in accommodation operations. 	C3.1a Take part in a group discussion.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching the staffing structure, roles and responsibilities in accommodation operations. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case. ICT3.2 Enter and develop the information and derive new information.
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> cleaning and servicing rooms in an accommodation operation. 	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> cleaning and servicing rooms in an accommodation operation. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 23: Front Office Operations in Hospitality

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

The front office, traditionally known as reception, is the focal point of most of the activities within a hospitality organisation, whether it be a large or small hotel, a cruise liner, a holiday centre, a time-share resort or a youth hostel. The front office is the first and last place where a guest has direct contact with the organisation, and is also the most visible of all departments. The front office is a term accepted as including 'back of house' responsibilities, such as switchboard, accounts, cashier and night audit, front desk, concierge and guest services.

Any learner wishing to enter the hospitality industry, especially the hotel sector, will benefit from a sound understanding of the operations of the front office. This unit provides an introduction to the world of front office operations. Learners will develop skills in front office operations, including advanced reservations, guest registration and guest accounting procedures. The unit requires learners to use the front office systems, from traditional manual systems to modern fully-integrated computerised systems. They will also learn about the ways in which data, such as room occupancy statistics, are used to assess performance.

Interdepartmental cooperation and communication are vital to the running of any hospitality organisation, and front office staff are often key to this. Learners will develop a greater understanding of how the front office links to other departments, for example housekeeping, food and beverage, sales and marketing and accounts. Professionalism in the hospitality industry is vital to both the success of the hospitality organisation and to the success of employees' future careers. This unit enables learners to appreciate and demonstrate a professional manner, whilst undertaking the activities within this unit.

In order to complete this unit, learners must have access to relevant computer software for advanced reservations, registration and guest accounting.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the structure, role and requirements of front office operations within hospitality organisations
- 2 Be able to use the systems and procedures involved in reservations and registration
- 3 Be able to use the systems and procedures involved in guest accounting
- 4 Understand the data and room statistics used to assess and improve the performance of front office operations.

Unit content

1 Understand the structure, role and requirements of front office operations within hospitality organisations

Structure: organisation of department, eg reporting structure, shift patterns; types of staff, eg reservations, front desk, switchboard, concierge, guest services, hall porters

Role: advance reservations; registration; dealing with enquiries; check out; interdepartmental communications; administration

Requirements: professionalism (behaviour, presentation, communication); managing the guest cycle; maximising revenue and occupancy; customer care, eg importance, types of customers, customer needs and expectations; product knowledge; personal selling; dealing with complaints, incidents, emergencies; links with other departments, eg housekeeping, food and beverage, sales and marketing, accounts

Hospitality organisations: eg hotels (large, medium, small), guest houses, cruise liners, holiday centres, hostels, villas

2 Be able to use the systems and procedures involved in reservations and registration

Reservations: sources, eg individuals, agencies, central reservations; types of enquiry, eg letter, fax, telephone, email; manual systems (diary, conventional chart, density chart); computerised systems, eg Fidelio, Insight; types of tariff; procedures, eg provisional, confirmed, guaranteed, deposits, release times, overbooking; documentation, eg arrival and departure lists

Registration: manual system; computerised system; keys (issue procedure, types); records; guest histories; guest requests, eg early morning calls, newspapers; trends, eg automated check-in; legal requirements, eg legislation relating to guest registration, fire safety, data protection, disability discrimination

3 Be able to use the systems and procedures involved in guest accounting

Systems: manual systems, eg tabular ledger; computerised systems, eg Electronic Point of Sale (EPOS), Fidelio; types of accounts, eg resident, non-resident, individual, groups, extras accounts; floor limits

Procedures: posting charges (accommodation, bars, restaurant, room service, sundries, Visitor Paid Outs (VPO)); balancing; express checkouts; credit control; bad debts

Payments: cash; foreign currency; cheque; credit card; debit card; charge cards; account to company; split bills; deposits; refunds; security; taxation

4 Understand the data and room statistics used to assess and improve the performance of front office operations

Data: guest histories; sales; mailing lists; databases; accounts; compliments; complaints; legal implications (Data Protection Act)

Room statistics: room occupancy; sleeper occupancy; average room rates; room yield; revenue per available room (RevPar); gross operating profit per available room; (GopPar)

Assess and improve: revenue; promotions; discounts; overbooking; forecasting; trends; strategies

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the structure, roles and requirements of front office operations in two hospitality organisations	M1 compare the structure, systems and procedures of front office operations in two different hospitality organisations	D1 analyse the structure, systems and procedures of front office operations in hospitality organisations, commenting on how these affect customer care
P2 describe the systems and procedures for reservations, registration and guest accounting in two hospitality organisations	M2 demonstrate confident and effective reservation, registration and accounting skills whilst showing an independent approach to their work	
P3 demonstrate the skills required for reservations and guest registration, using computerised and manual systems	M3 use relevant data and statistics to assess the performance of front office operations.	D2 evaluate front office operations, making valid recommendations for improvement in their performance.
P4 demonstrate the skills required for guest accounting, using computerised and manual systems		
P5 identify data and statistics used to assess and improve the performance of front office operations.		

Essential guidance for tutors

Delivery

This unit is designed to give learners a thorough insight into the operations of a front office, whether it is in a hotel, time-share resort, holiday centre, youth hostel or a cruise ship.

Learners should visit different types of hospitality venues, including hotels with different star ratings, in order to observe and research different practices and procedures. This will also give learners the opportunity to investigate the growing importance of customer care and personal selling skills, together with different job roles, services and responsibilities. Talks from guest speakers could enhance learners' understanding of this area of the hospitality business. Broadcasts of commercial TV programmes may benefit some learners who have limited access to hospitality venues.

The development of learners' skills in advanced reservations, registration and guest accounting procedures is vital, and there should be opportunities for practice through manual in-tray exercises, role plays and appropriate software applications. It is essential that learners have access to fully integrated computerised systems, whether in a real or a simulated situation.

Emphasis needs to be put on learners having the right professional attitude in terms of personal, technical, social and customer care skills, when working and communicating with others. Learners must also understand the growing importance of selling and yield management in front office operations. Case studies or real commercial data will help to underpin this area of study.

Although this unit develops essential practical skills in front office operations, it could be delivered jointly with *Unit 5: Hospitality Team Leadership and Supervision*, offering the opportunity to organise and supervise a team in the provision of front office operations. Work placements associated with *Unit 25: Work-related Project in Hospitality*, may offer opportunities to generate evidence from real, rather than simulated, situations.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

The evidence for P1 must describe in general terms the organisational structure of the front office operations for two different hospitality organisations as well as outlining in general terms the role and requirements. The organisations should be sufficiently different so that learners will be able to compare them for M1. These could be taken from a large hotel, a smaller hotel or guest house, time-share resort, holiday centre, hostel or a cruise ship, and should include a description of the roles and requirements of the staff who undertake the front office operations.

The assessment for P2 should include a description of the practices and procedures for advance reservations, registration and guest accounting found in the two establishments used for P1.

The use of fully integrated computer software, such as Fidelio, is a requirement for learners to fully achieve P3 and P4. Observation records and witness testimonies can be used as evidence for carrying out simulated or real activities, along with copies of paper records where possible. The observation sheets should indicate clearly how the learner has achieved evidence for a particular criterion. Evidence for the use of manual systems is required to underpin the principles of computerised systems, such as a conventional bookings chart and tabular ledger. However, it is expected that learners will need support in using computerised systems, and the standard expected is basic competence rather than high proficiency. For P3 and P4, learners will be required to demonstrate as much as possible of the unit content for reservations, registration and guest accounting, either through real or through simulated situations. It may not be possible to demonstrate a few of the tasks, such as managing express checkouts, taking foreign currency and issuing keys, but these will have been covered by the descriptions in P2.

Maximising revenue has, in recent years, become a major role of the front office department. P5 asks learners to identify the data and statistics used to interpret and assess the performance of front office operations. Tutors should use data and statistics in the form of a case study or separate exercises, to enable learners to identify which performance indicators and/or formulae need to be applied to produce relevant results. They also need to show an awareness of the ways in which the data and statistics can be used to assess for the purposes of improving performance. However, they do not need to actually carry out such an assessment.

To achieve M1, learners must use evidence from P1 and P2, comparing the structures, systems and procedures, where applicable, explaining the reasons for this. An example of this might be comparing a large city centre hotel using a fully integrated system such as Fidelio, with a small guest house using manual systems.

To achieve M2, learners must have shown an independent approach to all the activities and exercises set, and must have demonstrated confidence in using the software and documentation. When assessing 'an independent approach' and 'demonstrating confident and effective skills', it is expected that some support be given to learners, provided that a major part of the work is carried out by learners on their own. Learners must also be monitored and assessed on their professional manner and customer care skills, using appropriate witness statements or logs/diaries.

M3 requires learners to use data and statistics to assess the performance of two or more front office operations in detail. This could be taken from a prepared case study or from a real establishment if this is available.

To achieve D1, learners will need to research the two hospitality organisations in detail. This will enable them to analyse the structure, systems and procedures found, and to comment on the positive and negative aspects and how these affect customer care. An example of this type of response could be that 'the guesthouse does not accept credit cards and instead asks guests to send a cheque as a deposit through the post in advance. This allows it to keep costs low, but it might put some guests off visiting as it is more trouble to go to than just giving a credit card number over the phone or online.'

D2 builds on the work carried out for M3. Learner must evaluate two or more front office operations and make recommendations for improvements. Recommendations should be realistic and applicable in real situations, even if case studies are used. Learners should also be able to assess the impact that implementing the recommendations might have. For example, implementing a promotional campaign for periods that have been found to be quiet will, in turn, have a cost attached.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 5: Hospitality Team Leadership and Supervision*
- *Unit 22: Accommodation Operations*
- *Unit 25: Work-related Project in Hospitality.*

Essential resources

Learners must have access to relevant computer software for advanced reservations, registration and guest accounting.

Indicative reading for learners

Textbooks

Abbott P and Lewry S – *Front Office: Procedures, Social Skills, Yield and Management* (Butterworth-Heinemann, 1999) ISBN 0750642300

Baker S, Bradley P and Huyton J – *Principles of Front Office Operations* (Continuum, 2000) ISBN 0826447090

Dix C and Baird C – *Front Office Operation* (Longman, 1998) ISBN 0582319315

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> demonstrating the skills required for guest accounting, using computerised and manual systems. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describing the practices and procedures for reservations, registration and guest accounting. 	<p>C3.1a Take part in a group discussion.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> identify data and statistics used to assess and improve the performance of front office operations. 	<p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> using relevant data and statistics to assess the performance of front office operations. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p>

Unit 24: Personal and Professional Development in Hospitality

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Personal and professional development is important in many careers and the hospitality industry is no exception. Increasingly, the onus is on employees to identify their own strengths and weaknesses and suggest ways in which they can develop their skills in order to meet the needs of the organisation and facilitate career progression.

Learning outcome 1 looks at careers within the hospitality industry. Learners will find out about sources of information available and common career progression routes, together with the ways in which the requirements for these jobs change with career advancement.

Learning outcomes 2 and 3 focus on personal and professional development. Learners will have the opportunity to complete their own development plan by considering such factors as their past experience and their current and future needs, together with an understanding of influencing factors. They will then be expected to monitor the plan over a period of at least six months and suggest further activities.

Learning outcome 4 is connected with applications and interview skills. Learners will practise preparing job and other applications, for example job application forms, CVs and covering letters. Other types of application forms, such as UCAS forms, could also be included. Learners will prepare for an interview. This will include research, knowledge of the interview process and prediction of likely questions. Finally, learners will have the opportunity to practise performing in an interview situation.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the sources of careers information and career progression routes
- 2 Be able to complete a development plan by carrying out a personal assessment
- 3 Be able to monitor personal and professional development plans and propose further development activities
- 4 Be able to complete application documents and demonstrate preparation and interview skills for employment or training in hospitality.

Unit content

1 Know the sources of careers information and career progression routes

Identify career opportunities: hospitality industry press, eg *Caterer and Hotelkeeper*; hospitality career websites; specialist agencies; careers service; careers advisers

Career progression routes: routes for entering employment, eg FE/HE, apprenticeships, work experience, management training schemes, temporary work, full employment; common career entry points, eg front desk, junior management; common progression routes, eg from commis chef to head chef, from waiter to maitre d'; typical timescales; implications of career progression, eg money, responsibility, hours; means of progression, eg promotions, applications, training schemes

2 Be able to complete a development plan by carrying out a personal assessment

Assessment: analysis of prior experience; skills audit, eg technical, leadership, interpersonal; training needs analysis; personal assessment questionnaires, eg learning styles, Myers Briggs, Belbin; job analysis

Development plan: short- and long-term aims and objectives; rationale; objective goal setting, eg specific, measurable, achievable, realistic and time bound (SMART); resources required; schedule of learning activities to assist with personal development; contingency plans

Influencing factors: motivation; time/cost factors; work/family pressure; level of ability; additional learning needs; resources; support available

3 Be able to monitor personal and professional development plans and propose further development activities

Monitor: personal and professional development, eg using development log; areas yet to be achieved; activities undertaken; revision and updating; judging outcomes against agreed targets; resources used; benefits and difficulties of personal and professional development activities; factors affecting outcomes

Further development activities: personal or professional, eg self study, training courses, work shadowing, external personal assessments, being mentored, practical skills training, professional and other qualifications

4 Be able to complete application documents and demonstrate preparation and interview skills for employment or training in hospitality

Preparing documents: CV; application forms; letters of application; others, eg UCAS application forms, training schemes

Preparation for interview: research, eg company, job requirements; prioritising; appearance; attitude; knowledge of the interview process; prediction of likely questions; preparation of possible answers; arrival at interview in good time

Interview skills: importance of first impressions; body language (eg eye contact, posture); appearing prepared; careful listening; answering questions well; selling yourself; asking relevant questions

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the sources of information for career opportunities in relation to jobs in hospitality		
P2 outline career progression routes and the ways in which jobs change with career advancement		
P3 carry out a personal and professional assessment and produce a development plan	M1 suggest further development activities to support career progression	D1 design a plan to implement further development activities
P4 monitor personal and professional development plans, proposing further development activities		
P5 identify and complete required documents to apply for a job or training	M2 demonstrate a high level of confidence and skills in completing required documents for a job or training	D2 evaluate strengths and weaknesses of own skills, relating to job or training documentation and interviews, making recommendations for improvement.
P6 show competent preparation and interview skills.	M3 show a high level of skills in preparing for and performing at an interview.	

Essential guidance for tutors

Delivery

The delivery of this unit should be as practical as possible. Tutors should guide learners to the different resources available for advice on identifying career opportunities, such as internet access, appropriate hospitality industry journals, eg *Caterer & Hotelkeeper*, newspapers and UCAS application forms.

Tutors should provide learners with information regarding different career progression routes. Programme managers from relevant higher education courses could come and talk to the learners. If there is a careers advice centre within the college, tutors should encourage learners to book appointments; if there is not one available, a visit to a job centre would be worthwhile. It would be beneficial for learners to listen to talks from employers from the industry, describing the ways in which employees progress to different levels in their careers. For example, a former learner could visit and explain how their career has advanced.

To support learners in monitoring their development plans, tutors should detail ways in which this can be done, such as providing feedback, both verbal and written, from tutors, employers, colleagues and peers. Tutors should guide learners on areas of the development plan that they need to focus on and advise them on the duration of the monitoring (this should be a minimum of six months). Learners are expected to propose further activities, which could include: further qualifications such as NVQs; membership of the Hotel, Catering and International Management Association; membership of other bodies; and higher education. Learners will need to be shown monitoring techniques in order to help make this part of the unit as realistic and useful to the learner as possible.

For the preparation of relevant documents, tutors will need to provide resources, for example, application forms. Learners will also need support in order to create CVs and write covering letters. Practice interviews would be helpful, ideally with someone from industry.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

For learners to meet the requirements of P1, they will first need to describe the different sources of information for job opportunities in hospitality. For example learners could describe the type of job opportunities found in the trade journal *Caterer & Hotelkeeper*. Career agencies are common and many will specialise in certain areas, such as silver-service waiting staff. Evidence can be provided of where certain types of jobs can be found, through learners submitting examples of information of jobs available, eg copies from pages in *Caterer & Hotelkeeper*.

For P2, learners would need to provide evidence that is two-fold. Firstly, learners will need to give a general outline of the different possible career progression routes, eg higher education, apprenticeship programmes and management training schemes. From this they will be able to outline their own proposed career progression route. They will then need to identify the ways in which jobs change with career progression, For example, career progression often brings managerial responsibilities which require increased specific leadership skills, or could require more advanced technical skills. At this stage, however, learners are not required to identify how these needs could be met.

P3 will require learners to produce a development plan after they have carried out their own personal and professional assessment. The assessment can be evidenced in the forms of skills audits, feedback from other units, such as *Unit 6: Food Service Operations*, or results of personal assessment questionnaires on matters such as learning styles. Learners can be helped with their plan by being given a template or by the group brainstorming what they feel should be on a development plan. Learners could then complete their plans individually.

To add value to the development plan, for P4 learners are required to monitor their plan over a minimum of six months. This monitoring should be a mix of the theoretical and the practical, both inside and outside the college environment. To monitor their plans, learners will need to use feedback from tutors; this could be in the form of tutorial records, observation sheets (ie progress in the kitchen or restaurant) or improvements noted in presentation skills. Employers could also provide feedback on improvement/development, linking this unit to *Unit 25: Work-related Project in Hospitality*. The further activities that they should suggest need only be short term, eg for the following six months.

For P5, learners will need to identify the forms that must be completed when applying for a job or training/education programme. Learners are then required to complete the relevant documents required when applying for a job. This, as a minimum, must include the accurate completion of a letter of application, a CV and an application form, with correct spelling and grammar. If other forms, eg UCAS, are relevant, then these could also be used and must be completed accurately.

For P6, learners will need to complete the required preparation before a job interview and be interviewed. Evidence of preparation could include information on the company to which they are applying. This could be a simulated activity, whereby learners are given a suitable job to research and apply for, followed by a role-play interview. The interview process would be more realistic if the interviewer were someone from industry. Evidence of the interview could be an observation from the tutor and a video record. If the interview is for a real job, it is not necessary that learners are offered the job to for them to have successfully met the pass criterion. Learners should demonstrate acceptable and straightforward responses to questions, but are not expected to be able to turn discussions round to highlight their own strengths, which would indicate merit-level achievement.

To achieve M1, learners need to suggest further personal and professional development activities that would support their career progression. Learners should link the activities to the requirements of the jobs that they plan to do in the future, eg three to five years from now. For example, if their proposed career development requires management or leadership skills, learners should be able to suggest developmental activities in the short and medium term which could prepare for, and support, this transition. However, they do not need to plan how and when these activities take place.

For M2, learners need to produce the necessary documents accurately, ensuring that they look professional. For example, the CV should look attractive, using high quality paper and appropriate formatting or colour to emphasise certain points. Learners should be encouraged to experiment with different fonts to find the most suitable for their CV. Application forms, if handwritten, should be free from errors, correction fluid or marks.

M3 builds on P6, but with the additional requirement that learners' performance in the interview demonstrates the ability to answer questions fully and to steer the discussion to highlight their own strengths. Learners should be confident in the interview and take the opportunity to sell themselves. Evidence could be in the form of a video, which can then be used to give feedback, and also written criteria against which learners can be assessed.

For D1, learners are required to formulate a realistic plan of how and when the activities or training outlined in M1 can be achieved, eg in the form of a five-year plan. Learners should be able to justify the choice of activities, the timescales and why they have been sequenced in a particular order. It is not expected that there be only one correct plan for any individual, and it would be natural for such a plan to require regular adaptation in light of changing experience, goals and needs (a task that is beyond the scope of this unit). However, the important thing is that learners show that they are able to identify not only what they will need to do but also how and when this could be done.

For D2, learners need to demonstrate the ability to reflect on their performance by identifying areas in which they could improve and understanding ways in which they can do this. Learners should begin their evaluation with an analysis of their strengths and weaknesses in the job application process. This should include researching the quality of completed forms and their performance in interviews. Learners should make use of available feedback to help with their evaluation. Recommendations should then be made on ways that they could improve when undertaking the tasks again.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 6: Food Service Operations*
- *Unit 10: Introduction to European Cuisine*
- *Unit 11: Introduction to Asian Cuisine*
- *Unit 12: Introduction to Contemporary Cuisine*
- *Unit 18: Human Resources in Hospitality*
- *Unit 22: Accommodation Operations*
- *Unit 23: Front Office Operations in Hospitality*
- *Unit 25: Work-related Project in Hospitality*
- *Unit 26: Current Issues in Hospitality.*

Essential resources

Centres will need access to careers advice and information.

Indicative reading for learners

Textbooks

Adair J and Allen M – *Time Management and Personal Development* (Thorogood, 1999) ISBN 1854181823

Bright J and Earl J – *Brilliant CV: What Employers Want to See and How to Say It* (Prentice Hall, 2001) ISBN 0273654853

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> carrying out a personal and professional assessment and producing a development plan. 	C3.1a Take part in a group discussion.
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> searching for information about career opportunities, in relation to jobs in hospitality. 	ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> carrying out a personal and professional assessment and producing a development plan monitoring personal and professional development plans, proposing further development activities. 	LP3.1 Set targets using information from appropriate people and plan how these will be met. LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance. LP3.3 Review progress and establish evidence of your achievements.

Unit 25: Work-related Project in Hospitality

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit gives learners the opportunity to investigate an aspect of a hospitality business. This could either be learners' current place of work or a hospitality work placement. Tutors, learners and employers will work together to devise a project that learners will carry out at work. The project will be an area of interest to both the learner and the employer, so that each will benefit from the work carried out. The project will need to last for at least two weeks, which will allow learners to develop their planning and monitoring skills.

Learning outcome 1 begins with learners identifying several possible opportunities for a project, from which one project will be chosen. In learning outcomes 2 and 3 they will plan their work, set objectives, and monitor the work that they carry out, keeping a record of their activities in a diary or log. Learning outcome 4 requires learners to present their results to an audience.

Learners will develop and demonstrate skills in research, analysis, verbal and written communication, and information technology. These skills are, in the main, generic and transferable, which means that the skills the learner will acquire can be applied to any aspect of the hospitality industry or in any further study they wish to undertake.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to identify opportunities for a work-related project in a hospitality business
- 2 Be able to plan and research the work-related project
- 3 Be able to carry out and monitor the work-related project
- 4 Be able to present the work-related project to an audience.

Unit content

1 Be able to identify opportunities for a work-related project in a hospitality business

Types of project: eg marketing and advertising, customer profiling, customer needs and expectations, investigation into food waste and gross profit percentages, effectiveness of working procedures, staff satisfaction, customer satisfaction

Hospitality business: eg hotel, restaurant, contract catering, public house

2 Be able to plan and research the work-related project

Research: the business; the subject

Plan: objectives, eg knowledge development, skills development, career development; criteria for success of project; what needs to be done; when it needs to be done, eg milestones; resources needed

Skills required: planning; gathering and interpreting information, eg theory, data; time management; information and communications technology

3 Be able to carry out and monitor the work-related project

Carry out: according to set timescales; gather information; interpret information; reach conclusions; decide format of report; produce report

Monitor the project: activities undertaken against timescales; skills and knowledge developed; skills and knowledge yet to be achieved; additional skills and knowledge developed; against success criteria; scope for further work

Skills required: time management; gathering and interpreting information; analysis; written communication; project-specific skills

4 Be able to present the work-related project to an audience

Deliver a presentation: using appropriate format of delivery, eg oral, written, ICT, graphics, written materials; using appropriate resources, eg PowerPoint, handouts, photos, display, exhibition; key elements of presentation (rationale, aims, findings, conclusion, recommendations)

Audience: eg employer, tutor, peer group

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify opportunities for a work-related project in a hospitality business		
P2 plan and research a work-related project including the skills required to carry out the project	M1 plan and research the project independently, using a variety of resources and demonstrating high levels of skills	D1 evaluate their project and its presentation, explaining strengths and weaknesses, and making recommendations for improvements.
P3 carry out and monitor the work-related project	M2 carry out and monitor the project showing independence and initiative.	
P4 present the work-related project to an audience.		

Essential guidance for tutors

Delivery

The first part of this unit should focus on ensuring that all learners have a suitable place in which they can carry out their work-related project. This must be within the hospitality sector, and could be their current employment if they are already working in a part-time job, or it could be an organised work placement. If the project is going to be conducted on a work placement, the project title needs to be agreed at a very early stage.

Learners are likely to need support in order to come up with at least three possible titles for their project. The project chosen should be agreed with the tutor and, if possible, the employer. The project should be appropriate to the needs and interests of the learner and should aim at benefiting the organisation in some way. So, for example, the project should not just be about improving the learner's own skills because when learner leaves, the benefit to the organisation disappears.

The structure of the project should follow SMART principles:

- specific, eg to develop new skills in a practical environment, or to extend knowledge and understanding of an area or process
- measurable, in that it can show new and/or extended learning that the learner has achieved
- achievable by the learner, ie within the learner's capability
- realistic with regard to the resources available
- timed around the project schedule, ie achievable within the time frame of the work placement.

The project should last for a significant part of the placement; it must not be something that can be done in less than, say, two weeks because this will not allow learners to show their planning and monitoring skills. Learners will need to keep some sort of record of their activities in terms of a diary or log.

Learners will need to carry out the work-related project in the business itself and also at college, where they may need to use IT resources. In preparation for the project, it will be necessary to ensure that learners have the requisite research skills.

When it comes to presenting their findings, learners should ideally present to their employer as well as their tutor. If this is not possible, learners can deliver the presentation to their tutor and, possibly, their peers. If the tutor cannot be present, reliable witness testimony will be required.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor identifying how and why specific criteria have been met.

In order to achieve P1, learners must identify opportunities for a work-related project in a hospitality business. If learners are on a work placement, they should start generating ideas before they begin. They should identify a minimum of three ideas, which could be closely related or quite diverse. Once learners have identified the three possibilities, they then need to agree with their tutor and employer which one they will do. This needs to be decided at a very early stage of a placement, eg the end of the first week.

For P2, learners need to produce evidence of planning and researching their chosen work-related project, including identifying the skills required to carry it out. At pass level, it is expected that learners will need a fair degree of guidance from the tutor, eg in identifying where they can get information for background research. Research requirements will largely depend on the nature of the project, but could include the internet, textbooks, journals, questionnaires, surveys etc. The background research is likely to relate both to the subject and to the organisation in which they are working.

For P3, learners need to show evidence of carrying out and monitoring the work-related project. Learners should keep some kind of diary or log, which can be used as part of their evidence. At pass level, it is to be expected that learners' timelines might slip, and that they will not provide great detail or much originality in work. However, they must ensure that the activities listed in the unit content are covered, and the carrying out and monitoring must be acceptable to the standards stated.

P4 will be assessed in the form of a presentation delivered by the learner to an audience. This should ideally be to someone in the business where the work placement was conducted, but could be the tutor if this is not possible. One option would be for the learner to present twice: once to the employer and once to the tutor and, possibly, their peers. If it is not possible for the tutor to be present, witness testimony from a reliable source would be required. The presentation needs to be delivered in an appropriate format, one or more of which can be selected from the unit content. All of the 'key elements of a presentation' listed in the unit content should be included, although different terminology may be used.

M1 is a development of P2. At this level, learners need to demonstrate high levels of skills in terms of both research and planning, and with minimal guidance from the tutor. Learners should independently identify the best way to plan their project and the research resources that will give them the information they need to carry out the project. Examples of this could include learners preparing an action plan that sets out how they are going to complete their project, identifying resources they will need and research they need to undertake.

M2 builds on P3 in that learners need to demonstrate that they can carry out and monitor the project independently, using their own initiative. The difference from P3 is that at merit level learners should require only minimal support from the tutor. They need to take responsibility for the action plan they may have set for M1 and be able to adapt their plan if required. One way that initiative could be demonstrated would be for learners to highlight difficulties they have had keeping to their action plans and then show the ways in which they have managed to find their own solutions to these problems.

For D1, learners will need to show evidence they have fully evaluated their project and their presentation skills. Examples of improvements that they could suggest might be: work-related skills that they need in order to perform more effectively; better research skills; different ways that they could have approached the project; and improvements to their presentation skills, such as better visual aids, slower delivery or better rehearsing.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has links with other units within this qualification, including:

- *Unit 6: Food Service Operations*
- *Unit 7: Alcoholic Beverage Service Operations*
- *Unit 22: Accommodation Operations*
- *Unit 23: Front Office Operations in Hospitality*
- *Unit 24: Personal and Professional Development in Hospitality*
- *Unit 26: Current Issues in Hospitality.*

Essential resources

If learners are not using their own place of work for the project, they will need to have work placement opportunities available.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating opportunities for a work-related project presenting the results of the project to an audience carrying out background research before beginning the project. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least 8 minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1,000 words long.</p>
Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> carrying out background research before beginning the project presenting the results of the project to an audience. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> carrying out the project and monitoring its progress. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning the project. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving.</p>
Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> carrying out the project. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p>

Unit 26: Current Issues in Hospitality

NQF Level 4: BTEC Higher

Guided learning hours: 60

Unit abstract

This is a higher national unit, and therefore appears in a slightly different format to the rest of the units in this qualification. However, it has been customised for the BTEC National in *Annexe H*, where a grading grid with all pass, merit and distinction criteria is shown with additional assessment guidance to amplify each of these. An indication of key skills at Level 4 mapping for this unit is also included in *Annexe H*.

Hospitality is a dynamic industry, constantly changing. It is both proactive, in that it can stimulate economic growth, and reactive, in that it is sensitive to ever-changing markets. There are some factors, issues and events that cannot be anticipated, and organisations must ensure they are flexible and responsive to deal with them effectively. People entering the industry at graduate level need to be able to understand the nature of the industry and the key issues affecting it. This unit has been designed to enable learners who may wish to further their studies in higher education to gain a greater understanding of these issues.

This unit focuses on current issues, ie those issues that have arisen in the last five years and those that are likely to have an effect on the hospitality industry. Through the delivery of this unit, learners will gain an overview of a range of issues but will have the opportunity to study one issue in depth. Through this they will be able to consider the effects of the issue on hospitality, both from an industry and a societal perspective.

Learners will develop skills appropriate to undertaking sustained and planned research, similar to those adopted in academic research. When working in the hospitality industry and assisting organisations in preparing responses to issues, it is essential that information and data used are wide ranging, current, accurate and relevant.

Through research, learners will be able to analyse information and data. They will learn to question their findings to develop their understanding of the effect of current issues on hospitality.

Centres running the BTEC National Certificate/Diploma in Travel and Tourism, could deliver this unit alongside *Unit 26: Current Issues in Travel and Tourism*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand methods that can be used to research a current issue affecting the hospitality industry
- 2 Be able to conduct research into a current issue affecting the hospitality industry using appropriate resources
- 3 Be able to communicate findings on a hospitality issue using appropriate media and conventions
- 4 Understand the impacts of a current issue on the hospitality industry.

Unit content

1 Understand methods that can be used to research a current issue affecting the hospitality industry

Research methods: eg intervention, non-intervention, action research

Research sources: primary; secondary

Research data: qualitative; quantitative

Types of current issue: eg relating to changes in demand for products and services, relating to current affairs, environment, health

Hospitality industry: eg the hospitality industry in general, specific components, eg accommodation providers, food providers, event services

2 Be able to conduct research into a current issue affecting the hospitality industry using appropriate resources

Research plan: setting of hypothesis; terms of reference; aims; objectives; planned outcomes; determining possible sources and resources; task dates; review dates; monitor process; contingencies; ethical issues; evaluation

Sources of information: eg books, journals, newspapers, websites, TV, published research papers, official statistics, questionnaire results

Referencing: standard system, eg Harvard; bibliography

3 Be able to communicate findings on a hospitality issue using appropriate media and conventions

Communicate findings: present own and others' arguments; draw conclusions; summarise data; engage audience

Appropriate media to communicate findings: eg extended document, group discussion, presentation, report

Appropriate conventions to communicate findings: use of vocabulary; grammatical expression; emphasis; structure; logical sequence

4 Understand the impacts of a current issue on the hospitality industry

Impacts: eg loss of customers, development of new markets, loss of revenue, changing demands, additional costs, changes to products and services

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Understand methods that can be used to research a current issue affecting the hospitality industry.	<ul style="list-style-type: none"> explain different methods that can be used to research a current issue.
2 Be able to conduct research into a current issue affecting the hospitality industry using, appropriate resources.	<ul style="list-style-type: none"> propose a research plan to investigate a current issue affecting the hospitality industry use appropriate sources of information to research a current issue using a standard referencing system.
3 Be able to communicate findings on a hospitality issue using appropriate media and conventions.	<ul style="list-style-type: none"> communicate a current issue affecting the hospitality industry, using appropriate conventions to convey findings.
4 Understand the impacts of a current issue on the hospitality industry.	<ul style="list-style-type: none"> explain how a current issue affects the hospitality industry.

Please see grading grid and assessment guidance in *Annexe H* for use when this unit is assessed as part of the BTEC Nationals in Hospitality.

Essential guidance for tutors

Delivery

This unit requires learners to develop the skills needed to undertake a significant research project independently. Whilst considerable time will be required for learners to undertake the research, the necessary skills must be developed and so delivery activities should focus on developing the knowledge, understanding and skills required to access the assessment requirements.

Learning outcome 1 focuses on the theory of different approaches to research that could be used to undertake a significant research project. Learners need to be able to understand the relative merits of different approaches. The content will introduce learners to research terminology that may be unfamiliar. Input from a tutor on each of these terms could enable learners to develop a glossary that could subsequently be used as a checklist when preparing for assessment. This activity would be predominantly tutor-led but could be followed by a discussion regarding research undertaken to complete other units in the qualification or other qualifications or possibly to complete tasks when working in industry. Learners could attempt to give examples of when each aspect of a methodology was used in an attempt to compile a comprehensive list. They could be given a short research task to interview learners on other qualifications to determine whether other sources have been used. This survey could include a basic evaluation of the methodology used. Learners could present their findings to the class. This could be through a series of short learner-led seminars with each group of learners considering a number of research methods. These latter activities could then be used to link to the learning required for learning outcome 2.

Learners could then start to consider the methods they would adopt in researching a current issue and how these could be incorporated into a plan. It may be difficult for them to fully understand the most appropriate methods to use until they have determined the issue they will research. Initial ideas of issues could be presented, however, so that they are able to fully consider the implications of those that are being considered. Tutors could present an issue and how it was researched, showing them a copy of a plan used. Learners could be given a template for presenting their research plan or develop it in a class or small group. This would include all the elements of the unit content. This content will need to be discussed and possibly explained to ensure learners understand the requirements. Learners could use this template when completing assessments or tasks for other units and the methods proposed discussed and evaluated in basic terms. The production of a bibliography and the use of a referencing system such as Harvard may have been introduced and used throughout the delivery of other units. Learners could be referred to their induction manual or similar resource. Short activities could be presented to ensure learners fully understand how to use these systems.

The focus of the unit is to research a current issue. The issue can be something that has arisen some time ago but it must be having a significant effect during the academic year of completion of the unit. It may be useful to clarify with learners exactly what is meant by the term 'issue' and what is acceptable as an issue to research. Learners should not be considering specific events or factors. An issue must be something that can have an ending and can be resolved. Learners could be presented with a series of topics which have the potential to be issues but are not presented as such, eg health, technology, the economic climate. Learners could then turn these into a hypothesis which would form the issue, eg the price of accommodation in the UK is significantly higher than that in other EU countries, so do hotels risk pricing themselves out of the market? It is essential that learners are able to develop and debate an argument in their presentation of findings and the learning activities could therefore focus on discussions and debates so that they are able to consider and present a range of viewpoints.

Assessment

The assessment criteria show what learners are required to do in order to pass each learning outcome. Please see *Annexe H* for a grading grid that has been completed for this unit, which shows what learners must do to achieve Merit and Distinction grades for this unit. This grid should be read in conjunction with the assessment guidance also provided in *Annexe H*, which explains each of the assessment criteria in detail.

The assessment for this unit could be completed through a number of separate assignments covering each of the learning outcomes, as it is likely that this will be the first time that learners attempt assessment at Level 4.

For learning outcome 1, learners should present their reasons why a number of research methods could be effective, highlighting the advantages and disadvantages of each. To achieve a pass, at least two methods and all sources and data from the unit content should be submitted, showing depth of reasoning and exemplification.

For learning outcome 2, learners must present a research plan which addresses all applicable unit content, with reference to both qualitative and quantitative sources. Learners must also complete research as per their plan, using a range of sources. This requires different types of sources to be used, not merely different examples of the same type. There must be evidence of referencing of all sources used by an accepted convention, and this is likely to be evidenced by a bibliography. However, this should be expanded to explain the range of sources that have been used.

For learning outcome 3, learners must choose an appropriate convention to communicate their findings on a current issue in hospitality, this may be either written or orally.

Finally, to achieve learning outcome 4, learners must explain the impact that their chosen, researched, issue has on the hospitality industry. Evidence must be clearly reasoned and explanatory not merely descriptive at this level.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the National Occupational Standards in Hospitality at Level 3, and the National Occupational Standards in Management and Leadership at Level 4. It also links to all units in the BTEC Nationals in Hospitality.

This unit offers progression from the BTEC Level 2 Firsts in Hospitality and progression to the BTEC Level 5 Higher Nationals in Hospitality Management.

Essential resources

It is essential that learners have access to a range of research tools such as abstracts, statistics, trade journals and the internet.

Indicative reading for learners

Textbooks

Bell J – *Doing Your Research Project* (Open University Press, 2005) ISBN 0335215041

Burns R – *Introduction to Research Methods* (Sage Publications, 2000)

ISBN 0761965939

Appropriate website

www.statistics.gov.uk

UK Government statistics

Assessment and grading

The purpose of assessment is to ensure that effective learning has taken place.

Assignments constructed by centres should be reliable and fit for purpose, and should build on the application of the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to emphasise the practical application of the grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to learners' achievement and their importance cannot be over-emphasised.

All of the criteria listed in the grading grid for each unit must be covered by one assignment, or by a series of assignments. It is advisable that criteria are clearly indicated on each assignment to provide a clear focus for learners and to assist with internal verification and standardisation processes. This will also help to ensure that feedback is specific to the criteria. Tasks and activities should enable learners to produce evidence that relates directly to the specified criteria.

When reading the grading grids and designing assignments, centres should note that for learners to achieve a merit/distinction grade they will be required to provide evidence that is qualitative, not quantitative, in its nature. Centres are encouraged to look across the units' grading grids to identify common topics.

Grading domains

The grading criteria are developed in relation to grading domains which provide for the assessment of the learning outcomes of the unit. There are four BTEC National grading domains which underpin the grading criteria:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic and key skills.

The qualitative nature of the merit and distinction grading criteria is based on indicative characteristics of the evidence to fulfil the higher grades. Please refer to *Annexe B*.

A grading scale of pass, merit and distinction is applied to all units.

In Edexcel BTEC Nationals all units are internally assessed.

All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are to be used for grading. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria

- to achieve a ‘distinction’ a learner must additionally have satisfied **all** the distinction criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded ‘unclassified’.

Quality assurance

Edexcel’s qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Edexcel operates an independent, external quality assurance process which is designed to ensure that these standards are maintained by all internal verifiers and external verifiers. It achieves this through the following activities.

Approval

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

Centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals agreement.

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

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

Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile helps to determine how the programme will be externally verified and will also be used to initiate other quality control measures by Edexcel.

Internal verification

Centres are required to have processes in place that review each assessor's decisions. This ensures that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this is a matter for individual centres and Edexcel fully supports the use of the centre's own quality assurance systems where they ensure robust internal standardisation.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1-3) Handbook (updated annually). This information can also be found on our website www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

External verification

Edexcel will sample assessors' decisions using sector-specialist external verifiers. For BTEC Nationals this process will follow the National Standards Sampling (NSS) protocol.

Learners' work **must** be internally assessed. Additionally, at least 50 per cent of submitted work **must** be internally verified.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1-3) Handbook (updated annually). This updated information can also be found on our website, go to www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

Calculation of the qualification grade

Awarding a qualification grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. The number of points available will be dependent on the unit grade achieved and the size of the unit as determined by the stipulated guided learning hours.

For the calculation of a qualification grade for a BTEC National a learner must:

- complete all designated units
- achieve a minimum points score of
 - 36 points for a National Award
 - 72 points for a National Certificate
 - 108 points for a National Diploma
- achieve a pass (or above) grade for units with a combined total of
 - 300 guided learning hours for a National Award
 - 600 guided learning hours for a National Certificate
 - 900 guided learning hours for a National Diploma.

Unit points

Size of unit (GLH)	Pass grade	Merit grade	Distinction grade
10	1	2	3
30	3	6	9
60	6	12	18
90	9	18	27
120	12	24	36

Grade boundaries and UCAS points (as of 1st January 2007)

Grade boundaries BTEC National Award	Overall grade BTEC National Award		UCAS points
36-59	Pass	P	40
60-83	Merit	M	80
84-108	Distinction	D	120

Grade boundaries BTEC National Certificate	Overall grade BTEC National Certificate		UCAS points
72-95	PP		80
96-119	MP		120
120-143	MM		160
144-167	DM		200
168-216	DD		240

Grade boundaries BTEC National Diploma	Overall grade BTEC National Diploma		UCAS points
108-131	PPP		120
132-155	MPP		160
156-179	MMP		200
180-203	MMM		240
204-227	DMM		280
228-251	DDM		320
252-324	DDD		360

Programme design and delivery

BTEC National qualifications consist of core units (which are mandatory) and specialist units. Specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are set out clearly in relation to each qualification in the defined qualification structures in this document.

In BTEC Nationals each unit is 30, 60, 90 or 120 guided learning hours (GLH). The GLH includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Nationals. Centres are free to offer the qualifications using any mode of delivery that meets their learner's needs. This may be through traditional classroom teaching, open learning, distance learning or a combination of the three. Whichever mode of delivery used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

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

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Nationals are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC National qualifications. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experiences through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should map this evidence against the grading criteria in the specification and make this evidence available to the external verifier. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the learning outcomes of the unit have been met.

Full guidance on Edexcel's policy on APL is provided on our website, go to www.edexcel.org.uk then click on 'About Us' and then 'Policies for Centres'.

Meeting local needs

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres and employers, particularly the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment. Centres should make maximum use of the choice available to them within the specialist units in these specifications to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the local Learning and Skills Council.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, centres can seek approval from Edexcel to make use of units from other standard NQF BTEC National specifications. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification has not been diluted. Units that have externally set assignments cannot be imported into other qualifications.

There may be exceptional circumstances where even this flexibility does not meet a particular local need. In this case, centres can seek permission from Edexcel to develop a unit with us to meet this need. There are very few cases where this will be allowed. Centres will need strong evidence of the local need and the reasons why our standard units are inappropriate. Edexcel will need to submit these units for accreditation by QCA.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Nationals and/or develop unique units is limited to a total of:

- $\frac{2}{9}$ (for example four 60 GLH units) in a BTEC National Diploma qualification
- $\frac{1}{6}$ (for example two 60 GLH units) in a BTEC National Certificate qualification
- $\frac{1}{6}$ (for example one 60 GLH unit) in a BTEC National Award qualification.

The use of these units cannot be at the expense of the core units in any qualification.

Access and recruitment

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

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

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

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC First qualification in Hospitality or a related vocational area
- an Intermediate GNVQ in an appropriate vocational area
- a GCSE equivalent to four passes at grade C

- other related Level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC National qualifications are accredited on the NQF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for a BTEC National qualification.

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

Edexcel Level 3 BTEC Nationals are listed on the DfES funding lists Section 96 and Section 97.

Access arrangements and special considerations

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

Further details are given in the policy 'Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications', which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

The Edexcel BTEC Qualification Framework for the Hospitality sector

Progression opportunities within the framework are available vertically, diagonally and horizontally.

NQF Level	General Qualifications	BTEC full VRQ courses	BTEC Short Courses	NVQ/occupational
7			Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
6				
5		Higher National Certificate/Diploma in Hospitality Management		
4			Award in Aspects of Financial Management for Hospitality Award in Human Resource Practices in Hospitality Award in Managing Business Performance in Hospitality Award in Marketing for Hospitality Award in Staff Training and Development for Hospitality	
3	Advanced VCE in Hospitality and Catering	National Award/Certificate/Diploma in Hospitality	Certificate in Food and Beverage Service Certificate in Front Office Operations Certificate in Hospitality Customer Relations Certificate in Hospitality Small Business Operations Certificate/Diploma in International Cuisine	NVQ in Hospitality Supervision NVQ in Food Service Advanced Craft NVQ in Drinks Service Advanced Craft NVQ in Professional Cookery
2	Intermediate GNVQ in Hospitality and Catering	National Certificate/Diploma in Hospitality		NVQ in Multi-skilled Hospitality Supervision
1	Foundation GNVQ in Hospitality and Catering	Introductory Certificate/Diploma in Hospitality, Travel and Tourism		NVQ in Hospitality
Entry		Entry Level Certificate in Skills for Working Life (Hospitality and Catering)		

Further information

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes) or visit our website at www.edexcel.org.uk.

Useful publications

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

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linneydirect.com

Related information and publications include:

- *Accreditation of Prior Learning* available on our website: www.edexcel.org.uk
- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* – (Edexcel, distributed to centres annually)
- key skills publications – specifications, tutor support materials and question papers
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* – (QCA, 2004)
- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain National Occupational Standards

People1st

2nd Floor

Armstrong House

38 Market Square

Uxbridge

Middlesex UB8 1LH

Telephone: 0870 060 2550

Email: info@people1st.co.uk

Website: www.people1st.co.uk

Professional development and training

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

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

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on the Edexcel website (www.edexcel.org.uk). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services on telephone 0870 240 9800 (calls may be recorded for training purposes) to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and 97 and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Level 3 BTEC National Award in Hospitality	500/1450/X
Edexcel Level 3 BTEC National Certificate in Hospitality	500/1451/1
Edexcel Level 3 BTEC National Diploma in Hospitality	500/1452/3

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Annexe B

Grading domains: Level 3 BTEC generic grading domains

Grading domain 1	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Application of knowledge and understanding</p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> • Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (eg explain why, makes judgements based on analysis). • Applies and/or selects concepts showing comprehension of often complex theories. • Applies knowledge in often familiar and unfamiliar contexts. • Applies knowledge to non-routine contexts (eg assessor selection). • Makes reasoned analytical judgements. • Shows relationships between p criteria. 	<ul style="list-style-type: none"> • Synthesises knowledge and understanding across p/m criteria. • Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. • Uses analysis, research and evaluation to make recommendations and influence proposals. • Analyses implications of application of knowledge/understanding. • Accesses and evaluates knowledge and understanding to advance complex activities/contexts. • Shows relationships with p/m criteria. • Responds positively to evaluation.

Grading domain 2	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p data-bbox="252 1771 357 2089">Development of practical and technical skills</p> <p data-bbox="416 1771 485 2089">(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> <li data-bbox="252 1279 320 1720">• Deploys appropriate advanced techniques/processes/skills. <li data-bbox="344 1077 413 1720">• Applies technical skill to advance non-routine activities. <li data-bbox="437 1088 505 1720">• Advances practical activities within resource constraints. <li data-bbox="529 1021 560 1720">• Produces varied solutions (including non-routine). <li data-bbox="584 1088 614 1720">• Modifies techniques/processes to situations. <li data-bbox="636 1167 667 1720">• Shows relationship between p criteria. 	<ul style="list-style-type: none"> <li data-bbox="252 259 282 925">• Demonstrates creativity/originality/own ideas. <li data-bbox="306 237 336 925">• Applies skill(s) to achieve higher order outcome. <li data-bbox="360 282 429 925">• Selects and uses successfully from a range of advanced techniques/processes/skills. <li data-bbox="453 293 483 925">• Reflects on skill acquisition and application. <li data-bbox="507 371 537 925">• Justifies application of skills/methods. <li data-bbox="561 237 630 925">• Makes judgements about risks and limitations of techniques/processes. <li data-bbox="654 170 722 925">• Innovates or generates new techniques/processes for new situations. <li data-bbox="746 338 777 925">• Shows relationship with p and m criteria.

Grading domain 3	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Personal development for occupational roles</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.

Grading domain 4	Indicative characteristics – Merit	Indicative characteristics – Distinction
<p>Application of generic skills</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

Key skills

All BTEC National qualifications include mapping and/or signposting of key skills. These are transferable skills, which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Tutors will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others – individuals or teams – so that work can be properly planned and targets met
- manage their own development, so that they are always ready to take on the challenges of change and diversification
- use number, not just within routine tasks and functions but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

Key skills mapping – summary of opportunities suggested in each unit

Key skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
N3.1	✓			✓						✓	✓	✓	✓
N3.2				✓						✓	✓	✓	✓
N3.3				✓									✓
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
C3.1b	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
C3.2	✓		✓					✓	✓				✓
C3.3		✓	✓										
ICT3.1	✓		✓		✓		✓	✓	✓	✓	✓		✓
ICT3.2			✓					✓	✓				✓
ICT3.3	✓			✓									
LP3.1		✓	✓		✓	✓	✓			✓	✓	✓	
LP3.2		✓	✓		✓	✓	✓			✓	✓	✓	
LP3.3		✓	✓		✓	✓	✓			✓	✓	✓	
PS3.1			✓	✓		✓		✓	✓				✓
PS3.2			✓	✓		✓							✓
PS3.3			✓	✓		✓							✓
WO3.1		✓			✓	✓				✓	✓	✓	
WO3.2		✓			✓	✓				✓	✓	✓	
WO3.3		✓			✓	✓				✓	✓	✓	

Key skills	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
N3.1	✓		✓					✓		✓			
N3.2			✓					✓		✓			
N3.3			✓					✓		✓			
C3.1a	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
C3.1b		✓	✓					✓				✓	
C3.2	✓				✓							✓	
C3.3				✓	✓								
ICT3.1	✓	✓			✓	✓	✓	✓	✓		✓	✓	
ICT3.2							✓	✓	✓			✓	
ICT3.3										✓		✓	
LP3.1	✓			✓			✓		✓		✓	✓	
LP3.2	✓			✓			✓		✓		✓	✓	
LP3.3	✓			✓			✓		✓		✓	✓	
PS3.1	✓			✓		✓		✓		✓		✓	
PS3.2	✓			✓		✓		✓				✓	
PS3.3	✓			✓		✓		✓				✓	
WO3.1	✓						✓	✓	✓			✓	
WO3.2	✓						✓	✓	✓			✓	
WO3.3	✓						✓	✓	✓			✓	

Annexe D

The following grid maps the knowledge covered in the BTEC Nationals in Hospitality against the underpinning knowledge of the Level 3 NVQ in Hospitality.

KEY

- ✓ indicates that the Edexcel Level 3 covers all of the underpinning knowledge of the NVQ unit
- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13
Level 3 NVQ in Hospitality Supervision													
C1 Manage yourself					#								
CS003 Work with others to improve customer service		#											
CS004 Monitor and solve customer service problems		#				#	#						
HS1 Supervise the work of staff					#								
HS2 Establish and develop positive working relationships in hospitality		#			#	#	#	#	#				
HS3 Contribute to the control of resources				#						#	#	#	
HS4 Maintain the health, hygiene, safety and security of the working environment			#			#	#	#	#	#	#	#	
HS7 Maintain food production operations								#	#				
HS9 Contribute to the development of recipes and menus				#									#

Continued overleaf

Units	1	2	3	4	5	6	7	8	9	10	11	12	13
HS10 Maintain the food service						#			#				
HS11 Maintain the drink service							#						
HS14 Maintain external areas			#										
HS28 Contribute to the development of a wine list							#						

Units	14	15	16	17	18	19	20	21	22	23	24	25	26
Level 3 NVQ in Hospitality Supervision													
C1 Manage yourself											#	#	
C7 Contribute to the selection of personnel for activities					#								
HS1 Supervise the work of staff					#								
HS2 Establish and develop positive working relationships in hospitality					#	#	#	#	#	#			
HS3 Contribute to the control of resources									#				
HS4 Maintain the health, hygiene, safety and security of the working environment						#	#	#	#	#			
HS6 Contribute to promoting hospitality services and products		#	#	#									
HS8 Supervise a function							#	#					
HS17 Maintain the housekeeping service									#				
HS19 Monitor and solve customer service problems										#			
HS21 Maintain the reception service										#			
HS22 Maintain the reservation and booking service		#								#			
HS27 Control practices for handling payments										#			

Annexe E

BTEC National in Hospitality Supervision old (specification end date 31/08/2007)/BTEC National in Hospitality new (specification start date 01/09/2007) – unit mapping overview

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	
Unit 1	F																												
Unit 2												F																	
Unit 3		F																											
Unit 4				P																									
Unit 5						P										P													
Unit 6							F																						
Unit 7							P																						
Unit 8								F																					
Unit 9									P																				
Unit 10						F																							
Unit 11																			P	P	P								
Unit 12																													
Unit 13																													P

KEY

P – Partial mapping (Some topics from the old unit appear in the new unit)

F – Full mapping (Topics in old unit match new unit exactly or almost exactly)

X – Full mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28
Unit 14																						X						
Unit 15																	P											
Unit 16														P														
Unit 17																												
Unit 18																		P										
Unit 19																												
Unit 20																								F				
Unit 21																						P						
Unit 22																												
Unit 23								X																				
Unit 24																												
Unit 25			P																							P		
Unit 26			P																									

KEY

P – Partial mapping (Some topics from the old unit appear in the new unit)

F – Full mapping (Topics in old unit match new unit exactly or almost exactly)

X – Full mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC National in Hospitality Supervision old (specification end date 31/08/2007)/BTEC National in Hospitality new (specification start date 01/09/2007) – unit mapping in depth

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	The Hospitality Industry	Unit 1	The Hospitality Industry	Topics that remain the same: scale, scope and diversity; classification systems; organisation and structure; support functions.
Unit 2	Customer Care in Hospitality	Unit 13	Customer Care in Hospitality	Topics that remain the same: key features; communication, presentation and teamwork; provision of customer care; sources of information. <i>New topic: customer requirements.</i>
Unit 3	Health, Safety and Security in the Hospitality Industry	Unit 2	Health, Safety and Security	Topics that remain the same: importance of maintaining health, safety and security; impact of relevant legislation; common hazards; risk assessments; control measures; sources of advice.
Unit 4	Hospitality Business Operations	Unit 5	Applied Costings in Hospitality	Topics that remain the same: costing and pricing; financial statements. Topic that has been removed from the new qualification: interpreting financial information. <i>New topics: principles of goods selection; controlling and accounting methods.</i>
		Unit 15	Selecting and Controlling Resources	Topics that remain the same: principles of goods selection; controlling and accounting methods. Topics that have been removed from the new qualification: legal requirements; environmental issues. <i>New topics: costing and pricing; financial statements.</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 5	Hospitality Team Leadership and Supervision	Unit 4	Team Leadership and Supervision	<p>Topics that remain the same: monitoring of team performance; leadership and interpersonal skills.</p> <p>Topics that have been removed: internal and external factors; planning and objectives.</p> <p><i>New topics: types, benefits and role of teams; team building, team management and threats to team cohesion.</i></p>
Unit 6	Food Service Operations	Unit 7	Food and Beverage Service Operations	<p>Topics that remain the same: meal experience; preparation and layout; providing food service; evaluation techniques and criteria.</p> <p>Topic that has been removed: alcoholic beverages.</p>
Unit 7	Alcoholic Beverage Service Operations	Unit 7	Food and Beverage Service Operations	<p>Topic that remains the same: alcoholic beverage service.</p> <p><i>New topics: types of alcoholic beverages and food matches; storage, equipment and presentation; cocktails; legal, health socio-cultural and moral issues.</i></p>
Unit 8	Kitchen Organisation and Food Safety	Unit 8	Kitchen Organisation and Food Safety	<p>Topics that remain the same: production and staff organisation systems; food storage procedures and documentation; compliance and legislation; workflow analysis.</p>
Unit 9	Food Service Organisation	Unit 10	Food and Beverage Service Organisation	<p>Topics that remain the same: staff organisation; practices and procedures; workflow systems; legislation and regulations.</p> <p>Topic that has been removed: documentation.</p> <p><i>New topics: service methods; liaison with other departments.</i></p>
Unit 10	Introduction to European Cuisine	Unit 6	European Cuisine	<p>Topics that remain the same: equipment; commodities; storage and cooking methods; styles of cuisine and range of dishes; professional, safe and hygienic skills food preparation skills; evaluation techniques.</p>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 11	Introduction to Asian Cuisine	Unit 19	Indian Cuisine	Topics that remain the same: equipment; commodities; storage and cooking methods; professional, safe and hygienic skills; food preparation skills. Topic that has been removed: menu structure and trends.
		Unit 20	Chinese Cuisine	Topics that remain the same: equipment; commodities; storage and cooking methods; professional, safe and hygienic skills; food preparation skills. Topic that has been removed: menu structure and trends.
		Unit 21	Thai Cuisine	Topics that remain the same: equipment; commodities; storage and cooking methods; professional, safe and hygienic skills; food preparation skills. Topic that has been removed: menu structure and trends.
Unit 12	Introduction to Contemporary Cuisine	N/A		
Unit 13	Principles of Healthy Eating	Unit 28	Diet and Nutrition	Topics that remain the same: factors that promote healthy eating; nutritional requirements of a balanced diet. Topic that has been removed: preparing and cooking. <i>New topics: nutritional requirements for different ages, situations and special dietary needs; recipe and menu planning.</i>
Unit 14	Hospitality Business Enterprise	Unit 23	Hospitality Small Business Start-up	Topics that remain the same: legal and financial considerations; business proposals. <i>New topics: planning and setting up a business; feedback and evaluation.</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 15	E-business for Hospitality	Unit 17	E-Commerce for the Hospitality Industry	Topics that remain the same: impact of e-business; benefits; barriers; effective hospitality websites. Topic that has been removed: legislation. <i>New topics: features of effective websites; sales and marketing issues.</i>
Unit 16	Marketing for Hospitality	Unit 16	Marketing for Hospitality Operations	Topics that remain the same: marketing principles and strategies; marketing research; market environment analysis; marketing mix and product development. Topic that has been removed: evaluating marketing strategies. <i>New topic: objectives of marketing strategies.</i>
Unit 17	Personal Selling and Promotional Skills for Hospitality	Unit 14	Personal Selling and Promotional Skills	Topics that remain the same: benefit of personal selling and promotional activities; types of consumers and factors that influence their decision to purchase; use of personal selling skills. Topic that has been removed: planning, implementation and evaluation of promotional campaign. <i>New topic: designing promotions.</i>
Unit 18	Human Resources in Hospitality	Unit 18	Human Resources	Topics that remain the same: issues, responsibilities and policies; recruitment, selection and induction procedures; appraisal procedures; disciplinary, grievance and termination procedures; relevant legislation. Topics that have been removed: empowerment; quality systems; health and safety legislation; human resource management.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 19	Understanding Large-scale Events	n/a		
Unit 20	Conference and Banqueting Operations	Unit 24	Conference and Banqueting Operations	Topics that remain the same: venues, activities and facilities; operational processes and working procedures; resources and requirements; planning and participation in a conference or banqueting event; evaluation.
Unit 21	Planning and Managing a Hospitality Event	Unit 22	Themed Event Planning	Topics that remain the same: characteristics of events; proposal from a client brief. Topics that have been removed: outline of theme, presentation of proposal; evaluation of proposal. <i>New topics: non-themed events; staging the event; reviewing the event.</i>
Unit 22	Accommodation Operations	Unit 8	Accommodation Operations	Topics that remain the same: role and responsibilities; methods of documentation used; cleaning and servicing of rooms; health and safety. <i>New topics: structure of accommodation operations; security and environmental issues.</i>
Unit 23	Front Office Operations in Hospitality	Unit 9	Front of House Operations	Topics that remain the same: structure, role and responsibilities; reservations and registration; guest accounting; data and room statistics.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 24	Personal and Professional Development in Hospitality	Unit 3	Work-based Experience	Topics that remain the same: application documents; preparation and interview skills. Topics that have been removed: work-based placements; work-based project; monitoring and presenting project. <i>New topics: personal assessment; completing a development plan; monitoring the development plan.</i>
		Unit 27	The Reflective Practitioner	Topics that remain the same: personal assessment; completing a development plan; monitoring the development plan. Topics that have been removed: theories, skills and methods to support the reflective practitioner. <i>New topics: sources of careers information and progression routes; application documents; preparation and interview skills.</i>
Unit 25	Work-related Project in Hospitality	Unit 3	Work-based Experience	Topics that remain the same: planning, carrying out, evaluating and presenting the project. Topics that have been removed: documents and interview skills; investigation of suitability of placement.
Unit 26	Current Issues in Hospitality	N/A		

Annexe F

Wider curriculum mapping

Study of the Edexcel Level 3 BTEC Nationals in Hospitality gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel Level 3 BTEC Nationals in Hospitality make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- *spiritual issues* – understanding how the needs of different types of customers can be met can lead to discussions on, and an awareness of, spiritual issues
- *moral and ethical issues* – dealing with customers, particularly handling payments and personal information, should always engage the learner in a consideration of moral and ethical issues. Moral and ethical questions, such as honesty in the representation of information to customers, are relevant to the units that deal with sales and marketing issues for example *Unit 15: E-business for Hospitality*
- *social and cultural issues* – acquiring social skills through work experience placements and dealing with a wide variety of people in a customer service context will enable learners to develop their personal skills in this area. These issues are also relevant to particular issues such as diet and attitudes to alcohol, for example in *Unit 7: Alcoholic Beverage Service Operations*.

Environmental issues

Learners are led to appreciate the importance of environmental issues through considering the impact of hospitality on the environment throughout the qualification, for example in *Unit 22: Accommodation Operations*.

European developments

Much of the content of the Edexcel Level 3 BTEC Nationals in Hospitality applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

The Edexcel Level 3 BTEC Nationals in Hospitality are practically based and health and safety issues are encountered throughout the units. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Learners will also explore health and safety issues across the hospitality sector, particularly in *Unit 3: Health, Safety and Security in the Hospitality Industry* and *Unit 8: Kitchen Organisation and Food Safety*.

Equal opportunities issues

Equal opportunities issues can be explored in any unit, but are most relevant to *Unit 2: Customer Care in Hospitality* and *Unit 18: Human Resources in Hospitality*.

Wider curriculum mapping

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	
Spiritual issues	✓	✓																									✓
Moral and ethical issues		✓													✓	✓							✓				✓
Social and cultural issues	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues				✓				✓	✓	✓	✓	✓								✓	✓	✓	✓				✓
European developments	✓		✓			✓	✓			✓					✓	✓	✓	✓	✓	✓	✓	✓					✓
Health and safety considerations			✓		✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓				✓
Equal opportunities issues		✓			✓										✓	✓	✓		✓								✓

Annexe G

Mapping with People1st unit: *Supervising Food Safety in Catering* and NVQ Unit 3GEN1

Unit title: Supervising Food Safety in Catering

Level: 3

Supervising Food Safety in Catering – learning outcomes	Assessment criteria	NVQ Unit 3GEN1 – mapping with K number	BTEC unit/learning outcome
1 Ensure compliance with legislation	1.1 Food safety procedures	1	Unit 8, LO2/3
	1.2 Employer's and employee's responsibilities	7, 17	Unit 3, LO1; Unit 8, LO3
	1.3 Food safety law	7	Unit 3, LO1; Unit 8, LO3
	1.4 Law enforcement	7	Unit 3, LO1; Unit 8, LO3
2 Apply and monitor good hygiene practice	2.1 Temperature control	3, 5, 6, 13, 14	Unit 8, LO3
	2.2 Procedures to control contamination and cross-contamination	3, 6, 9, 16, 22, 23	Unit 8, LO3
	2.3 Personal hygiene of staff	3, 6, 7, 8, 9, 16, 17, 22	Unit 8, LO3
	2.4 Cleaning and disinfection	3, 5, 6, 9, 12, 22	Unit 8, LO3
	2.5 Workplace and equipment design	3, 10, 22, 23	Unit 8, LO3
	2.6 Waste disposal	3, 6, 9, 10, 15, 22	Unit 8, LO3
	2.7 Pest control	3, 6, 11, 16, 20, 22	Unit 8, LO3

Supervising Food Safety in Catering – learning outcomes	Assessment criteria	NVQ Unit 3GEN1 – mapping with K number	BTEC unit/learning outcome
3 Implement food safety management procedures	3.1 Food safety hazards: microbiological, chemical, physical and allergenic	2, 3, 4, 8, 11, 16, 22, 23, 24	Unit 3, LO2/3
	3.2 Food safety controls	1, 5, 6, 8, 13, 14, 15, 16, 17, 25	Unit 3, LO3/4; Unit 8, LO3
	3.3 Monitoring and recording controls	8, 14, 17, 20, 25, 26	Unit 3, LO3/4; Unit 8, LO4/5
	3.4 Corrective actions	6, 8, 20, 21, 26	Unit 3, LO3/4; Unit 8, LO4/5
	3.5 Evaluation of food safety controls	26	Unit 3, LO3/4; Unit 8, LO4/5
4 Contribute to staff training	4.1 Induction and ongoing training	1, 2, 3, 4, 6, 9, 13, 14, 16, 17, 19, 23, 25	Unit 3, LO5; Unit 8, LO5
	4.2 Effective communication of procedures	1, 8, 18, 19, 21	Unit 3, LO5; Unit 8, LO5

Annexe H

Grading grid for Unit 26: Current Issues in Hospitality

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain different methods that can be used to research a current issue in the hospitality industry		
P2 propose a research plan to investigate a current issue affecting the hospitality industry	M1 explain how the proposed research plan enables exploration of current issue	
P3 use appropriate sources of information to research a current issue using a standard referencing system	M2 conduct independent research into a current issue, using at least four different types of information sources and showing awareness of limitations of sources	D1 evaluate the research undertaken and recommend improvements to own research skills in the future
P4 communicate a current issue affecting the hospitality industry using appropriate conventions to convey findings	M3 communicate information clearly, concisely and coherently using specialist vocabulary, making connections and synthesising arguments	
P5 explain how a current issue affects the hospitality industry.	M4 provide a comprehensive analysis of the researched current issue, combining and recognising different points of view.	D2 use findings from research into the current issue to recommend actions for the hospitality industry.

Assessment guidance for Unit 26: Current Issues in Hospitality

This should be read in conjunction with the annexed grading grid for this unit.

The assessment criteria shown in the grading grid can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1; P2 and M1; P3, M2 and D1; P4 and M3; P5, M4 and D2. Where possible, learners should be encouraged to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

It is essential that learners understand that the current issue they choose to look at should be significant and affecting the hospitality industry during the time of delivery and assessment.

P1

As this is likely to be the first time many learners have attempted assessment at Level 4, it is recommended that this unit is assessed through a number of assignments. The first assignment could focus on P1 only. Learners will present their reasons why a number of different research methods could be effective. They will present the advantages and disadvantages of each method. The term 'method' includes all aspects of the content from learning outcome 1. It is likely that at least two methods and all sources and data have been considered and submitted to an appropriate standard. As this is a Level 4 unit, there will be some depth to learners' reasoning and some exemplification.

P2 – M1

The second assignment could focus on the requirements of the learning outcome 2. A research plan must be presented which addresses all of the unit content. Learners are not expected to identify all possible sources of research but need to identify a sufficient number to gain initial information. This should be a range of types of information. There must be some reference to both qualitative and quantitative data sources in the plan to be considered to have met the pass criteria. The plan can be presented as a form with a preset format to ensure all content is included. This will provide evidence for P2.

For M1 level, the plan must be justified. There must be a clear explanation with detailed reasoning showing how the plan will be effective in enabling learners to explore a current issue. There can be some omissions in the justification but these should not be significant. For example, some review dates may not be justified.

P3 – M2 – D1

The third assignment is likely to focus on the remaining criteria and the research into the current issue and the presentation of findings. For P3, a range of sources will be used in researching the issue. A range requires different types of sources and not just different examples of the same type. Evidence is likely to come from a bibliography, but, as the criterion requires use of resources, there must be referencing of sources in the presentation of findings. An accepted convention for referencing sources, such as Harvard, must be evident for P3 in addition to details of the range of sources used.

For M2, learners will have obtained their information independently, possibly using sources not initially presented in their research plan but used as a result of following a line of enquiry. At least four different types of sources are required, eg websites, journals, textbooks, interviews. Primary and secondary sources, qualitative and quantitative data will be included. Full use of sources of information will be made so there will be clear evidence of their use through referencing. There should also be evidence of the limitations of sources. This may be presented as a separate document, perhaps as part of a review when attempting to meet D1, or it may be through the debate and analysis of the issue presented for P4, M3 and D2.

Evidence for D1 should be presented as an evaluation, either separate from the main findings, or as part of a conclusion to the research. This evaluation should have a separate focus from any evaluation done of the current issue, and for this reason, is probably best presented separately. Learners should state specifically areas of strength and weakness in their own research methodology and make clear and realistic recommendations for the future.

P4 – M3

For P4, the focus is on the presentation of findings. This links with the Level 4 key skills in communication. Learners can present their findings orally or in writing but they must select an appropriate form. All of the content for the learning outcome 3 must be evident in terms of *communicate findings* and *appropriate conventions to communicate findings*.

For M3, the findings must be communicated clearly. There will be a clear structure, with use of headings or other methods to differentiate key points. Presentation will be concise, with little irrelevant information included. Findings will present a number of contrasting arguments, making connections and synthesising these arguments.

P5 – M4 – D2

The current issue will be described in P5 with some detail on its development, but the focus of the evidence will be on explaining its effect on the hospitality industry. If there is no explanation and the evidence is descriptive, the criterion has not been met. The evidence must clearly be reasoned to achieve this pass criterion.

For M4, analysis will be included with the explanation given for P5. The arguments presented will each be considered and may include, as one of the points of view put forward, learners' own ideas, but this should be clearly labelled and analysed along with any other argument. There must be a range of arguments considered to achieve M4.

For D2, learners should be clearly using their findings to make recommendations for the hospitality industry. Recommendations should be detailed, appropriate and realistic.

Key skills mapping for *Unit 26: Current Issues in Hospitality*

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 4 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 4	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • carrying out the project and monitoring its progress • communicating findings on a current issue in hospitality • communicating findings on current issue in hospitality. 	<p>N4.1 Develop a strategy for using application of number skills over an extended period of time.</p> <p>N4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:</p> <ul style="list-style-type: none"> a deductive and inferential reasoning b algebraic modelling. <p>N4.3 Evaluate your overall strategy and present the outcomes from your work, including use of charts, graphs and diagrams to illustrate complex data.</p>
Communication Level 4	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • presenting finding on a current issue in hospitality • researching a current issue in hospitality • communicate findings on current issue. 	<p>C4.1 Develop a strategy for using communication skills over an extended period of time.</p> <p>C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least:</p> <ul style="list-style-type: none"> a one group discussion about a complex subject b one document of 1,000 words or more about a complex subject. <p>C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.</p>

Information and communication technology Level 4	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching a current issue in hospitality communicating findings on a current issue in hospitality. 	<p>ICT4.1 Develop a strategy for using ICT skills over an extended period of time.</p> <p>ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.</p> <p>ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.</p>
Improving own learning and performance Level 4	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> proposing a research plan carrying out research into a current issue in hospitality. 	<p>LP4.1 Develop a strategy for improving your own learning and performance.</p> <p>LP4.2 Monitor progress and adapt your strategy to improve performance.</p> <p>LP4.3 Evaluate your strategy and present the outcomes of your learning.</p>
Problem solving Level 4	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> proposing a research plan planning and carrying out research into a current issue in hospitality. 	<p>PS4.1 Develop a strategy for problem solving.</p> <p>PS4.2 Monitor your progress and adapt your strategy for solving the problem.</p> <p>PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills.</p>

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